

Physical Education Delivery Model

Fundamental Movement Skills are the building blocks for movement that help prepare children for participation in a wide range physical activities and sports.

These are a precursor to the more specialised, complete skills used in games, sports, dance, gymnastics, outdoor education and physical recreation.

Explorers Skills Progression				
Fundamental Movement Skills; Locomotive, Manipulative and Stability				
	Key Fundamental Skills	Planning support Interventions	Activities	Resources
Explorers	<p>Locomotor</p> <ul style="list-style-type: none"> Crawling Walking Running Jumping Hopping Skipping Climbing Dodging Side-Stepping Lunging Galloping <p>Stability</p> <ul style="list-style-type: none"> Twisting Stretching Bending Landing Rolling Turning Balancing <p>Manipulative</p> <ul style="list-style-type: none"> Throwing Catching 	<p>HEALTHY MOVERS CARDS</p> <p>TWINKL MOVE cards</p> <p>Best of balls</p> <p>LEVELS 1-6 Newfield Key Skills framework</p> <p>Themed resources- 'dance till you drop' see twinkl planning files.</p>	<p>Action/Movement songs- sticky kids/tumble tots</p> <p>Multi-skills activities using balls, bean bags, quoits – moving objects in hands, putting into and out of buckets, knocking down skittles, Throwing to partners</p> <p>Dance – balance, single skills, movement, nursery rhymes and action songs.</p> <p>Gymnastics- single movement skills.</p> <p>Travelling/follow directions-left, right, travel to particular places e.g. coloured spots</p> <p>Introduce instructions- start, stop, fast, slow, in, out.</p> <p>Ways to travel- walk, push, pull, run, hop, skip, jump, step up, step down, crawl, rolling, moving body parts.</p> <p>Body positions and balancing- beginning to sequence actions together – run, jump, skip.</p> <p>Create own sequence of movements</p>	<p>Scarves</p> <p>Balloon Balls</p> <p>Large balls</p> <p>Different sized balls</p> <p>Bean bags</p> <p>Balance beams /stepping stones</p> <p>Target nets</p> <p>Skittles</p> <p>Dance ribbons</p> <p>Scarves</p> <p>Balloon Balls</p> <p>Large balls</p> <p>Different sized balls</p> <p>Bean bags</p> <p>Balance beams /stepping stones</p> <p>Target nets</p> <p>Skittles</p> <p>Dance ribbons</p> <p>Gymnastic cards</p>

	Kicking Dribbling Striking		Rolling/bouncing/kicking to a partner/against a wall Throwing into targets/nets Rolling to knock down objects/into targets/spaces	Movement cards Hoops/targets
--	----------------------------------	--	---	---------------------------------

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
					RECEPTION SKILLS- TWINKL MOVE YEAR GROUP?	
MANIPULATIVE SKILLS	Children can pick and release different objects with ease	Children can pick up and pass an object from hand to hand with control (balls, scarves, bean bags)	Children pass an object from hand to hand and around the body (behind backs, under legs- scarves, balls, bean bags)	Children pass an object from hand to hand while travelling (walking)	Children will throw underarm.	Children will throw at an object. Catch equipment using two hands.
	Children can tap/push a ball on the ground to make it roll.	Children roll a ball on the ground by bending down and releasing the ball low to the ground (without specific direction or control)	Children roll a ball with control on the ground towards a target by bending down and releasing the ball low to the ground.	Children roll a ball, chase it and touch it/pick it up.	Children move a ball using different resources; bats, racquets.	Children can use equipment to control a ball.
	Children can strike a ball with the foot.	Children kick a ball towards another person or object.	Children kick a ball chase it and kick it again.	Children kick into/through wide target.	Children will kick an object at a target.	

