

		<p>Moving</p>	<p>-Explore different ways to jump</p> <p>Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air. Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped. Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils. Landing: Is how we are using our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact. Height: is defined as the distance from the bottom to the top of something. This means how high an athlete has jumped.</p> <p>Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs</p> <p>Shapes: Another word for balancing. Pupils must hold a shape still. Big: This means moving or balancing in ways where the body is extended as large as possible. Small: This means moving or balancing in ways where the body is made as small as possible. High: This means moving or balancing in ways where the body is high up away from the floor. For example, jumping, hopping or skipping.</p>	<p>-This unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner. -Pupils will be able to move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p>
Spring 1		<p>Hands 1</p>	<p>Explore pushing – Push a ball with increasing control. Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing Show different ways that they can travel with a large ball using their hands.</p> <p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control. Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. If the ball is under control by the attacker in possession it should not go out of the playing area.</p>	<p>This unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner. - Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders</p>

			<p>Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.</p>	
Summer 1	<p>Hands 2</p>	<p>Explore throwing overarm – Throw towards a target Explore throwing underarm Explore rolling Explore stopping a ball Explore catching</p> <p>Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area. Catching: means holding the object with our hands that is hit or thrown to us usually before it touches the ground. Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner. Stopping: is a fielding method used by a fielder to prevent the ball going past them.</p>	<p>-Pupils will explore the different ways of throwing, rolling and stopping a ball. Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.</p>	
	<p>Dinosaurs</p>	<p>Moving with control Adding movements together Responding to rhythm in character Adding expression to our characters' (dinosaur) movements Performing with a partner Exploring relationship</p> <p>Sequence: This is a combination of controlled movements that have been added together in a particular order. Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Timing: In dance, timing refers to moving to the beat of the music.</p>	<p>-Pupils will explore different movements using different parts of the body, adding emotion and expression as they become dinosaurs. Pupils will develop movement ideas in pairs while exploring the different relationships between dinosaurs</p>	
Summer 2	<p>Games for understanding</p>	<p>Taking turns/keeping the score Understanding and playing by the rules Avoiding a defender Preventing an attacker from scoring</p> <p>Rules: are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and safely. Tagging or Tag is the method applied by the defending team to stop the attacker from moving. Sharing: to ensure that a game is played fairly pupils should be encouraged to share and take turns</p>	<p>To explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games</p> <ul style="list-style-type: none"> - Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils - Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions. 	
	<p>Rackets bats balls and balloons</p>	<p>explore pushing/hitting a balloon with control Explore hitting a balloon with power into space Explore hitting/pushing (sending) a balloon with accuracy Explore balancing an object on a racket/bat</p>	<p>The focus of learning is for pupils to explore different ways of pushing/hitting a balloon. Pupils will understand why we need to push/hit a balloon with accuracy and control. Pupils will develop their ability to balance an object using a racket/bat</p> <ul style="list-style-type: none"> - pupils will be able to push/hit their balloon with both hands, keeping control. Pupils will also be able to balance their object on their racket/bat 	

			<p>Hitting: means striking the balloon with our hand with purpose. The person hitting the balloon will strike the balloon with their hands towards a target or towards an open space</p> <p>Pushing: is a method of sending our balloon using our hands. The person pushing the balloon will extend their hands away from their body to direct the balloon in the air, towards a target or towards an open space</p> <p>Power: is the intensity and speed that we hit our balloon in the air or towards a target</p> <p>Control: means keeping the balloon close to us, preventing it from touching the floor.</p> <p>Accuracy: is the ability to control where we push/hit (send) our balloon</p>	
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Year 1				
	Term	Theme	Skills	Knowledge
Year 1	Autumn 1	Running	<p>Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game</p> <p>-Run in different directions. (Forwards, Backwards and Sideways) -Run at different speeds (Fast and slow) -Run using different parts of their feet (Heels, balls sole and toes) -To run into space safely avoiding other pupils.</p> <p>Keywords: Speed: Is the ability to move all or part of the body as quickly as possible. Speed is a vital component to being successful when running. Acceleration: is how quickly an athlete can increase their speed over a distance when running. Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p>	<p>-To develop pupils' ability to run using different parts of their bodies. -Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where they need to run and why.</p>
			Wide,narrow,curled (Gymnastics)	<p>-To move their bodies like champions. -Moving in high and low positions. -Create shapes using different parts of their body. -Moving in ways that make their body wide, narrow and curled. -To move over, under, though, along and across apparatus.</p>
	Autumn 2	Jumping 1	<p>-Jump and land safely - To jump far, high and hop. - Adjust their speed and change direction to avoid pupils and markers. - Demonstrate hopping, leaping and skipping. -Show different ways pupils can jump.</p>	<p>-To develop pupils understanding of how and why we jump, using our head, arms and feet applying the correct jumping technique. -Pupils will begin to understand the different reasons when, where and why we jump in different ways.</p>

