|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **Units** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
| 1 | **Gymnastics** (NUFC)  Or  **Gymnastics**: Bridges  (Complete PE) | To explore movements and balances creating bridges.  To re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.  To move over and under individual bridges on apparatus. These ideas will be used for sequences.  To apply an understanding of excellent gymnastics by starting to develop a sequence, using pair and individual bridges.  To complete and perform their sequences. | I can execute ‘excellent’ balances and movements within the ‘bridges’ theme.  I can apply flow and will link these movements and balances together.  I can apply life skills such as resourcefulness and evaluation as I create my sequences in pairs, making adaptations when necessary.  I can collaborate applying cooperation skills with my partner as we work together to create our sequences and suggest ways to improve.  I can develop my resilience and ability to remain self motivated as I strive to improve my sequences even when I find it hard. | Excellent gymnastics  Extension  Control  Interesting  Bridge  Levels  Flow |
| **OAA**: Communication and tactics  (Complete PE) | To look at what makes an effective team with the focus being on creating tactics as a team.  To learn why they need to work as a team to create simple tactics.  To look at what makes an effective team leader.  To develop the qualities required to lead a team effectively.  To look at what makes an effective team with the focus on collaboration and communication.  To learn why we need to communicate within our team whilst developing different ways of communicating.  To develop pupils’ communication and collaborating within their team.  To learn how to solve problems by collaborating and communicating within their team. Pupils will understand why we need to communicate clearly with other team members to be successful.  To develop the skills required to make an effective team.  To focus on collaboration and communication, enabling them to create simple tactics.  To consolidate the skills required to make an effective team.  To focus on collaboration and communication, enabling them to create simple attacking and defending tactics. | I can work within teams to find effective strategies and tactics in order to complete the different challenges successfully.  I can apply an ability to evaluate and improve strategies to solve the problems.  I can apply life skills such as collaboration and communication effectively as I apply both speaking and listening skills within my teams.  I can demonstrate leadership attributes as I take responsibility for my team members. | Communication  Tactics  Teamwork  Strategy  Responsibility  Listening  Trust |
| **2** | **Games (Invasion):**  Game sense invasion  Handball  (Complete PE) | The focus of the learning is to see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.  Develop passing and creating space, building up into mini games, where pupils explore the transition between attack and defence, working out simple tactics for creating space and keeping possession.  Develop their understanding not just of how they shoot but where, when and why they shoot to increase their chances of scoring. Pupils should be able to use their prior learning of passing and moving to move the ball up the court, creating an attack that results in a shooting opportunity.  Combine passing, moving and shooting to create an attack which results in a shot on target against another team.  Learn how to defend (marking) when they are not in possession. Understand why they must win the ball back exploring basic defending tactics to help them to do so.  Bring together the suggested sequence of learning into a level 1 tournament. | I can refine my passing and receiving.  I can develop passing and creating space.  I can develop passing, moving and shooting.  I can combine passing, moving and shooting to create an attack resulting in a shot on target.  I can defend by marking and understand the importance of winning the ball back.  I can take part in a level 1 tournament. | Attacker  Defender  Dribbling  Space  Marking  Control |
| **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 different muscles in my body, and exercises to build strength in them.  I can understand which yoga poses help to build cardio. | Agility  Balance  Co-ordination  Concentration  Calm  Relax |
| **3** | **Games** (Invasion):  Hockey  (Complete PE) | To refine dribbling in order to keep control and possession of the ball.  To apply prior learning of how to dribble the ball keeping possession to beat an opponent.  to refine passing and receiving in order to keep possession of the ball.  To learn how they can apply their passing, (short and long) and moving skills to keep possession.  To apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity.  To understand not just how to shoot but where to shoot from and why.  To develop passing and dribbling to create space to create an attack that results in a shooting opportunity.  To introduce pupils to the concept of defending (intercepting, blocking and tackling) and how this can be applied during a game to prevent attacking opportunities.  To understand the difference between, intercepting, blocking and tackling and when, where and why these are used in a game.  To understand that their role changes (defender) as soon as they lose possession of the ball.  To bring together the suggested sequence of learning into a level 1 tournament. | I can apply a secure understanding of passing, moving and shooting whilst developing dribbling skills in order to score points against another team.  I can demonstrate a growing understanding of the difference between attack and defence.  I can know where and when to attack and when to defend.  I can develop life skills such as communication and encouragement as I collaborate with others and apply the rules of the game.  I can continue to develop and apply life skills such as resilience and self discipline as I strive to improve my own performance and understanding. | Attacker  Defender  Dribbling  Marking  Tackling  Blocking  Free hit |