LOCOMOTOR SKILLS	Children can join in with action rhymes	Children freely move to music of their own free will.	Children create movements and shapes, travel and explore what their bodies can do music, rhyme, stories.	Children use props (ribbons, balls, scarves, hoops imaginatively to move to music, story, rhyme and songs.	Children can join a range of different movements together.	Children can create a short movement phrase which demonstrates their own ideas.
	Children jump up and down on the spot (holding hands if necessary)	Children jump forwards with 2 feet with control.	Children jump forwards and backwards with control.	Children jump forwards, backwards and sideways with control.	Children can jump in a range of ways from once space to another with control.	Children can; straight jump, tuck jump, jumping jack, half term jump.
	Children will walk on the spot.	Children travel forwards, marching with alternate knees lifted up.	Children travel by marching with knees high and arms swinging.	Children travel by marching forwards with high knees and opposite arm to leg swinging, body upright and head up.	Children can run.	Children can run in different ways for a variety of purposes.
	Children will travel at one steady speed.	Children travel fast and slow in more than one way (crawling, walking, tiptoeing, running)	Children travel at different speeds following instructions in more than one way (crawling, walking tiptoeing, running)	Children travel and change between speeds from fast to faster slow to slower with ease and control in more than one way (crawling, walking, tiptoeing, running)	Children can roll; Egg roll (curled side roll) Log roll Teddy bear roll	
	Children travel in one direction.	Children travel forwards and backwards with confidence (crawling, walking, tiptoeing, running)	Children travel forwards, backwards and sideways with confidence.	Children travel and change direction with ease, following lines, following instructions or into spaces, during free play.	Children can move safely around the space and equipment	Children can orientate themselves with increasing confidence and accuracy around a short trial.

	Children travel up steps/stairs on all fours.	Children walk up and down stairs/steps with support from adult (hand held)	Children walk up and down steps/stairs using rail/wall for support.	Children travel up and down steps/stairs unaided, alternating the lead foot.	Children will move around, under, over and through different objects and equipment.	
STABILITY SKILLS	Children demonstrate standing still on 2 feet without wobble (feet apart wide base)	Children stand still on 2 feet with feet together without wobble (narrow base)	Children demonstrate a controlled base on 1 foot for 3 secs.	Children demonstrate a controlled <u>1 legged</u> balance on left and right foot for 3 seconds.	Children can do standing balances	Children can perform a tiptoe, step, jump and hop
	Children walk forwards with control and little wobble between 2 lines on the ground.	Children walk forwards along the length of a straight marked line, keeping feet on the line with little/no wobble	Children walk forwards along the length of a curved marked line, keeping feet on the line with little/no wobble	Children walk heel to toe forwards along the length of a straight marked line, keeping my feet on the line with little/no wobble.	Children can walk along a floor beam.	

Progression of Skills within Key Stages 2-4

Progression into more formal PE lessons, once fundamental skills achieved/or knowledge can be shown and built upon.

Our Pe coverage allows children the opportunity to demonstrate the knowledge they have learnt in one section of the framework, practice and revisit and apply the knowledge into all aspects of games/team work and competitive sports.

See thematic overview for content for breadth and balance

GAMES SKILLS

THROWING AND CATCHING A BALL

Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites (based on fundamental movement) Manipulatives skills Rolling Catch and Release	Roll equipment in different ways Throw underarm Throw an object at a target Catching using two hands Catch and bounce	Throws different types of equipment in different ways, for accuracy and distance Throw, catch and bounce a ball with a partner Vary types of throws used- chest, over arm, underarm, bounce pass.	Use different catching techniques which are used in games. Throw in different ways- fast, slow, high, low	Consolidate different ways of throwing and catching and know when each is appropriate in a game.
Activities Best of Balls- <i>TWINKL</i> Throwing and Catching Activity Pack- <i>TWINKL</i> Bean bag activity challenge cards- <i>TWINKL</i> Ball games: seven ball games- <i>TWINKL</i> Ball skills activity pack- <i>TWINKL</i> Three touch ball- running, dodging and chest pass Explore different sized/ textured balls Track balls Roll balls into targets/knock down skittles Hold more than 1 ball, How do they travel? Roll, throw, kick, hit Can you make them travel fast/slow? Can you make them spin/ roll? Play passing games - how can you pass? Throwing against a wall and catching			Resources Bean bags Variety of Balls Scarfs Cones Balloon balls Frisbies Botcha Curclig	

