



South Gosforth First School Year 2 – Physical Education Long Term Plan



Purpose of Study

At South Gosforth First School, our aim is to increase participation in high quality sport and physical activity across the school, as well as developing a positive and competitive attitude towards sport. Our lessons in P.E. will allow our children to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. We aim for each child to be determined, honest and respectful and use these values throughout school and promote them within P.E activities. We want to ensure that all children are given the opportunity to participate in high quality competitive and non-competitive sporting activities here at school-, whether that is developing a skill that they already have or trying something completely new to them. Our children have huge potential and it is our mission to ensure that they realise their talents and further develop their strengths.

At South Gosforth, the six School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork are promoted through our engagement in the School Games and Healthy Active Lifestyle festivals as well as being part of every lesson.

Aims

In line with the National Curriculum for PE it is our aim to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.





Autumn 1	Fundamental Skills	
Character Culture Creativity Challenge	Prior Learning Fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.	
	Key Learning Intentions To provide feedback using key words. To turn and jump in an individual skipping rope. To describe how my body feels during exercise. To show balance when changing direction. To show hopping, skipping and jumping movements with some balance and control. To work co-operatively with a partner and a small group. To show balance and co-ordination when running at different speeds.	
	Overview of Knowledge In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Key Vocabulary balance dodge hop hurdle jump land sprint run skip speed swing take-off weight
	Overview of Skills Running: Putting weight into the front of your feet helps you to stop in a balanced position. Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster. Balancing: Squeezing your muscles helps you to balance. Jumping: Swinging your arms forwards will help you to jump further. Hopping: If you look straight ahead it will stop you from falling over when you land. Skipping: Swing opposite arm to leg to help you to balance when skipping without a rope.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To explore how the body moves when running at different speeds.	Games Following instructions Sharing equipment
	To develop changing direction and dodging.	Games Following instructions Sharing equipment
	To develop balance, stability and landing safely.	Games Following instructions Sharing equipment



	To explore and develop jumping, hopping and skipping actions.	Games Following instructions Sharing equipment
	To develop co-ordination and combining jumps.	Games Following instructions Sharing equipment
	To develop combination jumping and skipping in an individual rope.	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Autumn 1	Ball Skills	
Character Culture Creativity Challenge	Prior Learning Fundamental ball skills – rolling, throwing, catching and dribbling.	
	Key Learning Intentions To provide feedback using key words. To understand and use simple tactics. To dribble a ball with my hands and feet with some control. To roll and throw a ball to hit a target. To send and receive a ball using both kicking and throwing and catching skills. To track a ball and collect it. To work co-operatively with a partner and a small group.	
	Overview of Knowledge In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.	Key Vocabulary bounce catch collect kick prepare control dribble receive release catch roll target touch underarm
	Overview of Skills Sending: Step forward with your opposite foot to throwing arm. This will help you to balance. Catching: Use wide fingers and pull the ball into your chest to catch securely. Tracking: It is easier to move towards a ball to track it than chase it. Dribbling: Keep your head up when dribbling to see the space and other players.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop rolling a ball to hit a target.	Games Following instructions Sharing equipment
	To develop stopping a rolling ball.	Games Following instructions Sharing equipment
	To develop dribbling a ball with your feet.	Games Following instructions Sharing equipment
	To develop kicking a ball.	Games Following instructions Sharing equipment
	To develop throwing and catching.	Games Following instructions Sharing equipment



	To develop dribbling a ball with your hands.	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Autumn 2	Target Games	
Character Culture Creativity Challenge	Prior Learning Sending an object towards a target.	
	Key Learning Intentions To select the appropriate skill for the situation. To throw, roll or strike a ball to a target with some success. To work co-operatively with a partner and a small group. To understand the principles of a target game and can use different scoring systems when playing games. To understand what good technique looks like and can use key words in the feedback I provide.	
	Overview of Knowledge Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Key Vocabulary accurate release ahead aim opponent overarm strike target teammate underarm
	Overview of Skills Throwing: stepping with opposite foot to throwing arm will help you to balance. Moving your arm quicker will give you more power. Striking: finish with your object/hand pointing at your target.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To consider how much power to apply when aiming at a target.	Games Following instructions Sharing equipment
	To understand how to score using overarm and underarm throwing.	Games Following instructions Sharing equipment
	To develop striking to a target.	Games Following instructions Sharing equipment



