



INTENT	IMPLEMENTATION	IMPACT
<p>See INTENT statement</p>	<p>ACET PE schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum and Early Learning Goals.</p> <p>Lessons are planned alongside the ACET subject-specific progression map. Pupils are given the opportunity to develop fundamental skills and build on these through practice.</p> <p>Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils.</p> <p>Assessment in FS1 and 2 are through teacher/TA observations against the ELGs.</p> <p>The skills learnt in FS will progress in KS1.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects including scientific concepts, PSHE and topic themes.</p>

Dance (Locomotion)	Games (Object Control)	Gymnastics (Balance)
<p>ELG</p> <ul style="list-style-type: none"> <li>• I can confidently join a wide range of different movements.</li> <li>• I can confidently use a range of movements to create a short dance.</li> <li>• I can confidently put my dance to suitable music.</li> <li>• I can adapt and change my dance to suit a different style.</li> <li>• I can create a short dance which shows my own ideas and thoughts.</li> <li>• I can create a short dance which shows my own feelings.</li> </ul>	<p>ELG</p> <ul style="list-style-type: none"> <li>• I show good control when using equipment in a range of ways.</li> <li>• I show good control over my movements.</li> <li>• I can coordinate my movements.</li> <li>• I can coordinate my movements when using large equipment.</li> <li>• I can coordinate my movements when using small equipment.</li> <li>• I can confidently move in a range of ways.</li> <li>• I can confidently negotiate a space.</li> </ul>	<p>ELG</p> <p>I can confidently join a range of movements to create a short sequence.</p> <ul style="list-style-type: none"> <li>• I can control my body when performing my sequence of movements.</li> </ul>

ELG (social development)	<ul style="list-style-type: none"> <li>• I can play alongside others</li> <li>• I can communicate with others using words and body language.</li> <li>• I can take turns and share with a little help</li> <li>• I can work as part of a group</li> </ul>
ELG (Evaluation)	<ul style="list-style-type: none"> <li>• I can repeat, link and change basic movements, sometimes commenting on my own work</li> <li>• I can recognise the ways my body changes when I am active.</li> </ul>
ELG (Attitude)	<ul style="list-style-type: none"> <li>• I can dress and undress myself all by myself</li> </ul>

Term: Spring One FS2

ELG coverage:

- I can confidently join a range of movements to create a short sequence.
- I can control my body when performing my sequence of movements
- I show good control over my movements.
- I can coordinate my movements.
- I can coordinate my movements when using large equipment.
- I can confidently join a wide range of different movements.
- I can take turns and share with a little help
- I can repeat, link and change basic movements, sometimes commenting on my own work

Lesson One

Lesson focus/objective:

- I show good control over my movements.
- I can coordinate my movements.
- I can take turns and share with a little help

Equipment:

1 mat between 2

Introduction/warm up activity:

Main Activity/Plenary

Moving through the mats, the mats are volcanos (can't touch them)

Walking, jumping, hopping, skipping avoiding the mats and each other. On one whistle they have to balance on one leg/make a shape (ball/stick) or animal freeze (lion, giraffe etc).

Can they hold the balance for three seconds (1 elephant...)

Stretches – start checking their knowledge of body parts

Focus of the lesson balances using points (hands and feet) and patches (bum and tummy).

Explain what a point is and a patch.

Demonstrate a four point balance (crab or press up position). Children have a go. Bring in the word CONTROL and how they show control in their balances.

Three point balance – press up with one leg off/one arm off

Two point – standing position (how can they make this more exciting...add in arm positions)

Can children come up (safely) with any other point balances (arabesque/standing on one leg/sideway pressup etc).

Get children to pick their best two point balance, have a practice holding them for 3 seconds with control.

Show to their partner.

What is a point balance?