Bounce and catch while standing still. Leading to games- netball, basketball, dodgeball, rugby, curling, Botcha.				
TRAVELLING WITH A BALL – leading to invasion games (team games where the purpose is to invade opponents space)				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites (based on fundamental movement skills) Locomotive skills Travelling Stability skills Turning on the spot Manipulative Skills Rolling, throwing, kicking, dribbling, striking.	Moves a ball in different ways including bouncing and kicking. Uses equipment to control a ball.	Travels with a ball in different ways. Travels with a ball in different directions (side, forwards and backwards with control and fluency	Bounce and kick a ball whilst moving. Use kicking skills in a game Use dribbling skills in a game. Use two different ways of moving with ball all in a game	Use a variety of ways to dribble in a game with success. Shows confidence in using a ball skills in various ways in a game situation, and link these together effectively.
Activities Set up different types of obstacle courses and move the ball around the course in different ways; rolling, kicking, bouncing, dribbling. Moving with the ball and passing this to a partner. Moving to different markers then kicking to another person. Travel with a ball along lines- marks on the floor with tapes/spaces made with markers. Invasion Skills circuit- <i>TWINKL</i> Basket ball- warm up games – <i>TWINKL</i> <i>Leading to games- basket ball, dodgeball, football (net games)</i>			Resources Cones, marker mats Different types of balls Targets shapes Nets Line markers	

STRIKING AND HITTING A BALL: (leading to net and wall- games/Striking and Fielding games)

Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
<p>Pre-requisites (based on fundamental movement skills)</p> <p>Locomotive skills Travelling Stability skills Turning on spot Manipulative Skills Rolling, throwing, kicking, dribbling, striking.</p>	<p>Hit a ball with bat or racket Use hitting skills in a game Practice striking, sending and receiving Strike or hit a ball with increasing control. Position the body to strike a ball.</p>	<p>Practice the correct batting technique and use it in a game Strike a ball for distance</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm Build rally with a partner Strike a moving and stationary ball/shuttlecock</p>	<p>Use different techniques to hit a ball Apply different techniques for different games/balls etc tennis ball and hockey Explore different types of shots Practice techniques for all strokes Direct a ball when striking or hitting Understand how to serve to start a game</p>
<p>Activities Moving balls around an obstacle course with a bat Moving a ball to a partner with a bat Passing a ball to other children in 3's, 4's with a bat. Balancing objects on bats/rackets while standing still, moving in different directions. Bat and Ball skills Year 1 unit- <i>TWINKL</i></p> <p>Leading to games Tennis (nets and balls) Cricket Hockey Rounders Golf/Croquet Badminton</p>			<p>Resources: Balls - different size, weight, textures Mats, Cones, hoops- using bats to move balls into and around different targets, over nets. Holding different bats/sticks/Rackets - using to move balls, balance on rackets.</p>	

GAMES: Attacking and Defending

Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites (fundamental movement skills) Manipulatives Throwing/Catching Locomotor running, walking, Stability Turning	Play a range of chasing games Use some defence skills such as marking a player or defending a space Use dodging skills to get past a defender	Use fielding skills to stop a ball from travelling past them. Use a range of attacking and defending skills techniques in a game.	Shoot in a game by getting past defenders. Use fielding skills to prevent opposition from scoring	Apply knowledge of skills for attacking and defending. Work within a team /small group to prevent others scoring and to score
Activities: Cat and Mouse Running into hoops to defend themselves. Attacking and Defending unit packs- <i>Twinkl</i> Dodge Ball Chasing games Markers indicating sides- running and collecting bean bags in each other sides. Football Dodgeball Netball Rugby Play a competitive game within you PE group or within Key stage area.		Resources Bibs for teams Range of balls, bats, nets Cones Bean bags Hoops Tags Bibs (as tags)		