	To develop hitting a moving target.	Games Following instructions Sharing equipment
	To select and apply the appropriate skill to the target game.	Games Following instructions Sharing equipment
	To show an improvement in my personal best.	Games Following instructions Sharing equipment
	Healthy Participation Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling. Ensure a safe space when striking a ball. This unit will develop agility, balance, co-ordination, speed. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Autumn 2	Sending and Receiving	
Character Culture Creativity Challenge	Prior Learning Sending and Receiving skills.	
	Key Learning Intentions To provide feedback using key words. To trap and cushion a ball that is coming towards me. To accurately throw and kick a ball to a partner. To catch a ball passed to me, with and without a bounce. To roll a ball to hit a target. To track a ball and stop it using my hands and feet. To work co-operatively with a partner and a small group. To work safely to send a ball towards a partner using a piece of equipment.	
	Overview of Knowledge In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.	Key Vocabulary receive roll ready position send target throw track distance catch kick
	Overview of Skills Sending: Control the ball before sending it. Stepping with opposite foot to throwing arm will help you to balance. Receiving: Use wide fingers and pull the ball in to your chest to help to securely catch.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To roll a ball towards a target.	Games Following instructions Sharing equipment
	To track and receive a rolling ball.	Games Following instructions Sharing equipment
	To send and receive a ball with your feet.	Games Following instructions Sharing equipment
	To develop catching skills.	Games Following instructions Sharing equipment



	To develop throwing and catching skills.	Games Following instructions Sharing equipment
	To send and receive a ball using a racket	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Spring 1	Gymnastics	
Character Culture Creativity Challenge	Prior Learning Basic gymnastics skills of jumping, rolling, travelling and balancing.	
	Key Learning Intentions To provide feedback using key words. To be proud of my work and confident to perform in front of others. To perform the basic gymnastic actions with some control and balance. To plan and repeat simple sequences of actions. To use directions and levels to make my work look interesting. To use shapes when performing other skills. To work safely with others and apparatus.	
	Overview of Knowledge In this unit pupils learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance	Key Vocabulary balance direction level link pike roll star sequence pathway shape straddle tuck speed
	Overview of Skills Shapes: Some shapes link well together. Balances: Squeezing your muscles helps you to balance. Rolls: There are different teaching points for different rolls. Jumps: Looking forward will help you to land with control.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To perform gymnastic shapes and link them together.	Routines and gymnastic actions Following instructions Sharing equipment
	To use shapes to create balances.	Routines and gymnastic actions Following instructions Sharing equipment
	To link travelling actions and balances using apparatus.	Routines and gymnastic actions Following instructions Sharing equipment
	To demonstrate different shapes, take off and landing when performing jumps.	Routines and gymnastic actions Following instructions Sharing equipment



	To develop rolling and sequence building.	Routines and gymnastic actions Following instructions Sharing equipment
	To create a sequence using apparatus	Routines and gymnastic actions Following instructions Sharing equipment
	Healthy Participation Pupils should be bare foot.	
	Assessment End of unit assessment.	



Spring 1	Invasion Games	
Character Culture Creativity Challenge	Prior Learning Attacking and defending games.	
	Key Learning Intentions To describe how my body feels during exercise. To dodge and find space away from the other team. To move with a ball towards goal. To sometimes dribble a ball with my hands and feet. To stay with another player to try and win the ball. To know how to score points and can remember the score. To know who is on my team and I can attempt to send the ball to them.	
	Overview of Knowledge Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. in this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	Key Vocabulary attack defend defender goalkeeper mark opponent possession receive send shoot tactic teammate score
	Overview of Skills Sending and Receiving: controlling the ball before sending it will help you to get it to the right place or person. Dribbling: keeping your head up will help you to see where defenders are. Space: moving into space away from defenders helps you to pass and receive a ball. Attacking: when your team is in possession of the ball you are an attacker and we can score. Defending: when your team is not in possession of the ball, you are a defender and need to try to get the ball. Standing between the ball and the attacker will help you to stop them from getting the ball.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To understand what being in possession means and support a teammate to do this.	Games Following instructions Sharing equipment
	To understand that scoring goals is an attacking skill and to explore ways to do this.	Games Following instructions Sharing equipment
	To understand that stopping goals is a defending skill and explore ways to do this.	Games Following instructions Sharing equipment