## Lesson Two

<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> <li>• I can confidently join a range of movements to create a short sequence.</li> <li>• I can control my body when performing my sequence of movements</li> <li>• I show good control over my movements.</li> <li>• I can coordinate my movements.</li> </ul>	<p>Equipment:</p> <p>Mats 1 between 2</p>
<p>Introduction/warm up activity:</p>	<p>Main Activity/Plenary</p>
<p>Moving around the room (avoiding the mats) animal game –</p> <p>Shout out a different animal and children move around travelling how they do.</p>	<p>Recap points and patches balances. Pick children to demonstrate good examples.</p> <p>Jumps –</p> <p>Discuss that you should always bend before and after a jump, use arms to help give flight and still show control.</p> <p>Learn the different positions – pencil – tuck and star. Look at the positions</p> <p>Develop these positions into jumps.</p> <p>Show their partner/demo to the class.</p> <p>Show to their partner.</p>

	<p>Plenary –</p> <p>What is control?</p> <p>How long do you hold a balance for?</p>
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Lesson Three	
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<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> <li>• I can confidently join a range of movements to create a short sequence.</li> <li>• I can control my body when performing my sequence of movements</li> <li>• I show good control over my movements.</li> <li>• I can coordinate my movements.</li> </ul>	<p>Equipment:</p> <p>1 mat between 2</p>
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Introduction/warm up activity:	Main Activity/Plenary
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<p>Moving around the room (avoiding the mats) animal game –</p> <p>Shout out a different animal and children move around travelling how they do.</p>	<p>Recap points and patches</p> <p>Recap jumps</p> <p>Introduce a start and finish position.</p> <p>Create a short sequence – Point balance – jump – patch balance – jump</p>
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	<p>Plenary –</p> <p>How well did you work today?</p>
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Lesson Four/five/six
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<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> <li>• I can confidently join a range of movements to create a short sequence.</li> <li>• I can control my body when performing my sequence of movements.</li> </ul>	<p>Equipment:</p> <p>Stations:</p> <ol style="list-style-type: none"> <li>1. 1 x bench 4 x mats</li> <li>2. 1 x box top (med) 1 x bench 1 x mat</li> <li>3. 2 x box tops (low) 1 x ladder 4 x mats</li> <li>4. 1 x bench 4 x mats</li> </ol>
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Introduction/warm up activity:	Main Activity/Plenary
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<p>Moving around the room (avoiding the mats) animal game –</p> <p>Shout out a different animal and children move around travelling how they do.</p>	<p>Split the class into four groups. Each group will work on one station trying to create a sequence.</p> <p>Start position – balance – jump – balance – jump (climbing for ladder activity).</p> <ol style="list-style-type: none"> <li>a. Depending on ability the teacher teaches a specific for each station that they all perform.</li> <li>b. Children create their own sequence</li> </ol>
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	<p>Stations:</p> <p>1 x bench 4 x mats 1 x box top (med) 1 x bench 1 x mat 2 x box tops (low) 1 x ladder 4 x mats 1 x bench 4 x mats</p> <p>Perform to each other (1 from each station).</p> <p>Move children round each station each week.</p>
	<p>Plenary –</p> <p>Safely put the equipment away.</p>



Term: Spring 2 FS2  
Dance - Seasons

ELG coverage:

- I can confidently join a wide range of different movements.
- I can confidently use a range of movements to create a short dance.
- I can confidently put my dance to suitable music.
- I can adapt and change my dance to suit a different style.
- I can create a short dance which shows my own ideas and thoughts.
- I can create a short dance which shows my own feelings.
- I can repeat, link and change basic movements, sometimes commenting on my own work

### Lesson One

Lesson focus/objective:

- I can confidently join a wide range of different movements.
- I can confidently use a range of movements to create a short dance.
- I can confidently put my dance to suitable music.

Equipment:

Laptop

Music

Introduction/warm up activity:

Main Activity/Plenary

<https://app.gonoodle.com/activities/the-pirate-life?sp=category&sn=Guided%20Dance&st=categories&sid=38>

Explain to the children that today, they will be creating their own seasonal dance. Can any of the children remember the names of the seasons? At this point, you might like to ask the children if any of them have any experience of dance that they could share with the rest of the class.