GYMNASTICS: Acquiring and Developing Skills in Gymnastics

Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
<p>Pre-requisites (taken from fundamental movement skills)</p> <p>Stability travel, stretch, balance in different ways, Locomotor move over, under and through.</p>	<p>Create and perform a movement in a sequence Link 2 actions to make a sequence Hold still shapes and simple balances- front, large body parts. Move around, under, over and through different objects and equipment. Climb onto and jump off the equipment safely.</p>	<p>Choose ideas to compose a movement sequence independently and with others. Change direction, speed and level. Use a range of jumps in their sequence. Create body shapes while holding balances with control and confidence. Create a sequence of actions that fit a theme.</p>	<p>Travel in different ways, including using flight. Use equipment to vault in a variety of ways. Develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. Perform jumps, shapes and balances fluently and with control.</p>	<p>Create their own complex sequences involving the full range of actions and movements, travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performance.</p>
<p>Activities Gymnastic challenge cards Twinkl- themed sessions ranging from Reception – year 2 Gymnastic bench activities Music and movement action songs with travelling and balance. Stop and Start activities – red, green, amber coloured spots to show. Jumping off blocks and benches.</p>		<p>Resources Shape cards-TWINKL Gymnastic beams Mats Benches Roll and exercise gross motor activity dice. Stepping stones Dance ribbons, Textured balls</p>		

Handstands, Cartwheels and Round-Offs				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
	Bunny Hop Front support wheelbarrow with partner T-Lever Scissor kick	Handstand Lunge into handstand. Cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Hurdle step Hurdle step into cartwheel and round-off.
Activities Rolling activities-gymnastic roll cards (reception) Gymnastic rolls- year 1-6 Front rolls /side rolls Wheelbarrow races- holding legs of a partner. Jumping/balance activities as stated above		Resources Mats Gymnastic beams/benches Climbing equipment		
Travelling and Linking Actions				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites: (taken from fundamental movement skills) Locomotor Tiptoe Jump Hop Stability Balance, twist, stretch, landing	Tiptoe step, jump and hop Hopscotch Skipping Gallop Rolling- rocking on back, pencil and egg rolls Travelling- hand and feet, frog, bunny, crab, bear, caterpillar, crocodiles, Monkey.	Tiptoe step, jump and hop Hopscotch Skipping Gallop Straight jump half turn. Chassis steps Cat leap. Rolling – dish rolls, teddy/circle rolls, forward rolls.	Tiptoe step, jump and hop Hopscotch Skipping Gallop Straight jump half turn. Straight jump full turn. Chassis steps Cat leap. Pivot Cat leap half turn	Tiptoe step, jump and hop Hopscotch Skipping Gallop Straight jump half turn. Straight jump full turn. Chassis steps Cat leap half turn. Pivot Rolling in different ways.

Activities Jump, Leaps and Turn gymnastic cards- <i>TWINKL</i> Action songs/movement songs-sticky kids/tumble tots Putting Together some movements the children can do. Chalk hopscotch/floor hopscotch mats Jumping games Tunnels		Resources Shape cards-TWINKL Gymnastic beams Mats Benches Skipping rope Cones, Trampette Dance ribbons, Textured balls Peanut Balls		
Shapes and Balances				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites: (taken from fundamental movement skills) Stability Balancing Bending Twisting Stretching Locomotor Jumping Lunging	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Large body part balance Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3, 4 point balances (side, back, tummy, hips and shoulders). Part body weight partner balances Pike, tuck, star straight, straddle shapes Front and back support.	Group formations Pike, tuck, star, straight, straddle shapes Balance on apparatus.
Activities Shape cards Warm up activities moving in different directions. Balance activities cards across key stages Moving to different types of music- balancing in different positions Making different positions while holding different balances- standing, kneeling, standing on a bench, standing on a box, standing on the beams. Holding hands with partners to move in different ways. Copying different actions in picture cards.		Resources Shape cards-TWINKL Gymnastic beams Mats Benches Shape balance cards Skipping rope Cones, Trampette		

