









**Rowan and Maple – LKS2
Milestone 2**









Cycle A 2020-2021	Autumn		Spring		Summer (1 st half term)		Summer (2 nd half term)	
Breadth	Tag rugby	Dance	Gymnastics	Hockey	Athletics	Swimming	Tennis	Outdoor Education
Knowledge categories	 GAMES	 DANCE	 GYMNASTICS	 GAMES	 ATHLETICS	 AQUATICS	 GAMES	 OUTDOOR & ADVENTURE
Threshold concept	<p>In this unit children will learn how to outwit their opponents and score when playing a structured invasion game (rugby). They will develop skills in finding and using space to keep the ball. They use a range of equipment and skills, including throwing, catching, kicking and striking. They will learn the rules of the game and know how to</p>	<p>In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups.</p>	<p>In this unit children will create sequences that include changes of level and speed and focus on different body shapes. They will mostly work with a partner (or in a small group).</p>	<p>In this unit children learn simple attacking tactics using a range of equipment and skills and start to think about how to defend their goals. They start by playing small, uneven-sided games, and move on to even sided games.</p>	<p>In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and that involve using different styles and combinations of running, jumping and throwing.</p>	<p>Pupils should by the end of KS2 be confident and competent swimmers. They should be able to at least swim 25m, without stopping, in both a front and back stroke. They need to be able to perform self-rescue and tread water for at least 30 seconds. Finally, they should be able to enter and exit a pool safely without using ladders.</p>	<p>In this unit children focus on developing the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent and will participate in organised matches with their peers.</p>	<p>In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.</p>

Milestone 2 (Knowledge)	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of the ball • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). 	<ul style="list-style-type: none"> • Strike the ball with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of the ball with a hockey stick. • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Strike the ball with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.
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			<ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). 					
Skills	<ul style="list-style-type: none"> • Hold the ball in two hands. • Pass the ball with control and some accuracy. • Move to attempt to intercept a ball. • Move to different positions to receive the ball. • Work to make progress towards a goal. • Show consistency, control and speed. • Have simple plans that they know will work. • Explain the tactics they have used. • Say what went well and what could improve. 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli. • Show good body control and fluency. • Copy dance phrases and motifs. • Use ideas to create original movements. • Refine, repeat and remember dance phrases. • Perform expressively. • Work well with a partner and in small groups. • Compose dance phrases with understanding. • Talk about their own and others' performances. 	<ul style="list-style-type: none"> • Show control and tension in movements. • Show different gymnastic actions in sequences e.g., jumps and balances. • Make the movements in a sequence flow. • Link movements together. • Compare and contrast shapes, commenting on similarities and differences. • Include change of speed, direction and shapes in sequences. • Perform a sequence at the same time as a partner starting and finishing at the same time. • Comment on what went well and what can be improved. 	<ul style="list-style-type: none"> • Hold a hockey stick with appropriate grip. • Use a hockey stick to hit the ball accurately and with control. • Keep possession of a ball. • Move into a space to receive the ball. • Intercept a ball. • Score from a given area. • Follow simple rules and recite them. • Discuss tactics as part of a team. 	<ul style="list-style-type: none"> • Hand over the baton/quoit/beanbag smoothly. • Make the most of their team's strengths. • Choose and sustain an appropriate running pace. • Demonstrate a good running technique. • Run over a long distance. • Jump in different styles and choose the best way to go further. • Work well together as a team. • Say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • Follow rules and instructions carefully. • Enter and exit the water safely (swivel into the pool/ use steps correctly) • Float on their front and back. • Swim for at least 25m using a front stroke. • Swim for at least 25m using a back stroke. • Perform self-rescue (treading water) for at least 30 seconds. 	<ul style="list-style-type: none"> • Use a range of techniques to hit the ball. • Use a racket to hit the ball over the 'net' • Try to use tactics to beat their opponent. • Create a scoring system. • State what has been done well and what can improve. 	<ul style="list-style-type: none"> • Plan ideas together. • Orientate a map. • Mark the controls in the correct position on a map. • Find the way back to the starting point. • Review what went well. • Identify areas for improvement.