Show the children the spring pictures from the Seren's Seasons Display Posters. Discuss what Seren could see, hear and feel in the springtime (clouds, flowers in bloom, a light breeze). Can they create a movement for clouds (swaying) flowers (going from a ball to sprouting to a tall flower) and breeze (galloping side to side). These are just examples the children may create more/different words.

Get them to listen to the following music, which do they feel match Spring?

<https://www.youtube.com/watch?v=JbUz3XxAY4Y> or  
<https://www.youtube.com/watch?v=nRtRlmoyfyw>

<https://www.youtube.com/watch?v=nDq6TstdEi8>

<https://www.youtube.com/watch?v=sGkh1W5cbH4>

Hopefully they choose number 1 – can they say why?

Can they put the clouds – flowers – breeze to the music.

Discuss in spring animals being born (rabbits/lambs). Can they travel around the room as a rabbit or lamb.

	<p>Plenary –</p> <p>What did we learn about spring?</p>
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Lesson Two	
<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> <li>• I can confidently join a wide range of different movements.</li> <li>• I can confidently use a range of movements to create a short dance.</li> <li>• I can confidently put my dance to suitable music.</li> </ul>	<p>Equipment:</p> <p>Laptop</p> <p>Music links</p> <p>Posters (A3)</p>
<p>Introduction/warm up activity:</p>	<p>Main Activity/Plenary</p>
<p><a href="https://app.gonoodle.com/activities/poppin-bubbles?sp=category&amp;sn=Guided%20Dance&amp;st=categories&amp;sid=38">https://app.gonoodle.com/activities/poppin-bubbles?sp=category&amp;sn=Guided%20Dance&amp;st=categories&amp;sid=38</a></p>	<p>Can children show you the Spring dance from last week?</p> <p>Look at the summer poster this week. Talk about the things that they might see, hear and feel at the beach in summer.</p> <p>Key words –</p> <p>Sunshine (stretching arms to make a circle)</p> <p>Happiness – skipping</p>

	<p>Playing with friends (no school) – join a partner and pretend to play/pattercake etc</p> <p>Waves – can children connect to make human wave. Running forward and backwards and then wiggle arms (introduce cannon)</p> <p>Which music makes them think of summer -</p> <p><a href="https://www.youtube.com/watch?v=nDq6TstdEi8">https://www.youtube.com/watch?v=nDq6TstdEi8</a></p> <p><a href="https://www.youtube.com/watch?v=sGkh1W5cbH4">https://www.youtube.com/watch?v=sGkh1W5cbH4</a></p> <p><a href="https://www.youtube.com/watch?v=iwKS4b9aUeI">https://www.youtube.com/watch?v=iwKS4b9aUeI</a></p> <p>Fit the summer movements to the music choice (number 3)</p> <p>Can they perform Spring and Summer one after each other creating a routine.</p>
	<p>Plenary –</p> <p>Thumbs up/wobble/down</p> <p>Did you do good listening today?</p>

Lesson Three	
Lesson focus/objective:	Equipment:

<ul style="list-style-type: none"> <li>• I can create a short dance which shows my own ideas and thoughts.</li> <li>• I can create a short dance which shows my own feelings.</li> <li>• I can repeat, link and change basic movements, sometimes commenting on my own work</li> </ul>	<p>Laptop</p> <p>Music</p> <p>Whiteboard to draw formations on</p>
<p>Introduction/warm up activity:</p>	<p>Main Activity/Plenary</p>
<p><a href="https://app.gonoodle.com/activities/poppin-bubbles?sp=category&amp;sn=Guided%20Dance&amp;st=categories&amp;sid=38">https://app.gonoodle.com/activities/poppin-bubbles?sp=category&amp;sn=Guided%20Dance&amp;st=categories&amp;sid=38</a></p>	<p>Split the class into mixed ability groups (appoint 1 leader to each team).</p> <p>Introduce the idea of formations – lines – circles – use a dice to show different lines. Put different groups in a different start formation. Can they perform the Spring dance in that formation? Give groups time to change/adapt their formation. Could they change for flower?</p> <p>For summer they need to add in a cannon (one after the other) section. Depending on ability either the teacher specifies a section or the group chooses.</p> <p>Combine the two routines with the added formations and cannon – perform to each other.</p> <p>Can children tell you what their best bit is and why?</p>

