



Autumn 1		
KS1	Football	
	Year 1	Year 2
		L1: What is football? What skills will I need to play this game successfully? L2: Why is movement and space important? L3: How can I control the ball in different ways and with different parts of my body? L4: What is dribbling in the game of football? L5: Why is passing important? L6: How can I apply my skills in a game?
Key Concepts to assess	L1: Children know some of the positions and rules of the game. Children can explore different ways to move and control a ball. L2: Children can recognise space in games. Children can move fluently, changing direction and speed. L3: Children can explore different ways to use and move with a ball. Children show control of a ball with basic actions. L4: Children know that dribbling means controlling the ball with their feet. Children are beginning to show control when dribbling a ball. L5: Children send/pass a ball and successfully catch/stop a ball. L6: Children can use skill when playing games. Children can follow the rules of the game.	L1: Children know the basic positions and rules of the game. Children can explore the difference between the attackers and defenders. Children can explore different ways to move with a ball with increasing control. L2: Children can recognise space in games and use it to their advantage. Children can move fluently, changing direction and speed – with and without a ball. L3: Children can explore and show increased control when moving in different ways with a ball. L4: Children can control the ball by dribbling in when moving at different speeds keeping the ball close. Children are beginning to dribble past obstacles. L5: Children can send/pass a ball using different parts of their foot and can successfully stop/catch a ball when sent at different speeds. L6: Children can use skills in different ways when playing games. Children can recognise what is successful and use actions and ideas they have seen to improve their own skills.
Vocabulary	Attack, defend, goal, shoot, tackle, mark, dribble, space,	Attack, defend, goal, shoot, tackle, mark, dribble, space, rules, referee, tactics, teamwork, control, send, receive
Experiences	Waterton football tournament	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Cherry Tree Academy Medium Term Cycle A

Autumn 1		
KS1	Dance	
	Year 1	Year 2
	<p>L1: How can I use the counts of 8 to move in time and make my dance look interesting?</p> <p>L2: What are pathways in dance?</p> <p>L3: Can you create your own dance using pathways, actions and counts?</p> <p>L4: How can we use different speeds and actions in dance?</p> <p>L5: Can you copy, remember and repeat actions?</p> <p>L6: Can you copy, repeat, create and perform actions that represent a theme?</p>	<p>L1: How can I use the counts of 8 to move in time and make my dance look interesting?</p> <p>L2: What are pathways in dance?</p> <p>L3: Can you create your own dance using pathways, actions and counts?</p> <p>L4: How can we use different speeds and actions in dance?</p> <p>L5: Can you copy, remember and repeat actions?</p> <p>L6: Can you copy, repeat, create and perform actions that represent a theme?</p>
Key Concepts to assess	<p>L1: Children are beginning to use counts in a dance.</p> <p>L2: Children can move confidently and safely.</p> <p>L3: Children can use different parts of the body in isolation and together. Children can choose appropriate movements for different dance ideas.</p> <p>L4: Children show some sense of dynamic and expression qualities in their dance</p> <p>L5: Children can copy, remember and repeat actions.</p> <p>L6: Children can work with others to share ideas and select actions. Children can say what they liked about someone else's performance.</p>	<p>L1: Children can use counts to stay in time with the music.</p> <p>L2: Children can move confidently and safely using different parts of their bodies and at different speeds.</p> <p>L3: Children can use different parts of their bodies when working by themselves and others to create a simple dance phrase.</p> <p>L4: Children can show a character and idea through the actions and dynamics they choose.</p> <p>L5: Children can copy, remember, repeat and create dance phrases.</p> <p>L6: Children can work with a partner using mirroring and unison. Children show confidence when performing.</p>
Vocabulary	Dance, movement, count, perform, speed, action, pathway	Dance, movement, phrase, link, mirror, unison, time, count, perform, speed, action, pathway
Experiences		
SMSC	<p>Social – working with a partner and as part of a group. Giving constructive feedback.</p> <p>Spiritual – dance as a way of expressing feelings</p> <p>Cultural – the role dance plays in different cultures</p>	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using.	
School Values	<p>Resilient – keeping going when learning new skills and having another go when things go wrong.</p> <p>Healthy – the role PE has in helping us to develop healthy bodies and minds.</p> <p>Inclusive – how we can adapt skills and activities so that all members of our class are involved.</p>	