Equipment	<ul style="list-style-type: none"> • Rugby Balls (size 3/4) • Bibs/ Rugby Tags • Cones 	<ul style="list-style-type: none"> • CD player or speakers • video camera and playback equipment • percussion instruments/an electronic keyboard/drum-kit • a variety of stimuli (starting points for dance), e.g., words, stories, poems, pictures, objects, videos, music 	<ul style="list-style-type: none"> • Mats • Benches • Gymnastics TOPS cards (if examples are needed) 	<ul style="list-style-type: none"> • Hockey Balls (Rubber) • Hockey sticks (Plastic) • Cones • Bibs 	<ul style="list-style-type: none"> • Relay batons • Markers – cones, hoops, pegs • Stopwatches • Measuring tapes • Some charts or recording materials 	<ul style="list-style-type: none"> • Swimming pool 	<ul style="list-style-type: none"> • markers • chalk • grids to make court areas • small balls or other equipment, e.g. beanbags, shuttle-cocks, tennis balls • equipment to divide courts, e.g. nets, benches, canes 	<ul style="list-style-type: none"> • Resource cards with rules. • Maps and diagrams of different areas of the building and school. • Recording equipment such as pencils, clipboards etc.
Key vocabulary	Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics, keep possession, keeping score, making space, pass/send/receive, travel with a ball, points/goals, defending, attacking	space, speed, direction, levels, expression, precision, composition, linking, repeat, canon, timing	slow, control, stillness tension, slowly, counterbalance, counter-tension, precision, partnership, performance, fluidity, mirror, control, accuracy, smooth, support, teamwork, sequence, poise, power,	control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics, keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, points/goals, defending, attacking	balance, strength, control, speed, posture	Freestyle, Backstroke, Front Crawl, Safety Distance	Throw, control, awareness of space, support, opposition, accuracy, rules, adapt tactics, keeping score, points,	teamwork, cooperation, communication, problem solving, leader, decision making, visualise, systematic
Links to events				Inter-school competitions	Santa dash Sports day		Inter-school competitions	Condover

**Rowan and Maple – LKS2
Milestone 2**

Cycle B 2021-2022	Autumn		Spring		Summer (1 st half term)		Summer (2 nd half term)	
Breadth	Football	Gymnastics	Dance	Netball	Athletics	Swimming	Kwik Cricket	Outdoor Education
Knowledge categories	 GAMES	 GYMNASTICS	 DANCE	 GAMES	 ATHLETICS	 AQUATICS	 GAMES	 OUTDOOR & ADVENTURE
Threshold concept	<p>In this unit children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They use a range of equipment and skills, including throwing, catching, kicking and striking.</p>	<p>In this unit children will create sequences that include changes of level and speed and focus on different body shapes. They will mostly work with a partner (or in a small group).</p>	<p>In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups.</p>	<p>In this unit children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They use a range of equipment and skills, including throwing, catching and defending.</p>	<p>In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and that involve using different styles and combinations of running, jumping and throwing.</p>	<p>Pupils should by the end of KS2 be confident and competent swimmers. They should be able to at least swim 25m, without stopping, in both a front and back stroke. They need to be able to perform self-rescue and tread water for at least 30 seconds. Finally, they should be able to enter and exit a pool safely without using ladders.</p>	<p>By the end of the unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicketkeeper, backstop, fielder and batter. They will take part in a range of kwik cricket games.</p>	<p>In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.</p>

NC link	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Milestone 2 (Knowledge)	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike the ball with control. • Choose appropriate tactics to cause problems for the opposition. 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. 	<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques 	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike the ball and field with control. • Choose appropriate tactics to cause problems 	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks.