## Lesson Four

Lesson focus/objective:

- I can confidently join a wide range of different movements.
- I can confidently use a range of movements to create a short dance.
- I can confidently put my dance to suitable music.

Equipment:

Laptop

Music

Posters (A3)

Introduction/warm up activity:

Main Activity/Plenary

<https://app.gonoodle.com/activities/fabios-meatball-run?sp=search&sn=search&st=video%20versions&sid=625>

<https://www.youtube.com/watch?v=oRRIWUYvYdQ> (music)

Look at the autumn poster and create a list of three words together as a class e.g. leaves falling, wind blowing and fireworks

As a class create moves, leaves falling (twisting and turning from high to low), wind blowing (moving around softly like being blown using arms for emphasis), Bonfire (waving arms like the flames)

Link these actions together.

Show the class the video of fireworks – what words do they think of?

<https://www.youtube.com/watch?v=0E4haJHYUJw>

Can they create their own (16 count) section on fireworks.

	Add altogether and perform (just autumn and then Spring/Summer/Autumn)
	Plenary – <a href="https://app.gonoodle.com/activities/weather-the-storm?sp=search&amp;sn=search&amp;st=video%20versions&amp;sid=262">https://app.gonoodle.com/activities/weather-the-storm?sp=search&amp;sn=search&amp;st=video%20versions&amp;sid=262</a>

Lesson Five	
<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> <li>• I can confidently join a wide range of different movements.</li> <li>• I can confidently use a range of movements to create a short dance.</li> <li>• I can confidently put my dance to suitable music.</li> </ul>	<p>Equipment:</p> <p>Laptop</p> <p>Music</p> <p>Posters (A3)</p>
Introduction/warm up activity:	Main Activity/Plenary

<https://www.youtube.com/watch?v=8Zjpl6fgYSY>

Recap the different seasons through the song.

Look at the winter poster and create a list of three words together as a class e.g. snow, Christmas, cold/freezing

<https://www.youtube.com/watch?v=x1NbOqjZYgg> (music)

As a class create moves, snow (twinkling fingers high to low), Christmas (decorating the tree/opening presents) link here to using their imagination, can they act out what present they got and a partner guess, cold (robot style freeze movements)

Link these actions together.

Give children a picture of another Winter word (e.g. snowman) and see if they can create their own action.

Perform Winter

Plenary –

Thumbs up/wobble/down

Did you do good listening today?

Did you work well in your team?

## Lesson Six

Lesson focus/objective:

- I can adapt and change my dance to suit a different style.

Equipment:

Laptop



<ul style="list-style-type: none"> <li>• I can create a short dance which shows my own ideas and thoughts.</li> <li>• I can create a short dance which shows my own feelings.</li> <li>• I can repeat, link and change basic movements, sometimes commenting on my own work</li> </ul>	<p>Music</p> <p>Posters (A3)</p> <p>Camera</p>
<p>Introduction/warm up activity:</p>	<p>Main Activity/Plenary</p>
<p>Pick their favourite GoNoodle warm up activity.</p>	<p>As a class recap each season.</p> <p>Split the class into four teams and give them a season.</p> <p>As a team they need to practise their season and think about a formation.</p> <p>Perform each group following on from each other.</p> <p>Record and show the children the routine – can they give you their favourite section and why?</p> <hr/> <p>Plenary –</p> <p>Thumbs up/wobble/down</p> <p>Did you do good listening today?</p> <p>Did you work well in your team?</p>