Compete/Perform				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
	Perform learnt skills with control Begin to say how they can improve.	Perform sequences of their own composition with co-ordination. Talk about differences between their work and that of others.	Perform and create sequences with fluency and expressions. Watch, describe and evaluate the effectively of performances, giving ideas for improvements.	Link actions to create a complex sequence using a full range of movement that showcase different agilities, performed in time to music. Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.
Activities Performing within classes Performing with key stage groups. Making short videos for Dojo on gymnastic skills acquired during programme.		Resources Skipping rope Cones, Trampette Peanut roll, Hoops Parachutes Gymnastic skill cards. Dance ribbons, Textured balls Music, Mats Benches, Gymnastic beams Steps, Boxes of different heights, Tunnels,		

ATHLETICS (running, jumping, throwing, compete/perform)				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites (taken from fundamental movement skills) Locomotor Walking, jumping, running, skipping Manipulative Throwing Stability landing	Vary their pace and speed when running Run with basic technique over different distances. Jog in a straight line Change direction when jogging Change direction when sprinting Complete an obstacle course Run with technique following a curved line. Run over different distances.	Combine running with jumping over hurdles . Adjust running pace and suit the distance being run. Demonstrate an improved technique for sprinting. Carry out a sprint finish . Perform a relay focussing on a baton changeover technique. Speed up and slow down.	Practice and refine a sprint start. Running at different paces developing stamina and fitness.	Run over hurdles with fluency developing consistent stride pattern. Work as a team to competitively perform a relay.
Activities Running around an indoor track (made with cones/markers) Running up and down the path. Use of Witton park/running track? Set up range of obstacle courses- using benches, beams, boxes, tunnels to make different levels of difficulties. Obstacle courses at parks in the area/trim trails at local parks. Set up races within class/groups Start and stop activities Ready steady go activities Sports day activities			Resources Whistles Batons (sports day bag) Hurdles of different sizes Cones to create running tracks Obstacle resources- boxes, benches, cones Agility ladders.	

Jumping (long jumps)				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites (taken from fundamental movement skills) Locomotor Walking, jumping, running, Stability landing	Perform different types of jumps, 2 feet, 2 feet to 1, 1 foot to opposite foot. Perform a jumping sequence Jump high Jump long Jump and land safely. Jump for distance from a standing position with accuracy and control.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Land safely and with control. Learn how to combine a hop, step and jump to perform the standing triple jump. Begin to measure the distance jumped.	Improve technique for jumping distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Investigate different jumping techniques.	Develop the technique for standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Set up and lead jumping activities including measure the jumps, with confidence and accuracy.
Activities Hopscotch Activity pack- running and jumping multi-skills- <i>TWINKL</i> Jumping activities (see jumping in gymnastics) Sports day activities Witton Park- running track and sand long jump area			Resources	

Throwing (Javelin and Shotput)				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites (taken from fundamental movement skills) Locomotor Running, hopping, lunging and galloping, jumping Manipulatives rolling a ball, underhand throw, Stability Twisting, balancing, landing.	Throw underarm and overarm Throw a ball towards a target with accuracy Improve the distance they can throw by using more power. Throw different types of equipment in different ways. Throw at targets of different heights.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw Continue to develop technique to throw for increased distance.	Perform a pull throw Measure the distance of their throws. Continue to develop techniques to throw for increased distance. Perform a fling through. Throw a variety of implements using a range of throwing techniques.	Perform a heave throw Measure and record the distance of their throws. Perform a competition with others and see who can throw the furthest.
Activities Warm up activities and games around throwing/hitting targets (see ball skills in games) Hoop games and activity pack (TWINKL) Throwing range of different resources; bean bags, balls of different sizes and shapes, foam javelins. Set up cones to lay out different positions for throwing- throwing to hit different targets Points for throwing into different areas- indoors and outdoors- use cones to mark our different areas and assign a point to each area. Use a range of different throws to decide the one that is the best. Heavy balls- shot putt- throwing into different targets to begin using different throwing techniques.			Resources Foam javelins Heavy shot putt balls Cones Markers Bean bags Balls of different sizes and shapes Hoops	

Outdoor and Adventurous Activities – including Trails, Problem solving, Preparing and resources.

Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites (taken from fundamental movement skills) Locomotor Walking, climbing	Explore different environments (parks/forests/woodland) and orientate themselves around a space/short trail within a small space. Explore equipment in parks and woodlands- parks, trim trails. Indoor and outdoor trails within school.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Begin to use navigation equipment to orientate around a trail using maps and compasses. Complete orienteering activities both as a team and independently. Identify symbols used on a key.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Use resources to support orienteering- maps, compass to improve trail and to get around. Use communication strategies to complete trails as a team.
Activities: Unit planning ORIENTEERING - <i>TWINKL</i> Team building activities- how can we get to the other side with only these boxes? Problem solving Maps of local area to follow- google maps- can you plan a route to walk to the park? To the shops? To the hospital? Map of the school- indoors/outdoor to follow Learning cards- TWINKL Geocaching Follow indoor and outdoor trails around school- treasure hunts, finding objects, pictures etc. Moving around school in different ways; Bikes (Bikeability), Scooters Sensory Garden Local Parks with trim trails Local parks with bike hire Brockholes- following the different coloured trails. Classes to access 1 adventure activity- grip and go Outdoor Elements- Burnley Lancashire Outdoors Residential trips (KEY STAGE 2/3)			Resources: Visuals Instructions Motivators Maps- local maps/school map/maps within rooms. Symbols Compasses <u>Orienteering in/around school</u> Can be linked to topics/lessons/themes e.g. minibeast hunt, town study, shape trail etc. Following photographs to areas Matching symbols Collecting objects Following simple instructions Find an area then solve simple problem for next clue Simple map reading	

Dance				
Skills progression (taken from Lancashire SOW/Twinkl Move)	Level 1	Level 2	Level 3	Level 4
Pre-requisites (fundamental movement skills) Locomotor Travelling, jumping, Lunging, galloping Stability Balancing Stretching, bending, landing, turning	Copy and repeat actions Put a sequence of actions together to create a motif Vary the speed of actions. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus Change the speed and level of their actions. Begin to improvise with a partner to create a simple dance. Move in time to the music.	Begin to compare and adapt movements and motifs to create a large sequence. Compose a dance for a chosen dance style Compose and dance longer dance sequences. Show change of pace and timings in their movements.	Identify and repeat the movement pattern and action of a chosen dance style. Compose individual, partner and group dances to reflect a chosen dance style. To dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.
Activities : Twinkl units Perform dances inspired by other traditional dances Perform dances of different styles working as individual, partners and groups. Body Awareness Explore different parts of the body. Move parts of the body. Roll objects around the body. Sensory session choosing music to indicate body parts and actions to move body parts to music. Hold/reach out for dance ribbons/pom poms. Explore dance styles Could be linked to theme, RE, stories. Seasonal music Action songs. Wheelchair dancing. Explore different ways to move individually or as a pair/group.			Resources: Textured/sensory equipment ICT 4D Lights Music Pom poms Dance ribbons Mats	

CIRCUIT TRAINING - Additional Unit around fitness/development of FMS

**SEE GAMES/MOVEMENT ACTIVITIES SKILLS 1-4 TO SUPPORT PROGRESSION OF SKILLS
ADDITIONAL UNIT TO SUPPORT FM**

Activities:

Circuit station movement cards- *TWINKL*
Circuit station fitness cards- *TWINKL*
Joe Wicks- Twinkl move sessions as warm ups
Circuit training Unit year groups packs- *TWINKL*
Races- sprint races
Fundamental Movement skills- activities build into the sessions- star jumps
Boxercise
Free weights

Resources:

Circuit training plan- add on different stations for children to work through.
Agility ladder
Footballs
Yoga/gym balls
Light weights
Hoops
Whistles
Bean bags
Hurdles
Cones
Boxing gloves