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| **Term** | **Units** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
| 1 | **Gymnastics** (NUFC)  Or  **Gymnastics**: Counter balance and counter tension  (Complete PE) | To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.  To transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.  To apply "excellent gymnastics" to pupils' developing sequences.  To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter tension.  To apply "excellent gymnastics" to complete pupils’ sequences.  To perform their completed sequences. | I can execute ‘excellent’ balances and movements within the Counter Balance and Tension theme, accurately applying flow as I link my balances with movement.  I can apply life skills such as evaluation and reflection as I recognise the strengths and weaknesses in my sequences and find ways to improve them.  I can demonstrate communication skills and show respect as I watch others’ performances and give feedback on ways to improve.  I can apply integrity and self discipline as I perform my sequences and receive feedback.  I can work hard to improve my sequences. | Excellent gymnastics  Interesting  Flow  Levels  Counter balance  Counter tension  Unison  Canon |
| **Games Striking + Fielding:** Cricket  (Complete PE) | Refine pupils' understanding of batting, applying simple batting tactics into mini games. Pupils will learn where, when and why they can apply different physical and cognitive skills when batting to score runs.  Pupils will learn where, when and why they can apply different physical and thinking skills when bowling to prevent the batters from scoring runs.  Develop fielding skills under pressure, applying their learning into mini games.  Apply tactics to prevent the batters from scoring runs.  Refine batting creating and applying batting tactics into game scenarios.  Bring together the suggested sequence of learning into a mini game. | I can use simple batting techniques in mini games.  I can use simple bowling tactics in mini games.  I can use fielding skills in mini games.  I can apply tactics to prevent batters from scoring runs.  I can apply batting tactics into game scenarios.  I can apply my skills into a mini game. | Batting  Fielding  Techniques  Runs  Bowling  Score  Run out  Wicket keeper  No ball  Wide  Bye |
| **2** | **Games (Invasion):** Game sense invasion  (Complete PE) | **To develop 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 consolidate passing and receiving skills.  To effectively use these skills to move the ball up the playing area to create a successful shooting opportunity.  To develop pupils' knowledge and understanding of defending and how this is applied during a game to prevent attacking opportunities.  To refine defensive skills, applying defensive tactics during a game to prevent attacking opportunities.  To develop their understanding of the transition between attack and defence, (once they regain possession of the ball they become attackers.)  To refine attacking skills. Pupils should have a clear understanding of when, where and why they apply these skills during a game.  To bring together the suggested sequence of learning into a level 1 tournament. | I can pass, move, dribble and shoot accurately and consistently. I can switch fluidly between attack and defence as possession changes.  I can apply a refined understanding of passing and moving as well as an understanding of basic defensive strategies and tactics.  I can develop my teamwork skills as I encourage and support each other, managing my teams.  I can begin to officiate game based scenarios.  I can start to lead my teams and manage my games, demonstrating responsibility and resilience. | Tactics  Transition  Counter attack  Pressure  Man-to-man marking  Tackle  Referee/umpire |
| **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 refine effective strategies and tactics in order to complete the different problem solving challenges successfully.  I can think tactically and communicate these ideas for completing the challenges to my team members.  I can refine life skills such as collaboration and communication effectively as I apply both speaking and listening skills within my teams.  I can apply effective leadership skills as I control my own emotions and take responsibility for my team members. | Communication  Tactics  Teamwork  Strategy  Adapt  Motivation  Cooperation |
| **3** | **Games (Invasion):** Football  (Complete PE) | To refine dribbling and passing skills, combining these skills together to maintain possession.  To learn how to defend when they are not in possession.  To understand why they must win the ball back, exploring basic defensive strategies and techniques to help them do so.  To develop defending skills; tackling, pressuring and marking.  To apply simple defensive tactics during a game to prevent attacking opportunities.  To develop shooting, applying this into game situations.  To develop their shooting technique when pressure is applied by a defender.  To develop their understanding of where, when and why we shoot.  To apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.  To refine attacking skills. Pupils should have a clear understanding of when, where and why they apply these skills during a game.  To apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.  To develop an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games.  To bring together the suggested sequence of learning into a level 1 tournament. | I can pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.  I can begin to create and apply tactics that I can then adapt depending on the situation.  I can develop communication skills as I officiate in game based scenarios.  I can start to lead my team and manage my games.  By facilitating learning through game based scenarios and mini game situations, I can try my best and start to take responsibility for others. | Tactics  Marking  Pressure  Tackle  Shadowing  Tracking back |