Cherry Tree Academy Medium Term Cycle A

Autumn 2		
KS1	Gymnastics	
	Year 1	Year 2
		<p>L1: What is a travelling movement and how can I travel? L2: How can I develop and combine travelling movements? L3: How can I develop the quality of my shapes and link them together? L4: How can I develop the quality of my shapes and link them together? L5: What is stability, control and balance? L6: What is stability, control and balance? L7: How can I improve my shape jumps? L8: How can I improve my shape jumps?</p>
Key Concepts to assess	<p>L1: I can think of different ways to travel and use space safely. L2: I can combine different ways of travelling. L3: I can link simple actions together to create a sequence. L4: I can create shapes and repeat movements L5: I can make my body tense, relaxed, stretched and curled. L6: I can make my body tense, relaxed, stretched and curled. L7: I can remember and repeat actions and shapes. L8: I can remember and repeat actions and shapes. All: I am confident to perform in front of others. All: I can recognise changes in my body when I do exercise. All: I can say what I liked about someone else's performance. All: I can use apparatus safely and wait for my turn.</p>	<p>L1: I can perform the basic gymnastics actions with some control and balance. L2: I can perform the basic gymnastics actions with some control and balance. L3: I can use shapes when performing other skills. L4: I can use shapes when performing other skills. L5: I can use directions and levels to make my work look interesting. L6: I can use directions and levels to make my work look interesting. L7: I can use directions and levels to make my work look interesting. L8: I can plan and repeat simple sequences of actions. All: I am beginning to provide feedback using key words. All: I am proud of my work and confidence to perform in front of others. All: I can work safely with others and apparatus.</p>
Vocabulary	Gymnast, gymnastics, travel (hop, skip, jog, sprint, crawl, slither, creep, slide, side-step, roll), movement, direction (forwards, backwards, sideways), shape, balance, tense, relaxed, stretched, curled, sequence	Gymnast, gymnastics, travel (hop, skip, jog, sprint, crawl, slither, creep, slide, side-step, roll, jump, leap), movement, direction (forwards, backwards, sideways, diagonally), shape, balance, link, control, take off, landing, tense, relaxed, stretched, curled, sequence, straight jump, tuck jump, straddle jump, front support, back support, arch, dish
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Cherry Tree Academy Medium Term Cycle A