|  | **Swimming** | Pupils will be taught to:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations | | |
| **4** | **Games** (Inclusion):  Boccia  (Complete PE) | To explore how to utilise the skill of sending accurately at different paces and speeds in Boccia.  To understand that we have to vary the power we apply to our shots depending on where the 'Jack' is, to ensure our ball is closest to the target to win the game.  To explore different ways of using tactical thinking in Boccia.  To understand that we have to roll to attack and ensure our ball is closest to the target to win the game.  To consider the tactics they should apply if their opponent has managed to get their ball closer to the 'Jack'.  To start to understand why we need to knock our opponent's ball away to ensure that their ball is closer to the 'Jack' (target).  To consolidate pupils' understanding of the rules of Boccia and how they can apply this knowledge to successfully play the game.  To be able to officiate their games fairly applying the rules throughout.  To work with a partner and/or in a team to create and apply basic tactics or strategies to their game.  To apply their learning and understanding in a game of pairs Boccia.  To collaborate and apply their skills in order to score maximum points against an opponent.  To apply their learning and understanding in Team Boccia.  To collaborate in their teams and apply their skills in order to score maximum points against an opponent. | I can continue to be able to send the ball accurately, varying the speed and power they apply, based on the position of the ‘Jack’.  I can apply an understanding of accuracy, speed and power, making decisions as to when to hit my opponent's ball or to aim at the 'Jack .  I can apply life skills such as respect and collaboration, working effectively with my own team and the opposition.  I can effectively apply life skills such as self motivation and integrity as I continue to try and improve my own performance. | Tactics  Attacker  Defender  Block  Jack  Ramp  End |
| **4** | **Swimming** | Pupils will be taught to:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations | | |
| **5** | **Athletics**  (Complete PE) | To develop their own sprinting technique.  To learn to self analyse their own performance to help to improve their own personal best.  To develop pupils’ application of stride length during the middle third of a race.  To develop an understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.  To explore pacing and running for distance. To learn the correct technique to use when running for distance.  To develop pupils' understanding of throwing for distance.  To learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.  To explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump. | I can apply the correct technique for sprinting.  I can explore pacing and the correct technique for triple jump and javelin.  I can apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.  I can develop life skills such as communication and encouragement as I collaborate with others and support each other to improve and develop.  I can continue to develop and apply life skills such as resilience and self motivation as I strive to improve my own performance and understanding. | Tactics  Speed  Distance  Pace  Power  Stride pattern |
| **5** | **Orienteering**  (Complete PE) |  |  |  |
| **6** | **Striking and Fielding**: Rounders  (Complete PE) | To develop the concept of batting and fielding to ensure that pupils have a clear understanding of each role.  To develop fielding skills.  To learn about the roles of the bowler and the back stop and what their purpose is within the game.  To introduce batting.  To learn how to hit the ball, where and why.  To develop batting skills and think about where we should hit the ball and why.  To develop an understanding of basic tactics used when fielding.  To bring together the suggested sequence of learning into small sided games.  To develop their fielding skills and understand where fielders can position themselves to prevent the batter from scoring. | I can apply developing batting skills in order to score points.  I can continue to develop accurate throwing, catching and retrieving skills.  I can understand the difference between batting and fielding. I can understand why batters need to aim at space when striking the ball.  I can develop life skills such as trust and cooperation as I collaborate with others and apply the rules of the game.  I can continue to develop and apply life skills such as resilience and self motivation as I strive to improve my own performance and understanding. | Batting  Tactics  Bowling  Catching  Backstop  ½ a rounder |
| **6** | Dance (NUFC) or **Dance:** Cats | To explore movement through improvisation, introducing unison and matching.  To sustain their characters to add drama and emotion to the dance.  To apply a canon into our movements when performing as two contrasting characters.  To sustain their characters to add drama and emotion to the dance.  To build on the character work from the suggested sequence of learning part 2, adding drama and emotion to our dance.  To create performances with two contrasting characters.  To extend dance skills by using more complex interacting movements and actions and incorporate apparatus.  To sustain their characters to add drama and emotion to their dances.  To bring together pupils’ choreography from the suggested sequence of learning part 4.  to experience dancing like a 'cat' in a group performance.  To create a performance which will include stage presence, timing, rhythm and sustaining character. | Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character. Pupils will refine their ability to evaluate their own and others’ performances. Pupils will problem solve and apply resourcefulness as they construct their sequences. Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison. Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard. | Excellent dancers  Expression  Creativity  Emotion  Motif  Flow  Character |