	To explore how to gain possession.	Games Following instructions Sharing equipment
	To mark an opponent and understand that this is a defending skill.	Games Following instructions Sharing equipment
	To apply simple tactics for attacking and defending.	Games Following instructions Sharing equipment
	Healthy Participation Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Spring 2	Fitness	
Character Culture Creativity Challenge	Prior Learning Fundamental skills – running, jumping and throwing.	
	Key Learning Intentions To describe how my body feels during exercise. To show hopping and jumping movements with some balance and control. To persevere with new challenges. To show determination to continue working over a longer period of time. To understand that running at a slower speed will allow me to run for a longer period of time. To work with others to turn a rope and encourage others to jump at the right time.	
	Overview of Knowledge In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	Key Vocabulary bend breath exercise jump land steady jog sprint tired strong speed time
	Overview of Skills Agility: Using small quick steps will help you to change direction. Balance: You can squeeze your muscles to help you to balance. Co-ordination: Some skills require you to move body parts at different times such as skipping. Speed: Take shorter steps to jog and bigger steps to run. Strength: Strength helps us with everyday tasks such as carrying our school bag. Stamina: You need to run slower if running for a long time.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To learn how to run for a long time.	Games Following instructions Sharing equipment
	To develop jumping in a long rope using timing.	Games Following instructions Sharing equipment
	To develop co-ordination in individual skipping.	Games Following instructions Sharing equipment
	To develop stamina and change of direction.	Games Following instructions Sharing equipment



	To explore exercises to develop strength.	Games Following instructions Sharing equipment
	To develop agility, balance and co-ordination.	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Spring 2	Striking and Fielding Games	
Character Culture Creativity Challenge	Prior Learning Defending and attacking games.	
	Key Learning Intentions To provide feedback using key words. To develop underarm and overarm throwing skills. To hit a ball using equipment with some consistency. To track a ball and collect it. To use simple tactics. To know how to score points and can remember the score. To understand the rules of the game and can use these to play fairly in a small group.	
	Overview of Knowledge Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.	Key Vocabulary backstop batter batting bowler collect fielder fielding hit out rules runs stump tactics teammate track
	Overview of Skills Striking: the batter is the person who hits the ball and tries to score. Striking the ball quickly will increase the power. Fielding: there are different roles on a fielding team such as a fielder, a bowler and a backstop or wicket keeper. Move towards the ball to collect it to limit a batter's points. Throwing: stepping with your opposite foot to throwing arm will help you to balance. Catching: use wide fingers and pull the ball in to your chest to help you to securely catch.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To track a rolling ball and collect it.	Games Following instructions Sharing equipment
	To develop underarm throwing and catching to field a ball.	Games Following instructions Sharing equipment
	To develop overarm throwing to limit a batter's score.	Games Following instructions Sharing equipment



	To develop hitting for distance to score more points.	Games Following instructions Sharing equipment
	To be able to get a batter out.	Games Following instructions Sharing equipment
	To understand the rules of the game and use these to play fairly.	Games Following instructions Sharing equipment
	Healthy Participation Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of a bat and that unused equipment is stored out of the way. This unit will develop agility, balance, co-ordination and speed. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Summer 1	Dance	
Character Culture Creativity Challenge	Prior Learning Travelling actions, movement and balance.	
	Key Learning Intentions To provide feedback using key words. To copy, remember, repeat and create dance phrases. To describe how my body feels during exercise. To show a character and idea through the actions and dynamics I choose. To use counts to stay in time with the music. To work with a partner using mirroring and unison in our actions. To show confidence to perform	
	Overview of Knowledge Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	Key Vocabulary action counts create direction dynamics expression level matching mirroring pathway perform speed timing unison
	Overview of Skills Actions: Placing actions in a particular order will help you to tell the story of your dance. Dynamics: You can change the way you perform actions to show an idea. Space: You can use different directions, pathways and levels in your dance. Relationships: Use counts of 8. It will help you to stay in time with your partner and the music. Performance: Use facial expressions it will help to show the mood of your dance.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.	Dance Following instructions Sharing equipment
	THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.	Dance Following instructions Sharing equipment
	THEME: Secret Garden Use counts of 8 to help you stay in time with the music.	Dance Following instructions Sharing equipment
	THEME: The Circus	Dance Following instructions Sharing equipment