| **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 improve my core strength. | Agility  Balance  Co-ordination  Concentration  Calm  Relax |
| **4** | **Dance**: Street Art  (Complete PE) | To create movements linked to Street Artists' 'Tags'.  To work individually and with a partner, exploring speed and dynamic vocabulary to create a dance motif that represents the process of creating street art.  To create movement sequences using emotion, music and street art as a stimulus.  To use apparatus and dynamic vocabulary to aid their creativity.  To evaluate their work with a partner and improve their street art movement ideas.  To extend and develop our movement sequences that represent Street Art, ensuring that sequences flow.  To effectively utilise different levels, speed and flow as well as incorporating apparatus to improve their street art movement sequences to enhance their choreography skills.  to work in small groups to create a dance sequence using Street Art as a stimulus.  To explore ‘relationship’ concepts such as cannon, unison and Counter Balance/Counter Tension balances to develop and enhance their Street Art performances.  To explore Breakdance from the 1970’s and 1980’s when it merged with Street Art and represented youth culture.  To create a Breakdance ‘Toprock’ motif using improvisation, characterisation and choreographic principles.  To use Street Art as a stimulus for devising creative, dynamic movement.  To take inspiration from the Street Art to create freeze frames and improvised physical breakdance movements. | I can perform accurately and convincingly as I bring street art to life through movement.  I can perform with flow showing clarity and fluency.  I can consolidate my ability to evaluate my own and others’ performances.  I can apply effective decision making as I construct my movements.  I can consistently apply different life skills such as cooperation as I work successfully with others to execute my movements and group performance.  I can demonstrate life skills such as resilience and responsibility as I support others to improve and accept feedback on my own performances. | Excellent dancers  Expression  Creativity  Choreography  Motif  Street Art  Toprock  Breakdance |
| **Net/wall:** Tennis  (Complete PE) | To develop our understanding of how we can win a game of tennis using a racket.  To continue to develop racket technique, exploring a new shot, the volley.  To develop the volley thinking about where we hit the ball and why we are hitting it there.  To look at how players can control the game from the beginning (serve)by thinking about how and where to serve.  To look at how the game changes when we play in pairs (doubles).  To apply their prior learning of how they can win a point whilst playing with a partner.  To bring together the suggested sequence of learning into a level 1 tournament. | I can execute a wide range of shots and play the ball into space.  I can serve the ball accurately to start the game.  I can understand where to serve and why.  I can begin to create, understand and apply tactics in my games.  I can apply effective communication and cooperative skills as I work with my partner in doubles games.  By facilitating learning through doubles games, I can try my best, even when I am losing. | Tactics  Outwit  Space  Accuracy  Forehand  Backhand  Volley  Serve |
| **5** | **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.  Challenge pupils to 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 use a key correctly to help us navigate.  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 locate points in a set order and in an allocates time.  I can take part in an orienteering competition. | Map  Key  Key points  Orientate  Order  Allocated time  Competition  Team work |
| **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 | | |
| **6** | **Athletics**  (Complete PE) | To develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.  To understand what the consequences are if they slow down before crossing the finish line.  To consolidate pupils' knowledge, understanding and ability to sprint effectively.  To evaluate their own and others sprinting technique making suggestions on how they can improve their performance on the three different phases of a sprinting race; start, middle and finish.  To consolidate pupils' knowledge, understanding and ability to sprint setting their own personal best.  To evaluate their own and others sprinting technique making suggestions on how they can improve their performance to improve their personal best.  To consolidate running as part of a team.  To develop an understanding of when and where the changeovers take place on a curved track.  To start to understand and apply changeover tactics.  To develop pupils' understanding of throwing for distance.  To learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance.  To explore and develop an understanding of how to hurdle safely, applying the correct technique. | I can apply the correct technique for sprinting individually and within a team whilst developing my technique for hurdling and throwing the shot put.  I can demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.  I can consolidate my ability to encourage and collaborate with others, communicating developmental feedback and showing respect.  I can strive to improve my own technique, ensuring I always apply maximum effort. | Tactics  Speed  Distance  Evaluation  Change over  Personal best  Lap |
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