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| **Term** | **Units** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
| 1 | **Games (Invasion):** Basketball  (Complete PE) | Consolidate ability to use passing, dribbling and moving skills to keep possession and score.  Consolidate understanding of the rules of the game and how they can apply this knowledge to play in mini games.  understand that they are defending as soon as they lose possession of the ball.  Pupils will refine their knowledge and understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities.  Pupils will develop their understanding of the terminology relating to defending.  Consolidate understanding of attacking tactics applying them into game situations.  Consolidate understanding of defensive tactics, applying them to game situations.  To bring together the suggested sequence of learning into a tournament. | I can use passing, dribbling and moving skills to keep possession and score.  I can move the ball up the court, creating an attack that results in a successful shot.  I can apply my knowledge of defending to prevent attacking opportunities.  I can create effective attacking tactics that result in a successful shot.  I can use defensive tactics, applying them to game situations.  I can successfully combine my knowledge to play in a tournament. | Passing  Dribbling  Attack  Defence  Tactics  Shot  Tournament |
| **OAA: (Communication & Tactics)**  (Complete PE) | Pupils will learn why they need to work as a team to create simple tactics.  Pupils will develop the qualities required to lead a team effectively.  Pupils will learn why we need to communicate within our team whilst developing different ways of communicating.  Pupils will 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.  Focus on collaboration and communication, enabling them to create simple tactics.  Focus on collaboration and communication, enabling them to create simple attacking and defending tactics. | I can look at what makes an effective team with the focus being on creating tactics as a team.  I can look at what makes an effective team leader.  I can look at what makes an effective team with the focus on collaboration and communication.  I can communicate and collaborate with my team.  I can develop the skills required to make an effective team.  I can consolidate the skills required to make an effective team. | Team  Communicate  Lead  Tactics  Team leader  Communicate  Collaborate  Skills  Effective  Attacking  Defending  Team members |
| **2** | **Health Related Exercise**  (Complete PE) | Pupils will go on to explore aspects of fitness as they reflect on their own personal journey and aim to beat their personal best at the end of the unit of work.  Pupils will perform a cardio circuit developing their own aerobic fitness.  Pupils will perform a flexibility circuit developing their own flexibility.  Pupils will perform a strength circuit developing their own strength.  Pupils will perform an aerobic fitness circuit developing their own aerobic fitness.  Pupils will record their final scores and compare them with their baseline personal best.  Pupils will reflect on their personal journey throughout the unit and take time to think about what this unit means for their next personal best goals. | I can understand what we mean by setting a personal best.  I can understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.  I can understand the meaning of flexibility and how flexibility affects our bodies.  I can understand the meaning of strength and how strength affects our bodies.  I can develop an understanding of aerobic fitness and how exercise affects our bodies.  I can strive to improve my baseline score. | Fitness  Personal best  Aerobic fitness  Flexibility  Strength  Baseline score  Cardio circuit |
| **Games (Invasion):** Tag Rugby  (Complete PE) | Introduce moving with the ball, passing and receiving in order to keep possession of the ball.  Consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try.  Consolidate defending. Pupils will refine their knowledge of tagging and defensive formations, which can be used to prevent an attack.  Pupils will develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.  Consolidate understanding of attacking tactics, applying them into game situations.  Consolidate understanding of defensive tactics, applying them into game situations.  Consolidate attacking and defending in games of tag rugby.  To bring together the suggested sequence of learning into a tournament. | I can move with the ball, passing and receiving to keep possession.  I can use defensive formations to prevent an attack.  I can use passing and moving, to create an attack that results in a try.  I can defend to prevent attacking opportunities.  I can use attacking and defending in a game.  I can take part in a tournament. | Pass  Receive  Attacking  Defending  Game  Space  Try  Score  Tournament  Communication  Tactics  Teamwork  Strategy  Adapt  Motivation  Cooperation |
| **3** | **Yoga (Down Dog)** | To demonstrate agility, balance and coordination. | I can perform a variety of yoga poses through an engaging theme.  I can improve my concentration through balancing poses.  I can understand the different emotions we feel and how they can affect us physically.  I can learn techniques to help me relax, feel calm and deal with stress/anxiety.  I can understand how yoga can support and strengthen different parts of our body.  I can understand what our core is and why it is important for us.  I can demonstrate precise and controlled placement of body parts in shapes and balances.  I can perform and apply a variety of skills and techniques confidently and with precision. | Agility  Balance  Co-ordination  Concentration  Calm  Relax  Strength  Control  Precision |
| **Games (Net/wall):** Badminton  (Complete PE) | Develop an understanding of when, where and why we play these shots during a game.  Consolidate understanding of when, where and why we can play different forehand and backhand shots during a game.  Pupils will bring together their learning from suggested sequence of learning part 1 and part 2, applying their understanding of the different forehand and backhand shots that can be played to win a point.  Look at how the game changes when we play in pairs (doubles).  Pupils will develop their ability to think tactically about which shot to play during a game, whilst playing with a partner.  Pupils will continue to refine their understanding of when, where and why they are playing a shot to win a point.  To bring together the suggested sequence of learning into a tournament. | I can explore different forehand and backhand shots that can be played during a game.  I can understand when to play different shots.  I can outwit an opponent to score a point.  I can play with a partner and think tactically.  I can think tactically to play a shot to win a point.  I can take part in a tournament. | Forehand  Backhand  Shots  Shuttlecock  Opponent  Outwit  Doubles  Tactics  Score  Points  Tournament |