	<ul style="list-style-type: none"> Follow the rules of the game and play fairly. Maintain possession of the ball feet or hands. Pass to teammates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g., in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Follow the rules of the game and play fairly. Maintain possession of the ball with hands. Pass to teammates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> Coordinate leg and arm movements. Swim at the surface and below the water. 	<ul style="list-style-type: none"> for the opposition. Follow the rules of the game and play fairly. Pass to teammates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary.
Skills	<ul style="list-style-type: none"> Use different techniques to pass the ball. Move into different positions to receive the ball. 	<ul style="list-style-type: none"> Show control and tension in movements. Show different gymnastic actions in sequences e.g., jumps and balances. 	<ul style="list-style-type: none"> Respond imaginatively to a range of stimuli. Show good body control and fluency. Copy dance phrases and motifs. 	<ul style="list-style-type: none"> Hold a ball with two hands. Pass a ball using a chest pass and bounce pass. 	<ul style="list-style-type: none"> Hand over the baton/quoit/beanbag smoothly. Make the most of their team's strengths. 	<ul style="list-style-type: none"> Follow rules and instructions carefully. Enter and exit the water safely (swivel into the pool/ use steps correctly) 	<ul style="list-style-type: none"> Use a range of techniques to hit the ball. Hit the ball into a target area. 	<ul style="list-style-type: none"> Plan ideas together. Orientate a map. Mark the controls in the correct position on a map. Find the way back to the starting point.

	<ul style="list-style-type: none"> Move to try to intercept the ball. Attack an opposing player effectively and safely. Show consistency, control and speed when moving with the ball. Work with others to make progress towards the goals. Keep possession and control of the ball. Use space well. Explain the tactics they have used. 	<ul style="list-style-type: none"> Make the movements in a sequence flow. Link movements together. Compare and contrast shapes, commenting on similarities and differences. Include change of speed, direction and shapes in sequences. Perform a sequence at the same time as a partner starting and finishing at the same time. Comment on what went well and what can be improved. 	<ul style="list-style-type: none"> Use ideas to create original movements. Refine, repeat and remember dance phrases. Perform expressively. Work well with a partner and in small groups. Compose dance phrases with understanding. Talk about their own and others' performances. 	<ul style="list-style-type: none"> Move into a space to receive a ball. Intercept a ball. Understand positions and stay in a designated area. Defend and mark players. Explain game rules. 	<ul style="list-style-type: none"> Choose and sustain an appropriate running pace. Demonstrate a good running technique. Run over a long distance. Jump in different styles and choose the best way to go further. Work well together as a team. Say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> Float on their front and back. Swim for at least 25m using a front stroke. Swim for at least 25m using a back stroke. Perform self-rescue (treading water) for at least 30 seconds. 	<ul style="list-style-type: none"> I can make runs between the wickets / bases. I can catch a ball when the batter has hit it. Move into different positions to receive the ball. I can bowl a ball accurately. 	<ul style="list-style-type: none"> Review what went well. Identify areas for improvement.
Equipment	<ul style="list-style-type: none"> Footballs (size 4) Bibs Cones 	<ul style="list-style-type: none"> Mats Benches Gymnastics TOPS cards (if examples are needed) 	<ul style="list-style-type: none"> CD player or speakers video camera and playback equipment percussion instruments/an electronic keyboard/drum-kit a variety of stimuli (starting points for dance), e.g., words, stories, poems, pictures, objects, videos, music 	<ul style="list-style-type: none"> High 5 Netballs Junior netball nets. Netball bibs. Cones. 	<ul style="list-style-type: none"> Relay batons Markers – cones, hoops, pegs Stopwatches Measuring tapes Some charts or recording materials 	<ul style="list-style-type: none"> Swimming pool 	<ul style="list-style-type: none"> Markers, wickets, bases and cones bats and balls a range of bats, balls, and beanbags resource cards with rules, score cards and activities 	<ul style="list-style-type: none"> Resource cards with rules. Maps and diagrams of different areas of the building and school. Recording equipment such as pencils, clipboards etc.

Key vocabulary	Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics, keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, points/goals, defending, attacking	Tension, stillness, creativity, unique, variety, range, safety, fluidity, rules, link, sequence, quality, performance, control, balance, posture, purpose, levels, direction, speed, power, elegance, unison, canon, mirroring	space, speed, direction, levels, expression, precision, composition, linking, repeat, canon, timing	Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics, keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, points defending, attacking	balance, strength, control, speed, posture	Freestyle, Backstroke, Front Crawl, Safety Distance	Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics, keeping score, batting, fielding	teamwork, cooperation, communication, problem solving, leader, decision making, visualise, systematic
Links to events	Inter-school competitions				Santa dash Sports day		Inter-school competitions Inter-class competitions	Condover