

PE MTP 2020-2021 Kilnhurst Primary

Class/Week Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class 1	Multi-Skills (ABC) Balance Can children demonstrate an understanding and ability to balance?	Multi-Skills (ABC) Agility/Locomotion Can children move/travel in different ways and speeds.	Multi-Skills (ABC) Coordination Can chn combine upper and lower body movements?	Multi-Skills (ABC) Ball Manipulation Can chn roll, track and receive?	Multi-Skills (ABC) Ball Manipulation Can chn throw and catch?	Multi-Skills (ABC) Multi-Skills Circuit.
Class 2	Multi-Skills (ABC) Balance Can children demonstrate an understanding and ability to balance?	Multi-Skills (ABC) Agility/Locomotion Can children move/travel in different ways and speeds.	Multi-Skills (ABC) Coordination Can chn combine upper and lower body movements?	Multi-Skills (ABC) Ball Manipulation Can chn roll, track and receive?	Multi-Skills (ABC) Ball Manipulation Can chn throw and catch?	Multi-Skills (ABC) Multi-Skills Circuit.
Class 3	Athletics Running for Speed Can children develop the basic skills for acceleration.	Athletics Hurdles Can children develop an efficient hurdling technique?	Athletics Running for Distance Can children adjust their tempo to run for longer durations?	Athletics Throwing - Javelin/Shot-put. Can children throw with control and accuracy?	Athletics Jumping - Long/high. Can children develop a range of jumping techniques?	Athletics Competition Can children record and measure events accurately?
Class 4	Athletics Running for Speed Can children develop the basic skills for acceleration.	Athletics Hurdles Can children develop an efficient hurdling technique?	Athletics Running for Distance Can children adjust their tempo to run for longer durations?	Athletics Throwing - Javelin/Shot-put. Can children throw with control and accuracy?	Athletics Jumping - Long/high. Can children develop a range of jumping techniques?	Athletics Competition Can children record and measure events accurately?

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Class 5	<p>Athletics</p> <p>Running for Speed Can children analyse and improve performance.</p>	<p>Athletics</p> <p>Hurdles Can children develop an efficient hurdling technique?</p>	<p>Athletics</p> <p>Running for Distance Can children sustain an appropriate pace over a longer distance?</p>	<p>Athletics</p> <p>Throwing - Javelin/Shot-put. Can children efficiently generate force when throwing?</p>	<p>Athletics</p> <p>Jumping - Long/high. Can children develop approach, take-off and landing techniques?</p>	<p>Athletics</p> <p>Competition Competition Can children record set personal goals and review performance?</p>
Class 6	<p>Athletics</p> <p>Running for Speed Can children develop the basic skills for acceleration.</p>	<p>Athletics</p> <p>Hurdles Can children develop an efficient hurdling technique?</p>	<p>Athletics</p> <p>Running for Distance Can children adjust their tempo to run for longer durations?</p>	<p>Athletics</p> <p>Throwing - Javelin/Shot-put. Can children throw with control and accuracy?</p>	<p>Athletics</p> <p>Jumping - Long/high. Can children develop a range of jumping techniques?</p>	<p>Athletics</p> <p>Competition Can children record set personal goals and review performance?</p>

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Class/Week Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Foundation	<p>Dance</p> <p>Moving in sequence Can we add three actions together? (Waking up in a morning)</p>	<p>Dance</p> <p>Responding to music Can we listen and respond to music? (dance to claps/beat)</p>	<p>Dance</p> <p>Exploring movement. Can we explore different tempos? (Run if late, slow if early etc)</p>	<p>Dance</p> <p>Partner work Can we perform with a partner? (Creeping cats cat and mouse)</p>	<p>Fitness</p> <p>Healthy Eating & fitness test</p> <p>Can we identify healthy and non-healthy foods?</p>	<p>Fitness</p> <p>Circuit week 1</p> <p>Can we copy simple exercises?</p>	<p>Fitness</p> <p>Circuit week 2</p> <p>Can we move safely?</p>	<p>Fitness</p> <p>Circuit week 3</p> <p>Can we talk about why exercise is important?</p>
Class 1	<p>Dance</p> <p>Responding to rhythm. Can we control our bodies in order to move to a rhythm? (Growing theme)</p>	<p>Dance</p> <p>Creating a sequence Can we create a sequence? (Growing theme)</p>	<p>Dance</p> <p>Creating contrasting sequences Can we use descriptive language to describe our movements? (Creating the sea, calm stormy etc)</p>	<p>Dance</p> <p>Moving as a group Can we move together in sequence? (Recreate river movements)</p>	<p>Fitness</p> <p>Healthy Eating & fitness test</p> <p>Can we identify healthy and non-healthy foods?</p>	<p>Fitness</p> <p>Circuit week 1</p> <p>Can we perform exercises in a safe and controlled manner?</p>	<p>Fitness</p> <p>Circuit week 2</p> <p>Can we encourage and support our peers?</p>	<p>Fitness</p> <p>Final test.</p> <p>Can we recognise progress?</p>