| **4** | **Games (Invasion):** Dodgeball  (Complete PE) | Pupils will start to build on their understanding of where we stand on the court when throwing the ball which results in us hitting our opponent.  Develop their understanding of where we stand on the court to reduce the chances of our opponents hitting us with the ball.  Pupils will develop an understanding that when they are in possession of the ball they become an attacker and when they are not in possession of a ball they become a defender.  Consolidate their understanding of the rules of dodgeball and will start to take responsibility for officiating their own games.  To bring together the suggested sequence of learning into a tournament. | I can create attacking tactics and use them in a game.  I can develop defensive tactics applying them into game situations.  I can transition from attack to defence and defence to attack when playing dodgeball.  I can take turns to officiate dodgeball games.  I can use attacking and defensive tactics in a game.  I can compete in a tournament. | Attacking  Defending  Tactics  Transition  Officiate  Tournament  Rules  Possession  Court  Opponents |
| **OAA:** Problem Solving  (Complete PE) | The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.  Look at what makes an effective team with the focus on communication.  What makes an effective team with the focus on collaboration and communication.  Pupils will learn why motivating each other is important when working in a team.  Pupils will learn why motivating each other is important when working in a team in an unfamiliar environment. | I can talk about what makes an effective team.  I can focus on communication with my team.  I can collaborate and communicate effectively with my team.  I can motivate my team.  I can communicate and motivate my team in an unfamiliar environment. | Team  Communicate  Collaborate  Motivate  Cooperation  Responsibility |
| **5** | Orienteering  **OAA:** 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.  Pupils will orientate a map, locate points on the map, then travel to them and record what they find.  Pupils to orientate a map and 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.  They must follow the route they have been given to reach as many points as possible in an allocated time.  The focus of the learning is to bring the orienteering topic together into a competition. | I can navigate a map or plan.  I can use a map to follow a route.  I can locate points on a map, then travel to them and record what I find.  I can locate points on a map in a set order.  I can locate points in a set order and reach as many points as possible in a set time.  I can take part in a competition. | Map  Plan  Route  Set order  Time allocated  Points |
| **Games - Striking and Fielding:** Rounders  (Complete PE) | The focus of learning is to consolidate and refine learning from year 5, ensuring that all pupils have a clear and accurate understanding of their roles and their team's roles when batting and fielding.  Introduce the class to the full version of rounders.  Pupils will use their prior knowledge of fielding tactics and consider when, where and why they will apply these during a game.  Recap what happens if the batter misses the ball and to introduce what happens if the batter hits the ball backwards.  Consider tactics which batters can apply during the game.  To bring together the suggested sequence of learning into a tournament. | I can understand the role of the batter and fielder.  I can take part in a full version of rounders.  I can consolidate my fielding skills.  I can show I know what to do if a batter misses the ball or hits it backwards.  I can use tactics when batting.  I can take part in a tournament. | Batter  Fielder  Rounder  Tactics  Tournament  Umpire  Bowler  Base  Posts |
| **6** | **Athletics**  (Complete PE) | The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition.  The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition.  The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.  Pupils will be responsible for selecting which pupils compete in each event. | I can apply effective running tactics.  I can pace myself over 3 laps.  I can use the correct technique to throw the javelin and to push the shot.  I can execute a standing long jump.  I can participate in a mini athletics competition.  I can give reasons for why different people should compete in each event. | Technique  Speed  Standing long jump  Javelin  Shot put  Athletics  Competition  Running  Jumping  Throwing |
| **OAA:** Leadership | The focus of the learning is for pupils to begin to understand what makes an effective leader.  Pupils will be able to identify the different attributes that make an effective leader.  Pupils will start to lead an activity for small groups of their peers.  The focus of the learning is for pupils to begin to understand what we mean by effective communication.  Pupils will understand why it is important to communicate clearly as a leader.  The focus of the learning is to introduce the first of the 'STEP' principles, Space.  Pupils will start to understand the different factors that will determine and effect the size of the space.  The focus of the learning is to continue to explore the 'STEP' principles, with a focus now on Task.  Pupils will understand when and why we might need to make a decision about adapting a task.  Pupils will start to understand the different factors that will effect a decision to adapt a task.  The focus of the learning is to continue to explore the the 'STEP' principles, with a focus now on People.  Pupils will understand different ways of organising people fairly into small groups/teams, making sure that everyone is included.  Pupils will understand why making the right decision concerning the number of people to play an activity is so important.  The focus of the learning is to continue to explore the the 'STEP' principles, with a focus on equipment.  Pupils will understand that the equipment used will have an effect on the task as a whole. | I can understand what makes an effective leader.  I can talk about why it is important to communicate clearly as a leader.  I can find a suitable space when playing an activity.  I can adapt a task.  I can organise people fairly into small groups/teams, making sure that everyone is included.  I can take responsibility to lead a game / activity applying their prior learning of the STEP principle. | Effective leader  Communication  Space  Task  Adapt  People  Decision  Equipment |
| **Swimming - only for catch up children** | 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 | | |