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| **Term** | **Units** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
| 1 | **Games** (Invasion): Game sense invasion  (Complete PE) | To introduce passing and receiving in order to keep possession of the ball.  To concentrate on the attacking players keeping possession.  To develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.  To use passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.  To develop passing and moving, building up into mini games where pupils explore the transition between attack and defence.  To introduce pupils to scoring and the importance of being accurate when aiming at a target.  To apply their prior learning of passing, moving and creating space, to move the ball up the playing area, creating an attack that results in a scoring opportunity.  To combine passing and moving to score points against another team.  To bring together the suggested sequence of learning into a level 1 tournament. | I can develop my passing and moving skills to outwit my opponents and keep possession of the ball.  I can apply an understanding of where, when and why we pass and move, in order to score points against another team.  I can develop life skills such as respect and cooperation as they collaborate with others including their opponents.  I can apply my skills with developing confidence as I grow in my ability to show integrity and self motivation. | Attacker  Defender  Space  Possession  Passing  Control  Shooting |
| **Games:** Netball  (Complete PE) | The focus of the learning is to introduce passing and receiving in order to keep possession of the ball.  Pupils will develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.  Use passing and moving skills to create space, in order to keep possession. Develop their passing and moving skills, to create space and keep possession. Apply their skills in mini games and start to explore the transition between attack and defence.  Combine passing and moving to score points against another team.  The focus of the learning is to introduce pupils to the shooting technique, and develop their understanding of the importance of being accurate when aiming at a target. Pupils will apply their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shooting opportunity.  Bring together the suggested sequence of learning into a level 1 tournament. | I can pass and receive the ball.  I can use passing and moving skills to create space.  I can use passing and moving skills to create space and keep possession.  I can score points against another team.  I can develop my shooting technique.  I can take part in a level 1 tournament. | Pass  Receive  Chest pass  Bounce pass  Space  Technique  Score  Attack  Defence  Possession |
| **2** | **Gymnastics** (NUFC)  Or  **Gymnastics**: Canon and union  (Complete PE) | To apply 'excellent gymnastics' when exploring movements and balances in unison.  To explore creating sequences on the floor using a range of movements and balances that flow.  To apply 'excellent gymnastics' when exploring movements and balances in canon.  To explore creating sequences on the floor using a range of movements and balances.  To develop pupils' 'Unison Sequences' on the apparatus.  To work in pairs to utilise the apparatus to ensure high levels of creativity and perform their sequences ensuring good flow.  To develop pupils' 'Canon' Sequences' on the apparatus.  To work in pairs to utilise the apparatus to ensure high levels of creativity and perform their sequences ensuring good flow.  To develop their sequences further by combining canon and unison in small groups.  To work in small groups to create sequences that combine both cannon and unison, using a range of apparatus.  To complete and perform their sequences in groups.  To continue to work in small groups to create their sequences, combining both cannon and unison, with balances and using a range of apparatus. | I can execute ‘excellent’ movements in both canon and unison.  I can link these movements together forming sequences.  I can develop life skills such as evaluation as I create my sequences in pairs/groups, making any adaptations when necessary.  I can collaborate showing cooperation skills with my partners/groups as I work together to create my sequences and share apparatus with others.  I can develop their resilience and ability to remain self-motivated as I strive to improve my sequences even when I find it hard. | Excellent gymnastics  Extension  Sequence  Interesting  Apparatus  Unison  Canon |
| **Games** (Invasion): Handball  (Complete PE) | To introduce passing and receiving in order to keep possession of the ball.  To concentrate on the attacking players, keeping possession.  To develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.  To use passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.  To develop passing and moving, building up into mini games where pupils explore the transition between attack and defence.  To combine passing and moving to score points against another team.  To be able to use their prior learning of passing and moving to move the ball up the court to create an attack.  To learn where they shoot from and why.  To be able to use their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shot at goal using the correct technique.  To bring together the suggested sequence of learning into a level 1 tournament. | I can develop my passing and moving skills to outwit my opponents and keep possession of the ball.  I can apply an understanding of where, when and why we pass and move, in order to score points against another team.  I can develop life skills such as respect and communication as I collaborate with others including my opponents.  I can apply my skills with developing confidence as I grow in my ability to show integrity and determination. | Attacker  Defender  Space  Possession  Shoulder pass |
| **3** | **Yoga**  (Down Dog) | To master basic movements such as jumping and begin to apply these in a range of activities.  To demonstrate agility, balance and coordination. | I can learn a variety of yoga poses through an engaging theme.  I can improve my concentration through balancing poses.  I can learn techniques to help me relax, feel calm and deal with stress/anxiety.  I can learn about the benefits of yoga.  I can understand what mindfulness is and why it is good for us to practise.  I can understand the different emotions we feel and how they can affect us physically  I can understand and recognise different body parts.  I can understand different yoga poses that help strengthen different parts of the body. | Agility  Balance  Co-ordination  Concentration  Calm  Relax |
| **Orienteering**  (Complete PE) | The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.  Pupils will learn how to use a map to follow a route.  Orientate a map, locate points on the map, then travel to them and record what they find.  Locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.  Bring the orienteering topic together into a competition. | I can read a key correctly.  I can use a map to follow a route.  I can orientate a map, locate points and travel to them.  I can locate points on a map in a set order.  I can follow a route to reach as many points as possible in a set time.  I can take part in an orienteering competition. | Map  Key  Route  Orientate  Order  Teamwork  Time |
