

Name of unit: Creating a Sequence	
Expected Outcomes By the end of this unit, pupils will be able to: Perform a sequence including a balance, a roll, and a jump. Work with a partner to mirror a simple shape or movement. Show a clear beginning and ending position in their sequence. Give one kind and helpful comment to a peer about their work.	
Developmental Focus Opportunities Gross Motor Skills: Building on the ELG of 'strength, balance and coordination' by asking pupils to synthesise different skills into a flowing sequence. This develops physical memory and control.	
Key Learning Points	Powerful Knowledge
How to link movements together smoothly (transitions). The difference between mirroring (a reflection) and matching (doing the same). Why starting and finishing poses make a routine look better. How to give helpful feedback ("I liked how you...")	The bits in between the moves are just as important as the moves themselves. The concept of transitions and flow). Good performers make hard things look easy. (The value of control and practice).
Subject-Specific Vocabulary	Reading Opportunities
Sequence, Routine, Transition, Mirror, Match, Start/End Pose, Peer Feedback.	Using a 'feedback frame' card (e.g., "I liked..." "Next time, try..."). Following a sequence of 3-4 pictures to create a routine.
Possible Misconceptions	Cross-Curricular Links
My sequence needs to be full of the hardest tricks." (Quality over difficulty). Feedback is just saying what was wrong. We have to move at the same time." (Exploring different timings like canon/unison).	Drama: Performance and stage presence. Music: Moving in time to a beat. English: Giving constructive feedback.