	Body Parts	<p>Key words: Key words: Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air. Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped. Skipping: is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce. Landing: Is how we are using our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.</p> <p>Wide: moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example, a star jump is a wide movement. Narrow: Moving or balancing in ways where the body stretching (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving. Curled: to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way. Big: This means moving or balancing in ways where the body is extended as large as possible. Small: moving or balancing in ways where the body is made as small as possible.</p>	<p>-To explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus. - Pupils will transition between the theme words as they link movements together developing simple sequences.</p>
Spring 1	Hands 1 The Zoo (Dance)	<p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor to move around the court. Accuracy: is the ability to control where we roll, bounce or push a ball. Power: is the intensity and speed that a ball is rolled, bounced or pushed. Possession: when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score. Space: an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control. Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession.</p> <p>Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music. Moving: means using a variety of body parts to move around the space in a creative way. Control: means moving our bodies in time with the music, beat or sound. Rhythm: is a repeated pattern of movements or sounds. Sequence: This is a combination of controlled movements that have been added together in a particular order. Motif: is a series of movements that are repeated.</p>	<p>-Pupils will develop their sending and receiving skills, applying and developing understanding of where we send a ball and why. -Pupils will combine their sending skills and receiving skills to keep possession. Pupils will also explore stopping the ball. -To understand the meaning of control and aim.</p> <p>-This unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different controlled movements showing character expression. -Pupils will learn how to co-ordinate and control their bodies to perform movements creating a sequence.</p>
Spring 2	Feet 1	<p>-Pupils to kick (dribble a ball with increasing control -Dribble with their dominant foot</p>	<p>-Pupils to develop their ability to apply effective dribbling skills.</p>

		<p>Games for understanding</p>	<p>Hitting: Striking the ball with a racket with the purpose towards a target. Power: is the intensity and speed that we hit a ball with our racket. Control: keeping the ball close to us when we are dribbling or pushing with our racket. Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>-Pupils to demonstrate moving into spaces avoiding other pupils. -Pupils to be able to adjust their speed and change direction to avoid others.</p> <p>Attacker: We are considered an 'attacker' when we, or our team are in possession of the ball or when we are trying to stop a defender from scoring a point. The aim of the game for the attackers is to score as many points as possible. Defender: We are considered a 'defender' when we are not in possession of the ball, or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p>	<p>-This unit of work will develop pupils' ability to apply simple principles of attack vs defence, with a particular focus on creating simple tactics to win the game. -Pupils will develop their understanding of how, where and why to attack and defend in a game.</p>
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Year 2				
Term	Theme	Skills	Knowledge	
Year 2	Autumn 1	Dodging	<p>-pupils to run and stay in a space. -Dodge using the correct dodging technique. -Dodge backwards, sideways, with heavy feet, on the balls of their feet, high to low, low to high body positions.</p> <p>Dodge: is a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender. Tagging or Tag is the method applied by the defending team to stop an attacker from moving.</p>	<p>-This unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. -Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p>
		Linking	<p>Linking: To Successfully add two movements together so that they flow one after the other Flow: This is when a gymnast moves from one action to another without stopping. Transition: The term transition means to move into and out of basic movements, actions or balances. Jump: Is a method of moving where a gymnast pushes themselves off a surface and into the air creating a moment of flight. Roll: A gymnast completes rotation of their body on the ground. Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.</p>	<p>- Pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p>