Autumn 2		
KS1	Fundamentals	
	Year 1	Year 2
	L1: What are balance and stability and what does landing safely look like? L2: How does our body move different when we are running at different speeds? L3: How can I change direction and dodge effectively? L4: How can I develop my jumping, hopping and skipping? L5: What are coordination and combination jumps? L6: How can I use coordination and combination jumps when skipping in an individual rope?	L1: What are balance and stability and what does landing safely look like? L2: How does our body move different when we are running at different speeds? L3: How can I change direction and dodge effectively? L4: How can I develop my jumping, hopping and skipping? L5: What are coordination and combination jumps? L6: How can I use coordination and combination jumps when skipping in an individual rope?
Key Concepts to asses	L1: I show balance and co-ordination when static and moving at a slow speed. L2: I can run at different speeds. L3: I can change direction when moving at speed. L4: I can show hopping and jumping movements. L5: I can show hopping and jumping movements. L6: I can show hopping and jumping movements. All: I can recognise changes in my body when I do exercise. All: I can work co-operatively with others to complete tasks.	L1: I can show balance when landing. L2: I can show balance and coordination when running at different speeds. L3: I can show balance when changing direction. L4: I can show hopping, skipping and jumping movements with some balance and control. L5: I am beginning to turn and jump in an individual skipping rope. L6: I am beginning to turn and jump in an individual skipping rope. All: I am beginning to provide feedback using key words. All: I can describe how my body feels during exercise. All: I can work co-operatively with a partner and a small group.
Vocabulary	Balance, walk, jog, sprint, direction, forwards, backwards, sideways, jump, hop, skip, turn, combine, healthy	Balance, coordination, walk, jog, sprint, speed, direction, change, forwards, backwards, sideways, diagonally, jump, bounce, hop, skip, turn, combine, sequence, healthy, feedback, improve
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Spring 1		
KS1	Invasion Games (Benchball)	
	Year 1	Year 2
		L1: What is the role of an attacker and a defender? L2: Who should I pass to and why? L3: How do I move towards goal with the ball? L4: How can I support a teammate when playing in attach? L5: How can I move into space showing an awareness of defenders? L6: Why should I stay with a player when defending?
Key Concepts to assess	L1: Children understand what defender is and what an attacked is. Children know their role in a game. Children know some of the rules of Benchball. L2: Children are beginning to dribble a ball with hands and feet. Children can recognise space when playing games. Children know to pass forward when possible when playing Benchball. L3: Children can change direction to move away from a defender. Children can send and receive a ball with hands and feet. Children know to pass forward when possible in the game of Benchball. Children know how to score in the game of Benchball. L4: Children can use words and gestures to support other players. Children know to point towards where they are going to pass. Children are beginning to find good space when playing Benchball. Children know the rules of Benchball. Children can use simple rules to play fairly. L5: Children move to stay with another player when defending. Children are beginning to use quick movements to find space when attacking and defending. Children can use simple rules to play fairly. L6: Children move to stay with another player when defending. Children are beginning to use quick movements to find space when attacking and defending. Children can use simple rules to play fairly.	L1: Children understand what defender is and what an attacked is and can explain their role in a game. Children know the rules of Benchball. L2: Children can dribble a ball with hands and feet. Children can recognise and find space when playing games. Children know to pass forward when possible when playing Benchball. L3: Children can change direction quickly to move away from a defender and is response to another players movement. Children can send and receive a ball with hands and feet. Children know to pass forward when possible in the game of Benchball. Children know how to score in the game of Benchball. L4: Children can use words and gestures to support other players. Children know to point towards where they are going to pass. Children can find good space when playing Benchball. Children know the rules of Benchball. Children can use simple rules to play fairly. L5: Children move to stay with another player when defending. Children use quick movements to find space when attacking and defending. Children can use simple rules to play fairly. L6: Children move to stay with another player when defending. Children use quick movements to find space when attacking and defending. Children can use simple rules to play fairly.
Vocabulary	Attack, defend, space, rules, dribble, control, pass, block, direction, score, goal,	Attack, defend, space, rules, dribble, control, pass, block, direction, score, goal, tactics, support, send, receive
Experiences	Waterton Benchball tournament	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Spring 1		
KS1	Ball Skills	
	Year 1	Year 2