	To copy, remember and repeat actions using facial expressions to show different characters.	
	THEME: The Circus To explore pathways and levels.	Dance Following instructions Sharing equipment
	THEME: The Circus To remember and rehearse our circus dance showing expression and character.	Dance Following instructions Sharing equipment
	Healthy Participation Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Summer 1	Net and Wall Games	
Character Culture Creativity Challenge	Prior Learning Attacking and defending principles and skills.	
	Key Learning Intentions To defend space on my court using the ready position. To describe how my body feels during exercise. To hit a ball over the net and into the court area. To throw accurately to a partner. To use simple tactics to make it difficult for an opponent. To know how to score points and can remember the score. To show good sportsmanship when playing against an opponent.	
	Overview of Knowledge Net and wall games are games where either a net separates the players or a wall is used. The object is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Key Vocabulary against defend partner ready position receive point quickly return trap
	Overview of Skills Hitting: watch the ball as it comes towards you to help you to get ready to hit it. Feeding: use enough power when throwing to let the ball bounce once before your partner returns it. Rallying: sending the ball towards your partner will help you to keep a rally going. Footwork: using a ready position helps you to react quickly and return/catch a ball.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To use the ready position to defend space on court.	Games Following instructions Sharing equipment
	To develop returning a ball with hands.	Games Following instructions Sharing equipment
	To play against a partner.	Games Following instructions Sharing equipment
	To develop racket skills and use them to return a ball.	Games Following instructions



		Sharing equipment
	To develop returning a ball using a racket.	Games Following instructions Sharing equipment
	To play against an opponent using a racket.	Games Following instructions Sharing equipment
	Healthy Participation Ensure unused balls are in a safe place e.g. in bags, using a bench turned on it's side or on cones. When using rackets, ensure pupils are working in a safe space and hitting in the same direction. This unit will develop agility, balance, co-ordination, speed and stamina. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Summer 2	Athletics	
Character Culture Creativity Challenge	Prior Learning Running, changing direction, throwing and jumping.	
	Key Learning Intentions To describe how my body feels during exercise. To identify good technique. To jump and land with control. To use an overarm throw to help me to throw for distance. To work with others, taking turns and sharing ideas. To show balance and co-ordination when running at different speeds. To try my best.	
	Overview of Knowledge In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	Key Vocabulary overarm sprint take off target throw aim distance far fast height jog jump landing
	Overview of Skills Running: Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster. Jumping: Swinging your arms forwards will help you to jump further. Throwing: Throw in a straight line by pointing your throwing hand at your target as you let go of the object.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop the sprinting action.	Games Following instructions Sharing equipment
	To develop jumping for distance.	Games Following instructions Sharing equipment
	To develop jumping for height.	Games Following instructions Sharing equipment
	To develop throwing for distance.	Games Following instructions Sharing equipment



	To develop throwing for accuracy.	Games Following instructions Sharing equipment
	To select and apply knowledge and technique in an athletics carousel	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave in a safe way with and without equipment. When throwing, ensure pupils throw in the same direction. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed, stamina, strength. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Summer 2	Yoga	
Character Culture Creativity Challenge	Prior Learning Flexibility, coordination and balance.	
	Key Learning Intentions To provide feedback using key words. To copy, remember and repeat yoga flows. To describe how my body feels during exercise. To move from one pose to another thinking about my breath. To use clear shapes when performing poses. To work with others to create simple flows showing some control.	
	Overview of Knowledge Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.	Key Vocabulary breath choose create flexibility flow focus perform pose strength
	Overview of Skills Balance: you can squeeze your muscles to help you to balance. Flexibility: flexibility helps you to stretch your muscles and increase the movement in our joints. Strength: strength helps you with everyday tasks such as carrying your school bag.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To copy and repeat yoga poses.	Listening to and following instructions Copying actions Breathing exercises
	To develop an awareness of strength when completing yoga poses.	Listening to and following instructions Copying actions Breathing exercises
	To develop an awareness of flexibility when completing yoga poses.	Listening to and following instructions Copying actions Breathing exercises
	To copy and remember actions linking them into a flow.	Listening to and following instructions Copying actions Breathing exercises
	To create a flow, perform and teach it to a partner.	Listening to and following instructions Copying actions Breathing exercises



	To explore poses and create a yoga flow.	Listening to and following instructions Copying actions Breathing exercises
	Healthy Participation Use a safe, level surface using clean mats and bare feet to avoid slipping. Pupils should stretch slowly and breathe deeply, never force a pose. This unit will develop balance, co-ordination, flexibility, strength. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	