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| Term | Units | Knowledge and understanding | What I will know and remember | Vocabulary |
| 1 | Locomotion:  Running 1  (Complete PE) | To explore running using different body parts and different techniques and begin to understand how to run efficiently.  To develop their running technique, applying it into a game.  To develop their understanding of where we need to run and why.  To apply pupils' knowledge of how to run and where to run, while exploring running at different speeds.  To apply the correct technique of running as fast as we can in a racing context.  To apply pupils' understanding and application of running over a longer duration and as part of a team.  To apply their understanding of running, applying it into a competitive game.  To understand the basic principles of attack and defence.  To develop their understanding of what the consequences could be in a game if we do not run and avoid the defender. | I can run, applying the correct technique to ensure maximum speed.  I can run and stay in a space avoiding the defenders.  I can demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.  I can develop life skills such as empathy and fairness as I listen, play by the rules and encourage others.  I can develop life skills such as honesty and self belief as I strive to run as fast as possible, ensuring I am playing by the rules. | Attacker  Defender  Space  Speed  Acceleration  Tag/tagging |
| Learning  through play: Playing games  (Complete PE) | Pupils will understand why we need to follow the instructions (rules) of a game and begin to understand what the consequences are if we do not follow the instructions.  Pupils will understand why we need to be accurate when counting the score and understand that the more points we can score, the greater our chances of winning a game.  Pupils will learn to cooperate and play fairly when playing in small groups with others.  Understand that competition can involve playing against themselves or others. Pupils will challenge themselves to be the best that they can be. Pupils will keep track of their own scores and be resilient, finding ways to improve them.  Understand that competition can involve playing against themselves or others. Pupils will begin to understand the concept of winning and losing, building resilience. Pupils will apply their developing understanding of taking turns.  Play competitive games against other pupils. Pupils will understand how to keep track of their scores and beat their personal best. Pupils will learn how to play fairly and listen to instructions. | I can follow instructions when playing a game.  I can keep track of the score when playing a game.  I can cooperate and play fairly when playing a game.  I can challenge myself and be resilient.  I can understand the concept of winning and losing.  I can play competitive games fairly and listen to instructions. | Instructions  Score  Cooperate  Fair  Challenge  Resilience  Win  Lose  Competitive |
| 2 | Gymnastics: Body Parts  (Complete PE) | To apply 'champion gymnastics' to explore movements and balances using the 'big' and ‘small’ parts of our bodies on the floor and on apparatus.  To apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following  theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'  To explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,) changing the combinations on different apparatus.  To explore adding movement combinations together to create mini sequences.  To adapt our mini sequences, exploring how we can make them more creative. | I can move and balance using big and small body parts in wide, narrow and curled ways, applying ‘champion gymnastics’ and start to link movements.  I can move in a variety of ways understanding the differences between each type of movement.  I can be creative as I link movements.  I can demonstrate life skills such as empathy and fairness as I work safely with others.  I can support others and share apparatus.  I can develop my self belief and courage as I travel with confidence on the floor and on apparatus, creating my own ways of moving and balancing. | Champion gymnastics  Wide  Narrow  Curled  Big  Small  Interesting  Linking |
| Ball skills: Hands 1  (Complete PE) | To develop bouncing (dribbling).  To understand why we need to keep the ball away from the defender.  To explore different ways of sending (passing) the ball to their partner.  To explore and develop different ways of sending a ball (passing) using our hands.  To learn and understand why we need to be accurate when sending the ball.  To learn why and how we aim when sending a ball.  To develop different ways of sending a ball using our hands.  To develop their understanding of why we aim when sending a ball.  To learn why we need to send a ball using different force and speeds.  To explore different ways of stopping a ball with our hands.  To develop different ways of stopping a ball with our hands, preventing pupils from passing the ball.  To combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.  To use their prior knowledge to combine their sending and receiving skills to keep possession of the ball. | I can send a ball towards a target, applying the correct technique and aiming carefully.  I can receive and stop a ball.  I can demonstrate developing concentration skills as I focus on the target, my partner and the ball.  I can develop life skills such as fairness and empathy as I work well with others and play by the rules.  I can develop and apply life skills such as self belief and honesty as I strive to improve my own performance and always keep the score playing fairly. | Possession  Space  Control  Attacker  Dribbling  Accuracy  Power |