	L1: How can I dribble a ball with my hands? L2: How can I roll a ball with accuracy? L3: How can I throw a ball towards a target with accuracy? L4: How do you catch with two hands? L5: How do you dribble a ball with your feet? L6: What does tracking a ball mean and how do I do it?	L1: How can I dribble a ball with my feet? L2: How do I roll a ball to hit a target? L3: How can I stop a rolling ball? L4: How can I throw and catch effectively? L5: How do I dribble a ball with my feet? L6: How do I kick a ball effectively?
Key Concepts to assess	L1: I am beginning to dribble a ball with my hands. L2: I can roll with some accuracy towards a target. L3: I can throw with some accuracy towards a target. L4: I a beginning to catch with two hands. L5: I am beginning to dribble a ball with my feet. L6: I can track a ball that is coming towards me. All: I can work co-operatively with a partner. All: I am beginning to understand simple tactics. All: can say when someone was successful.	L1: I can dribble a ball with my hands with some control. L2: I can roll a ball to hit a target. L3: I can throw a ball o hit a target. L4: I can send a receive a ball using both kicking and throwing and catching skills. L5: I can dribble a ball with my feet with some control. L6: I can track a ball and collect it. All: I am beginning to provide feedback using key words. All: I am beginning to understand and use simple tactics. All: I can work co-operatively with a partner and a small group.
Vocabulary	Send, receive, catch, throw, pass, roll, track, follow, dribble, tactics	Send, receive, catch, throw, pass, roll, dribble, weave, track, follow, tactics, attack, defend, evaluate, feedback
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Spring 2		
Net and Wall Games		
KS1	Year 1	Year 2
	L1: Can you use the ready position to defend space on a court? L2: How can we return a ball using our hands? L3: Can you play against a partner? L4: How can we use a racket to return a ball? L5: How can we use a racket to return a ball? L6: Can you play against an opponent using a racket?	L1: Can you use the ready position to defend space on a court? L2: How can we return a ball using our hands? L3: Can you play against a partner? L4: How can we use a racket to return a ball? L5: How can we use a racket to return a ball? L6: Can you play against an opponent using a racket?
Key Concepts to assess	L1: Children can use a ready position to move to the ball. L2: Children can throw a ball to land over the net and into the court area. L3: Children can track balls and other equipment sent to them. Children know how to score points. L4: Children can hit a ball using a racket. L5: Children can hit a ball using a racket. L6: Children can play against a partner showing honesty and fair play.	L1: Children can defend space on the court using the ready position. L2: Children can hit a ball over the net and into the court area using their hands. L3: Children can throw accurately to a partner. Children know how to score points and can remember the score. L4: Children can use a racket to hit a ball over the net and into the court area. L5: Children can use a racket to hit a ball over the net and into the court area. L6: Children can use simple tactics to make it difficult for an opponent. Children can show good sportsmanship when playing against an opponent.
Vocabulary	Ready, court, racket, return, send, receive	Ready, court, racket, return, send, receive, tactics, accurate, score, opponent
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Spring 2		
KS1	Team Building	
	Year 1	Year 2
	<p>L1: Can you follow instructions and work with others? L2: What is cooperation and can you cooperate and communicate with others to solve challenges? L3: Can you create a plan as part of a group to solve challenges? L4: Why are communication and trust important when working as part of a team? L5: Can you use teamwork skills to solve problems? L6: How can you work with your group to copy and create a basic map?</p>	<p>L1: Can you follow instructions and work with others? L2: What is cooperation and can you cooperate and communicate with others to solve challenges? L3: Can you create a plan as part of a group to solve challenges? L4: Why are communication and trust important when working as part of a team? L5: Can you use teamwork skills to solve problems? L6: How can you work with your group to copy and create a basic map?</p>
<p>Key Concepts to assess</p> <p>L1: Children can follow instructions. L2: Children can listen to others' ideas. Children can work with a partner and a small group. L3: Children can listen to others' ideas. Children can follow instructions given by others. L4: Children can listen to others' ideas. Children can suggest ideas to solve tasks. L5: Children can listen to others' ideas and make their own contributions. L6: Children can follow paths and lead others.</p>	<p>L1: Children can follow instructions carefully. L2: Children can work cooperatively with a partner and a small group. L3: Children can share their ideas and help to solve tasks. L4: Children can communicate clearly to their group and listen carefully to the ideas of others. L5: Children can say when they were successful at solving challenges. Children can show honesty and can play fairly. L6: Children can use, follow and create a simple diagram / map.</p>	
<p>Vocabulary</p> <p>Instruction, cooperate, teamwork, share, take turns, challenge, problem</p>	<p>Instruction, cooperate, teamwork, share, take turns, challenge, problem, solution, communication, trust, fair, honest</p>	
<p>Experiences</p>		
<p>SMSC</p>	<p>Social – working with a partner and as part of a team (cooperation and group work skills)</p>	
<p>British Values</p>	<p>Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.</p>	
<p>School Values</p>	<p>Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.</p>	