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Class/Week Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Class 2	<p>Dance</p> <p>Responding to rhythm. Can we control our bodies in order to move to a rhythm? (Growing theme)</p>	<p>Dance</p> <p>Creating a sequence Can we create a sequence? (Growing theme)</p>	<p>Dance</p> <p>Creating contrasting sequences Can we use descriptive language to describe our movements? (Creating the sea, calm stormy etc)</p>	<p>Dance</p> <p>Moving as a group Can we move together in sequence? (Recreate river movements)</p>	<p>Fitness</p> <p>Healthy Eating & fitness test Can we identify healthy and non-healthy foods?</p>	<p>Fitness</p> <p>Circuit week 1 Can we perform exercises in a safe and controlled manner?</p>	<p>Fitness</p> <p>Circuit week 2 Can we encourage and support our peers?</p>	<p>Fitness</p> <p>Final test. Can we recognise progress?</p>
Class 3	<p>Dance</p> <p>Responding to stimuli, the weather. Can we respond to stimuli creatively?</p>	<p>Dance</p> <p>Creating a sequence Can we create a sequence? (Growing theme)</p>	<p>Dance</p> <p>Creating contrasting sequences Can we use descriptive language to describe our movements? (Creating the sea, calm stormy etc)</p>	<p>Dance</p> <p>Moving as a group Can we move together in sequence? (Recreate river movements)</p>	<p>Fitness</p> <p>Healthy Eating & fitness test Can we plan a healthy meal?</p>	<p>Fitness</p> <p>Circuit week 1 Can we perform exercises in a safe and controlled manner?</p>	<p>Fitness</p> <p>Circuit week 2 Can we encourage and support our peers?</p>	<p>Fitness</p> <p>Final test. Can we recognise progress?</p>

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Class 4	<p>Dance</p> <p>Responding to stimuli, the weather.</p> <p>Can we respond to stimuli creatively?</p>	<p>Dance</p> <p>Creating a sequence</p> <p>Can we create a sequence?</p> <p>(Growing theme)</p>	<p>Dance</p> <p>Creating contrasting sequences</p> <p>Can we use descriptive language to describe our movements?</p> <p>(Creating the sea, calm stormy etc)</p>	<p>Dance</p> <p>Moving as a group</p> <p>Can we move together in sequence?</p> <p>(Recreate river movements)</p>	<p>Fitness</p> <p>Healthy Eating & fitness test</p> <p>Can we plan a healthy meal?</p>	<p>Fitness</p> <p>Circuit week 1</p> <p>Can we perform exercises in a safe and controlled manner?</p>	<p>Fitness</p> <p>Circuit week 2</p> <p>Can we encourage and support our peers?</p>	<p>Fitness</p> <p>Final test.</p> <p>Can we recognise progress?</p>
Class 5	<p>Dance</p> <p>Dances from around the world.</p> <p>Can we use large exaggerated motions?</p> <p>New Zealand - Hakka</p>	<p>Dance</p> <p>Dances from around the world.</p> <p>Can we focus on rhythm?</p> <p>Brazil - Carnival/Samba</p>	<p>Dance</p> <p>Dances from around the world.</p> <p>Can we choreograph a sequence?</p> <p>USA - Cheerleading</p>	<p>Dance</p> <p>Performance and reflection</p> <p>Can we critically reflect and provide feedback?</p> <p>Pick, practice, perform and review dances from the term.</p>	<p>Fitness</p> <p>Healthy Eating & fitness test</p> <p>Can we accurately record data?</p>	<p>Fitness</p> <p>Circuit week 1</p> <p>Can we perform exercises in a safe and controlled manner?</p>	<p>Fitness</p> <p>Circuit week 2</p> <p>Can we encourage and support our peers?</p>	<p>Fitness</p> <p>Final test.</p> <p>Can we recognise progress?</p>

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Class 6	<p>Dance</p> <p>Dances from around the world.</p> <p>Can we use large exaggerated motions?</p> <p>New Zealand - Hakka</p>	<p>Dance</p> <p>Dances from around the world.</p> <p>Can we focus on rhythm?</p> <p>Brazil - Carnival/Samba</p>	<p>Dance</p> <p>Dances from around the world.</p> <p>Can we choreograph a sequence?</p> <p>USA - Cheer-leading</p>	<p>Dance</p> <p>Performance and reflection</p> <p>Can we critically reflect and provide feedback?</p> <p>Pick, practice, perform and re-view dances from the term.</p>	<p>Fitness</p> <p>Healthy Eating & fitness test</p> <p>Can we accurately record data?</p>	<p>Fitness</p> <p>Circuit week 1</p> <p>Can we perform exercises in a safe and controlled manner?</p>	<p>Fitness</p> <p>Circuit week 2</p> <p>Can we encourage and support our peers?</p>	<p>Fitness</p> <p>Final test.</p> <p>Can we recognise progress?</p>