	Communication & Tactics	<p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor to move around the court.</p> <p>Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <ul style="list-style-type: none"> -Creating and applying simple tactics -Developing leadership -Develop communication as a team -Create defending and attacking tactics as a team <p>Communication: is the method of transferring information from one person or a group to another. Types of communication include verbal, nonverbal, written and visual</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p> <p>Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Tag: is the method applied by the defending team to stop the attackers from capturing the flag.</p>	-To explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing their communication skills, essential to working within a team to complete the activities.
Spring 1	<p>Handball</p> <p>Introduce passing, receiving and creating space</p> <ul style="list-style-type: none"> -Develop passing and moving -Combine passing and moving -Introduce shooting -Develop passing and shooting - Throwing arm high above the shoulder, stepping forward into the pass. <p>Shoulder Pass: Is the most used pass in handball. The shoulder pass is a onehanded pass that can be used to cover long and short distances. If a shoulder pass is fast and accurate it can be the most effective pass to use to outwit the opposition.</p> <p>Wild animals</p> <ul style="list-style-type: none"> -Responding to stimuli -Developing character dance into a motif -Develop sequences with a partner in character that show relationships -Extending sequences with a partner in character <ul style="list-style-type: none"> - Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. - Creativity: refers to pupils using their imagination or original ideas when performing their dance actions - Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance. 	<p>-This unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <ul style="list-style-type: none"> - Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. - Pupils will apply an understanding of where, when and why we pass and move, to score points against another team. <p>-This unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.</p> <ul style="list-style-type: none"> - Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story. 	

Spring 2	<p>Football</p> <p>Weather</p>	<p>-Introduce/develop dribbling keeping control -Introduce passing and receiving -Combine dribbling and passing to create space. -Develop passing, receiving and dribbling (Pupils adopt the correct dribbling technique? Inside and outside of the feet, heads up and keep the ball close to your feet.) -Dribble whilst keeping control of the ball.</p> <p>-Responding to stimuli. -Developing character dance into a motif. -Develop sequences with a partner in character that shows relationships.</p> <p>Rhythm: is a repeated pattern of movements or sounds Timing: in dance, timing refers to moving to the beat of the music Stage presence: is the ability of a dancer to capture and command the attention of an audience's attention. Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.</p>	<p>-To explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and dribbling. -Pupils will learn how to keep possession and eventually score to win a modified game.</p> <p>-Pupils will learn how to respond to different stimuli, being able to add drama and emotion to the dance. -Pupils will create a performance which will include, stage presence, timing, rhythm and sustaining character.</p>
Summer 1	<p>Tennis</p> <p>Problem solving</p>	<p>-Introduction tennis, outwitting an opponent -Creating space to win a point -Consolidate how to win a game introduce rackets - Introduce the forehand Baseline: The baseline runs parallel to the net and defines the back of the court on each side. Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.</p> <p>-Creating and applying simple tactics -Developing leadership -Develop communication as a team -Create defending and attacking tactics as a team.</p> <p>Problem Solving: means the ability to find a solution to overcome a challenge. An individual or a team needs to create then apply a strategy and tactics to solve a problem and achieve their goal. Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way</p>	<p>- Pupils will throw/hit the ball into space on their opponent's side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball. - pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponent's side of the court.</p> <p>-To explore what makes an effective team through different problem- solving challenges. - Pupils will work within a team to complete the different problem-solving challenges successfully -Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team</p>
Summer 2	<p>Athletics</p>	<p>-Explore running for speed -Explore acceleration -Introduce /develop relay: Running for speed in a team -Throwing: Accuracy vs distance -Standing Long Jump</p>	<p>-pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique. - pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p>

		<p>Rounders</p> <p>Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.</p> <p>Acceleration: is how quickly an athlete can increase their speed over a distance. For example, this might mean how quickly an athlete ran over 10m starting from a stationary position.</p> <p>Distance: is defined as the length of space between two points. This might mean how far an athlete must run, how far an athlete has thrown an object, or how far an athlete has jumped</p> <p>-Introduce to rounders -Introduce overarm throwing -Apply overarm and underarm throwing -Introduce stopping the ball -Application of stopping the ball in a game</p> <p>Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.</p>	<p>-To explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team.</p> <p>-Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p>
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Year 4				
	Term	Theme	Skills	Knowledge
Year 4	Autumn 1	Netball	<p>-Footwork -Develop passing and creating space. -Refine passing and receiving. -Develop passing, moving and shooting</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level.</p> <p>Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction.</p>	<p>- The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>- Pupils will be able to apply a secure understanding of passing, moving and shooting to score points against another team.</p> <p>- Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.</p>
		Bridges	<p>-Sequence formation -Develop sequences with bridges -Create a variety of balances where they are linked/ connected to their partner. -To move out of balances ensuring flow between the movements.</p> <p>Bridge: A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.</p> <p>Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.</p> <p>Flow: This is when a gymnast moves from one action to another without stopping</p>	<p>The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</p>