| **4** | **OAA**: Problem Solving  (Complete PE) | To look at what makes an effective team with the focus on cooperation and responsibility.  To look at what makes an effective team with the focus on collaboration and communication.  To learn why motivating each other is important when working in a team.  To learn why motivating each other is important when working in a team in an unfamiliar environment. | I can work within a team to complete the different problem solving challenges successfully.  I can apply an understanding of what makes an effective team and understand how important my role is within the team.  I can develop life skills such as respect and communication as I collaborate with my team members to successfully complete the challenges.  I can develop my ability to remain positive and try my best in every challenge.  I can begin to show leadership attributes. | Communication  Tactics  Teamwork  Strategy  Problem solving  Cooperation |
| **4** | **Dance**  (NUFC)  Or  **Dance**: Wild animals  (Complete PE) | To respond to different stimuli being able to sustain characters to add drama and emotion to the dance.  To build on the character work adding drama and emotion to dance and to create motifs in pairs.  To execute a wider variety of movements singly and in extended sequences, with a partner.  To sustain their characters to add drama and emotion to their dance.  To extend dance skills by using more complex actions.  To develop movement vocabulary by introducing more advanced dance terms.  To bring together the choreography from the suggested sequence of learning to create a final performance. | I can ensure that my movements are big and clear, I will perform with expression and emotion as I tell a story.  I can understand what makes an ‘excellent dance’.  I can apply creativity as I try a range of movement options.  I can apply life skills such as cooperation and encouragement as I work successfully with my partner/group to execute my sequences.  I can strive to ensure my sequences are performed precisely and accurately showing self motivation to want to improve. | Excellent dancers  Expression  Creativity  Emotion  Motif  Choreography  Character |
| **5** | **Striking and Fielding**: Rounders  (Complete PE) | To introduce the concept of batting and fielding.  To develop an understanding of the purpose of each team.  To introduce throwing overarm.  To develop an understanding of how to throw a ball accurately, with power over distance and understand its purpose in a game of rounders.  To recap throwing underarm developing their understanding of when, where and why they use this skill during a game of rounders.  To play mini games where fielders apply the use of both the overarm and underarm throw in order to keep a batter's score as low as possible.  To introduce ways of stopping the ball.  To learn when, where and to they use a long barrier and how this can improve our fielding skills to keep the batter's score as low as possible.  To apply the long barrier in a game situation to keep the batters score as low as possible.  To bring together the suggested sequence of learning into a small game. | I can develop their ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills.  I can apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters.  I can develop life skills such as respect and cooperation as I collaborate effectively with others including their opponents.  I can apply their skills with developing confidence as I grow in my ability to show self motivation and determination. | Batting  Fielder  Throwing  Base/posts  Rounder  The Long Barrier |
| **Net/wal**l: Tennis  (Complete PE) | To learn how we win a game of tennis, thinking about where and why we throw the ball on the court.  To be introduced to how we can think one shot ahead to create space for winning shots.  to apply pupils' prior learning of the different ways we can win a point, into mini games.  To introduce rackets.  To learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot.  To introduce the forehand shot.  To understand when and where to play the forehand shot in a mini game.  To bring together the suggested sequence of learning into a level 1 tournament. | I can throw/hit the ball into space on their opponents side of the court.  After playing a shot, I can recover to a ready position, ready to return the ball.  I can develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court.  I can develop life skills such as cooperation and encouragement as I play fairly against others, keeping the score.  I can apply my skills with developing confidence as I grow in my ability to show resilience and determination. | Outwit  Space  Return  Recover  Baseline  Firehand  Rally  Out |
| **6** | **Football**  (Complete PE) | The focus of the learning is to introduce dribbling in order to keep control and possession of the ball. Concentrate on attackers when they are dribbling. Focus on ball control and changing direction when dribbling. Pupils will develop an understanding of how to dribble the ball keeping possession to beat an opponent.  Pupils will develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate. Create space whilst keeping possession, developing this concept into mini games.  Develop passing, moving and dribbling building up into mini game where pupils must keep possession in order to win. Bring together the suggested sequence of learning into a level 1 tournament. | I can dribble and keep possession of the ball.  I can dribble, keeping possession of the ball to beat an opponent.  I can pass and receive to keep possession.  I can create space whilst keeping possession.  I can use my skills in a mini game.  I can compete in a level 1 tournament. | Pas  Receive  Dribbling  Create space  Possession  Score  compete |
| **Athletics**  (Complete PE) | To explore how we can use our bodies to make us run as fast as possible.  To learn the correct technique used for sprinting.  To develop an understanding of how and why we need to accelerate at the start of a race.  To apply pupils' understanding and application of running for speed, when running as part of a team.  To continue to apply pupils' understanding of running for speed when running as part of a team.  To be introduced to a curved track and will start to understand simple changeover tactics.  To explore the differences between throwing for accuracy and throwing for distance.  To explore how we can use our bodies to jump as far as possible. | I can develop my ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.  I can 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.  I can develop life skills such as cooperation and encouragement as I collaborate with others and support each other to develop my techniques.  I can apply my skills with developing confidence as I grow in my ability to show integrity and determination. | Tactics  Speed  Acceleration  Distance  Accuracy  Relay  Change over |