Cherry Tree Academy Medium Term Cycle A

Summer 1		
Striking and Fielding (Scatterball)		
KS1	Year 1	Year 2
	<p>L1: What us underarm throwing and catching? L2: What is overarm throwing? L3: How can we hit a ball? L4: How do we collect a ball? L5: How can we get the batting team out? L6: What are the rules of the game and how do I play it well?</p>	<p>L1: What us underarm throwing and catching? L2: What is overarm throwing? L3: How can we hit a ball? L4: How do we collect a ball? L5: How can we get the batting team out? L6: What are the rules of the game and how do I play it well?</p>
Key Concepts to assess	<p>L1: Children can catch and beanbag and a medium-sized ball. Children can track a ball that is coming towards them. Children can roll a ball towards a target. L2: Children can stand correctly when throwing a ball. Children know to look in the direction they are throwing. Children can throw towards a target. L3: Children can hit a ball using their hand. Children can track a ball coming towards them. L4: Children can use underarm and overarm throwing techniques. Children can track where a ball has gone. L5: Children understand the rules and are beginning to use them to play honestly and fairly. Children know how to score points. L6: Children understand the rules and are beginning to use them to play honestly and fairly. Children know how to score points.</p>	<p>L1: Children can catch and beanbag and a small-sized ball. Children can track a ball that is coming towards them and know why this is important. Children can roll and throw a ball towards a small target. L2: Children can stand correctly when throwing a ball. Children know to look in the direction they are throwing. Children can throw towards a small target. L3: Children can hit a ball using a racket. Children can track a ball coming towards them. L4: Children can use underarm and overarm throwing techniques. Children can track where a ball has gone. Children can use tactics when fielding. L5: Children understand the rules and use them to play honestly and fairly. Children know how to score points. L6: Children understand the rules and use them to play honestly and fairly. Children know how to score points.</p>
Vocabulary	Striker, fielder, space, track, throw, catch, rules, base, send, retrieve	Striker, fielder, space, track, throw, catch, rules, base, send, retrieve, tactics, team, target
Experiences	Waterton Scatterball tournament	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Cherry Tree Academy Medium Term Cycle A

Summer 1		
KS1	Athletics	
	Year 1	Year 2
		<p>L1: What is sprinting and what does this look like? L2: What is jumping for distance and what does this look like? L3: What is jumping for height and what technique do I need to use? L4: What is throwing for distance and what does this look like? L5: What is throwing for accuracy and what does this look like? L6: Can you select and apply knowledge and technique in different athletic activities?</p>
Key Concepts to assess	<p>L1: Children are beginning to develop balance and coordination when running at different speeds. L2: Children are beginning to jump and land with control. Children are beginning to recognise good technique. L3: Children are beginning to jump and land with control. Children are beginning to recognise good technique. L4: Children can use an overarm throw to help them throw for distance. Children are beginning to recognise good technique. L5: Children are beginning to use different throwing techniques to help them throw for accuracy. Children are beginning to recognise good technique. L6: Children are beginning to work with others, taking turns and sharing. Children are beginning to select the correct skill for a given activity. All: Children can identify how their body feels during exercise.</p>	<p>L1: Children show balance and coordination when running at different speeds. Children can recognize how body movements change when running at different speeds. L2: Children can jump and land with control. Children can identify good technique. L3: Children can jump and land with control. Children can identify good technique. L4: Children can use an overarm throw to throw for distance. Children can identify which type of throw is best for different purposes. Children can identify good technique. L5: L4: Children can use different throwing techniques to throw for accuracy. Children can identify which type of throw is best for different purposes. Children can identify good technique. L6: Children can work with others, taking turns and sharing. Children can select the correct skills for a given activity. All: Children can identify how their body feels during exercise.</p>
Vocabulary	Run, jog, sprint, jump, distance, accuracy, technique, skill, throw, catch, athletics	Run, jog, sprint, jump, distance, accuracy, technique, skill, throw, catch, athletics, underarm, overarm, purpose, balance, coordination
Experiences	Waterton MAT Olympics Sports Day	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	