Autumn 2	<p>Basketball</p> <p>Problem solving</p>	<p>-Refine dribbling – Change speed and direction when dribbling even when pressure is applied. -Refine passing and receiving- -Refine passing and dribbling creating space. - pupils able to identify space and dribble into it as well as make a pass. -Refine passing and dribbling creating shooting opportunities. -Introduce marking.</p> <p>Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept Marking: Marking is when the attacking player has received the ball, and you are making it difficult for them to pass the ball on by restricting their options. Space: is an open area on the court that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score.</p> <p>Benches and mats challenge Round the clock card challenge The pen challenges The river rope challenge Caving challenges</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. Verbal communication is a method of communicating using our voice. When communicating verbally it is important that our message is clear and precise so that our team members can understand. Non-verbal communication: is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.</p>	<p>- develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court, creating an attack that results in a shooting opportunity - Pupils will be able to apply a secure understanding of passing, moving, dribbling and shooting to score points against another team. - Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.</p> <p>-This unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics. - Pupils will work within teams to find effective strategies and tactics to complete the different problem-solving challenges successfully</p>
Spring 1	Cats	<p>- Can pupils move at a quick pace being aware of the space -Responding to stimuli working together -Extending sequences with a partner in character -Exploring two contrasting relationships and interlinking dance moves.</p> <p>Motif: is a series of movements that are repeated. Flow: This is when a dancer moves from one action to another smoothly and without stopping. Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance.</p>	<p>-This unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus. - Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p>
Spring 2	Football	<p>-Refine dribbling and passing to maintain possession -Introduce and develop defending -Develop shooting -Refine attacking skills, passing, dribbling and shooting, introduce officiating -continuously dribble keeping possession and control of the ball.</p>	<p>-explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score to win a modified game. - Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball</p>

		<p>Swimming</p> <p>To develop basic pool safety skills and confidence in water. To show breath control. To be able to tread water. Perform safe self-rescue in different water-based situations. Use arms and legs together to move effectively across a short distance in the water. glide on front and back over short distances. Float on front and back for short periods of time.</p>	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to score, keep possession and score a goal. Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal. Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score a goal.</p>	
Summer 1	<p>Tennis</p> <p>-Developing the forehand -Creating space to win a point using a racket -Introduce the backhand -Applying the forehand and backhand in game situations -Applying the forehand and backhand creating space to win a point.</p> <p>Baseline: The baseline runs parallel to the net and defines the back of the court on each side. Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball. Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball. Accuracy: is the ability to control where we hit the ball on our opponent's side of the court. Power: is the intensity and speed that a ball is hit.</p> <p>Swimming</p> <p>To develop basic pool safety skills and confidence in water. To show breath control. To be able to tread water. Perform safe self-rescue in different water-based situations. Use arms and legs together to move effectively across a short distance in the water. glide on front and back over short distances. Float on front and back for short periods of time.</p>	<p>-This unit of work will develop pupils' ability to apply the principles of attack vs defence to win a game of tennis. -Pupils will hit the ball into space on their opponent's side of the court, creating space for the next shot that will win them the point. - Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponent's side of the court.</p>		
Summer 2	<p>Athletics</p> <p>-Develop running at speed- Can pupils run and stay in their lane? -pupils can run with a pumping action with their arms and elbows bent. -Exploring our stride pattern -Exploring running at pace</p>	<p>-This unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. -Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.</p>		

		<p>Swimming</p> <p>To develop basic pool safety skills and confidence in water. To show breath control. To be able to tread water. Perform safe self-rescue in different water-based situations. Use arms and legs together to move effectively across a short distance in the water. glide on front and back over short distances. Float on front and back for short periods of time.</p>	<p>-Understand and apply tactics when running for distance -Javelin -Standing Triple Jump</p> <p>Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. Distance: is defined as the length of space between two points. This might mean how far an athlete must run, how far an athlete has thrown an object, or how far an athlete has jumped. Pace: Pace is used to measure an athlete's speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long distance runners to pace themselves, if they go too fast too early, they will finish the race slower. Power: is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they</p>	<p>- pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin</p> <p>To swim 10m (front and back crawl)</p>
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Year 5				
	Term	Theme	Skills	Knowledge
Year 5	Autumn 1	Counterbalance and counter tension.	<p>-Introduction to Counterbalance -Application of Counterbalance learning onto apparatus -Sequence formation -Counter Tension -Sequence completion -Explore a variety of ways to make counterbalances</p> <p>-Counterbalance: A counterbalance is a pushing balance. -Counter Tension: A counter tension is a pulling balance -Unison: Unison is where pupils perform the same movement at the same time as each other. - Canon: Canon is where pupils perform the same movement one after the other.</p> <p>To use a range of strokes effectively (EG: front crawl, backstroke, and breaststroke) To develop push and glides, any kick action on front and back with or without support aids. Confidently and consistently retrieve an object from the floor with the same breath Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p>	<p>- focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus - Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p>
		Swimming		

			Combine gliding and floating on front and back over an increased distance	
Autumn 2	Football		<p>-Refine dribbling and passing to maintain possession -Introduce and develop defending</p> <p>-Develop shooting</p> <p>-Refine attacking skills, passing, dribbling and shooting, introduce officiating.</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p>Marking: Marking is when the attacking player has received the ball, and you are making it difficult for them to pass the ball on by restricting their options.</p> <p>Pressure: Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure to regain possession.</p> <p>Shadowing: Shadowing is when the defending player keeps their eyes on the ball and mirrors the attackers' movements. This technique is used to apply pressure to the attacker in an attempt for them to lose possession of the ball.</p>	<p>- Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.</p> <p>- Pupils will begin to create and apply tactics that they can then adapt depending on the situation.</p>
	Swimming		<p>To use a range of strokes effectively (EG: front crawl, backstroke, and breaststroke)</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>Confidently and consistently retrieve an object from the floor with the same breath</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Combine gliding and floating on front and back over an increased distance</p>	
Spring 1	Hockey		<p>-Develop defending; blocking and tackling</p> <p>-Refine dribbling/passing to create attacking opportunities</p> <p>-Refine attacking skills, passing dribbling and shooting</p> <p>-Refine defending skills developing transition from defence to attack</p> <p>Marking: Marking is when the attacking player has received the ball, and you are making it difficult for them to pass the ball on by restricting their options.</p> <p>Counterattack: A counterattack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack</p>	<p>-This unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. -Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p>- Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes</p>
	Swimming		<p>To use a range of strokes effectively (EG: front crawl, backstroke, and breaststroke)</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>Confidently and consistently retrieve an object from the floor with the same breath</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p>	<p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>To swim 25m (using a range of strokes)</p>

			Combine gliding and floating on front and back over an increased distance	
Spring 2	Basketball		<ul style="list-style-type: none"> -Refine passing and receiving -Apply passing, footwork and shooting into mini games, introduce officiating -Introduce defending <p>Explore the function of other passing styles</p> <ul style="list-style-type: none"> - Can pupils keep possession for sustained periods of time? - Pupils can pass and dribble accurately and consistently. -Develop control when sending and receiving under pressure. <p>Travelling: is a violation of a rule that occurs when the attacker in possession of the ball moves both feet without dribbling. Possession changes when an attacker commits a travelling offence</p> <p>Double dribble: A double dribble occurs when the attacker in possession dribbles the ball with two hands simultaneously or begins to dribble again after stopping. When an attacker commits a double dribble offence possession change</p> <p>Marking: Marking is when the attacking player has received the ball, and you are making it difficult for them to pass the ball on by restricting their options.</p> <p>Dribbling: Select and apply a variety of dribbling techniques to game situations.</p>	<p>This unit of work will challenge pupils to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity</p> <ul style="list-style-type: none"> - Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. - Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.
	Orienteering		<ul style="list-style-type: none"> -Face orienteering -Cone orienteering -Point and return -Point to point -Timed course -Orienteering competition <p>- Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way</p> <p>- Strategy: is a planned set of actions that are used by a team or individual to achieve a Longterm goal. We plan a strategy and then use specific tactics to help us achieve our goal</p> <p>- Communication: Is the method of transferring information from one person or a group to another. Types of communication include verbal, nonverbal, written and visual.</p>	<p>This unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p> <ul style="list-style-type: none"> - Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges
Summer 1	Tennis		<ul style="list-style-type: none"> -Introduce/develop the volley -Controlling the game from the serve -Doubles, understanding and applying tactics to win a point -Hit the ball using a forehand and a backhand shot. <p>Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.</p> <p>Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.</p> <p>Volley: Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net.</p>	<ul style="list-style-type: none"> - Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game. - Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games. - Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game to score points and win the game.