Cherry Tree Academy Medium Term Cycle A

Summer 2		
KS1	Target Games	
	Year 1	Year 2
	L1: How much power do I need to use when aiming at a target? L2: How can I score using overarm and underarm throwing? L3: What is striking to a target? L4: How can I hit a moving target? L5: What skills do I need to apply in a target game? L6: How can I improve my personal best?	L1: How much power do I need to use when aiming at a target? L2: How can I score using overarm and underarm throwing? L3: What is striking to a target? L4: How can I hit a moving target? L5: What skills do I need to apply in a target game? L6: How can I improve my personal best?
Key Concepts to assess	L1: Children can throw or roll a medium-sized ball towards a target with some success. Children are beginning to use a different amount of power in different situations. L2: Children are beginning to use underarm and overarm throwing techniques. Children understand the principles of a target game and can use different scoring systems when playing games. L3: Children can throw, roll or strike a ball to a target with some success. L4: Children can throw, roll or strike a ball to a moving target with some success. L5: With some guidance children can select the appropriate skill for the situation. L6: Children are beginning to understand what good technique looks like and can provide feedback to others. Children understand what they need to do to improve their score.	L1: Children can throw or roll a ball towards a target. Children can use a different amount of power in different situations. L2: Children can use underarm and overarm throwing techniques. Children understand the principles of a target game and can use different scoring systems when playing games. L3: Children can throw, roll or strike a ball to a target. L4: Children can throw, roll or strike a ball to a moving target. L5: Children can select the appropriate skill for the situation. L6: Children understand what good technique looks like and can use key words in the feedback they provide. Children understand what they need to do to improve their score.
Vocabulary	Throw, catch, roll, target, skill, performance, score, rules, power, aim	Throw, catch, roll, strike, target, skill, performance, score, rules, power, aim, technique, feedback
Experiences	Waterton MAT Olympics Sports Day	
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.	
School Values	Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.	

Summer 2	
KS1	Sending and Receiving



Cherry Tree Academy Medium Term Cycle A

	Year 1	Year 2
	<p>L1: What does rolling a ball towards a target look like? L2: How do you track and receive a rolling ball? L3: What does sending a receiving a ball with your feet look like? L4: How can I develop my catching skills? L5: What does good throwing and catching look like? L6: How do you send and receive a ball using a racket?</p>	<p>L1: What does rolling a ball towards a target look like? L2: How do you track and receive a rolling ball? L3: What does sending a receiving a ball with your feet look like? L4: How can I develop my catching skills? L5: What does good throwing and catching look like? L6: How do you send and receive a ball using a racket?</p>
Key Concepts to assess	<p>L1: Children can roll a ball towards a target. Children are beginning work cooperatively with a partner and a small group. L2: Children are beginning to trap and cushion a ball that is coming towards them. Children are beginning to track a ball and stop it using hands and feet. L3: Children can kick a ball to a partner. L4: Children can track a ball that has been thrown to them. Children can have their hands ready to receive a ball to catch. Children can catch using two hands. L5: Children can throw a ball to a partner. Children can catch a ball passed to them with and without a bounce. L6: Children can hold a racket correctly. Children can work safely to send a ball towards a partner using a racket.</p>	<p>L1: Children can roll a ball to hit a target. Children can work cooperatively with a partner and a small group. L2: Children can trap and cushion a ball that is coming towards them. Children can track a ball and stop it using hands and feet. L3: Children can accurately kick a ball to a partner. L4: Children can accurately track a ball that has been thrown to them moving to receive it when needed. Children can have their hands ready to receive a ball in a catch. Children can catch a ball acutely with two hands and are beginning to catch a ball in one hand. L5: Children can accurately throw a ball to a partner. Children can catch a ball passed to them with and without a bounce. L6: Children can hold and use a racket correctly. Children can work safely to send a ball towards a partner using a racket. Children are beginning to use a racket to receive a ball.</p>
Vocabulary	Send, receive, roll, kick, throw, catch, target,	Send, receive, roll, kick, throw, catch, target, aim, accurate, feedback, underarm, overarm,
Experiences		
SMSC	Social – working with a partner and as part of a team (cooperation and group work skills)	
British Values	<p>Mutual Respect – for the differences and abilities of others and for the equipment we are using. Rule of Law – importance of rules to keep us safe in PE sessions.</p>	
School Values	<p>Resilient – keeping going when learning new skills and having another go when things go wrong. Healthy – the role PE has in helping us to develop healthy bodies and minds. Inclusive – how we can adapt skills and activities so that all members of our class are involved.</p>	