			<p>Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.</p> <p>Distance: is defined as the length of space between two points. This might mean how far an athlete must run, how far an athlete has thrown an object, or how far an athlete has jumped.</p> <p>Personal Best: A personal best is an individual or team's best performance in each event.</p> <p>To take part in outdoor and adventurous activities (residential)</p>	
		Outdoor and adventure		

Year 6				
	Term	Theme	Skills	Knowledge
Year 6	Autumn 1	Netball	<ul style="list-style-type: none"> -Consolidate keeping possession, develop officiating -Consolidate defending -Create, understand and apply attacking/defending tactics in game situations - pupils able to pass around the defender accurately using a variety of passes. <p>Netball Positions: The Goalkeeper (GK) and Goal Defence (GD) can move anywhere in the defending two thirds. The Centre (C) can move anywhere on the court apart from the two semi circles. The Goal Attack (GA) and Goal Shooter (GS) can move anywhere in the two attacking thirds.</p> <p>Marking: When marking the player with the ball we must stand at least 3 steps away. If a defender invades the attacker's space or contacts the attacker, a free pass is awarded to the attacking team.</p> <p>Transition: is defined as the process of recognising and responding after losing or regaining possession.</p>	<p>Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p>
		Matching and Mirroring	<ul style="list-style-type: none"> -introduction to matching /mirroring -Application of matching mirroring learning onto apparatus Sequence development -Create a matching sequence. <p>Matching: Matching is where pupils perform the same movements at the same time.</p> <p>Mirroring: Mirroring is where pupils perform their movements creating a mirror image of each other.</p> <p>Unison: Unison is where pupils perform the same movement at the same time as each other.</p> <p>Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus</p>	<p>This unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p>
	Autumn 2	Football	<ul style="list-style-type: none"> Consolidate keeping possession, develop officiating -Consolidate defending -Organise formations and manage teams 	<ul style="list-style-type: none"> -Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score. -Pupils will in turn apply pressure when defending to regain possession effectively.

		<p>-Organise formations decide tactics, manage teams and officiate games.</p> <p>Counterattack: A counterattack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.</p> <p>Transition: is defined as the process of recognising and responding after losing or regaining possession.</p> <p>Through Ball: Is a pass made to create a shooting opportunity. The attacker in possession of the ball, passes it between opposing defenders, into open space that a team member can run onto.</p> <p>-Develop a secure understanding of cardio fitness -Develop a secure understanding of flexibility fitness -Develop a secure understanding of strength fitness</p> <p>Cardiovascular System: The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies.</p> <p>Strength: Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.</p> <p>Flexibility: Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.</p> <p>Fitness: Physical fitness is a state of health and well-being that means you can take part in all your normal daily activities, including sport, with ease.</p> <p>Circuits: Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.</p>	<p>-Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.</p> <p>-This unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. -Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. -Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.</p>
Spring 1	<p>Hockey</p> <p>Carnival</p>	<p>-Consolidate keeping possession, develop officiating -Consolidate defending</p> <p>-Create, understand and apply attacking/defending tactics in game situations.</p> <p>- apply a refined understanding of passing, dribbling and moving to score points</p> <p>-Pupils can pass around the defender accurately using a variety of passes.</p> <p>-Pupils to receive the ball at pace in space.</p> <p>Attack: The aim of the game for the attackers is to score a goal. When a team are in possession of the ball they need to work together and apply their understanding of passing, moving and dribbling to create a shooting opportunity.</p> <p>Defending: The aim of the game for the defenders is to prevent the attackers from scoring. When a team does not have possession, they need to work together and apply their understanding of tackling, blocking and marking to gain back possession.</p> <p>Counterattack: A counterattack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.</p> <p>-Performing with technical control and rhythm in a group. - Creating rhythmic patterns using the body</p>	<p>- Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score.</p> <p>-Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>- Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession.</p>