| 3 | Gymnastics (NUFC)  Or  Gymnastics: Wide, Narrow, Curled  (Complete PE) | To apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.  To apply 'champion gymnastics' to everything pupils do.  To explore movements and balances in a narrow way on the floor and on apparatus.  To explore movements and balances in a curled way on the floor and on apparatus.  To explore the three theme words: narrow, wide and curled.  To explore different ways of transitioning between each shape using apparatus.  To explore combining wide, narrow and curled movements together.  To explore the concept of 'linking’.  To link two movements together. | I can move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.  I can experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.  I can demonstrate life skills such as empathy and gratitude as I work safely with others.  I can support others and share apparatus.  I can develop my self belief and courage as I travel with confidence on the floor and on apparatus, creating my own ways of moving and balancing. | Champion gymnastics  Wide  Narrow  Curled  Transition  Interesting  Linking |
| Locomotion: Jumping 1  (Complete PE) | Recap jumping, in different directions, at different speeds and different levels. Begin to understand the different reasons when, where and why we jump in different ways.  Begin to develop their understanding of how to jump efficiently. Recap how we jump applying the most effective technique using our head, arms and feet.  Explore how jumping affects our bodies. Apply their jumping skills during a circuit.  Explore skipping.  Apply their understanding of jumping and skipping into a game.  Apply their knowledge of jumping into competitions. | I can jump in different directions, levels and speeds.  I can apply an effective technique when jumping.  I can apply my jumping skills in a circuit.  I can explore skipping.  I can apply my knowledge of jumping and skipping into a game.  I can apply my knowledge in a tournament. | Jumping  Levels  Speeds  Technique  Circuit  Skipping  Game  Tournament |
| 4 | Ball skills:  Feet 1  (Complete PE) | To recap the different ways of using our feet to move with a ball.  To develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.  To develop using their feet to move with a ball.  To develop using the inside and outside of their feet to dribble the ball.  To apply dribbling with their feet into games  To apply their dribbling technique, keeping the ball away from their opponents.  To consolidate pupils' understanding of where to dribble and why.  To develop their dribbling technique keeping the ball away from their opponents and begin to understand the consequences of what happens if they do not dribble into space, keeping the ball close to them.  To work with a partner and begin to understand how to kick a ball towards a target.  To begin to understand why we need to be accurate when kicking (passing) a ball.  To develop pupils kicking (passing) technique applying this into a game to score points.  To be able to collaborate and work together in a team. | I can dribble the ball, keeping control and moving into spaces.  I can develop my ability to pass the ball accurately.  I can demonstrate developing concentration skills as I focus on the target, my partner and the ball.  I can develop life skills such as fairness and empathy as I work well with others and play by the rules.  I can develop and apply life skills such as self belief and honesty as I strive to improve my own performance and always keep the score playing fairly. | Attacker  Defender  Space  Dribbling  Passing  Control |
| Orienteering  or  Team building  (Complete PE) | Understand why it is important to include everyone when working as a team and how it feels to be left out. Start to learn and understand what makes an effective team.  Develop the skills required to make an effective team. Start to develop their communication skills, enabling them to create simple strategies to complete a challenge.  Understand why it is important to trust our partner (team) if we are going to be successful. Develop their communication skills to enable them to successfully complete a challenge.  Continue to develop cooperation and communication skills to successfully complete a challenge as a team.  Explore simple strategies as a team and solve problems. | I can talk about an effective team and include everyone.  I can create simple strategies to complete a challenge.  I can work with my partner to complete a challenge.  I can cooperate and communicate with my team to complete a challenge.  I can explore simple strategies with my team.  I can explore simple strategies with my team to solve problems. | Team  Effective team  Strategies  Challenge  Partner  Communicate  Solve problems |
| 5 | Dance  (NUFC)  Or  Dance: Growing  (Complete PE) | To respond to rhythm and patterns through their movement.  To learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme.  To learn how to control and co-ordinate their bodies to perform a motif.  To use improvisation to explore various dynamics and movement qualities.  To explore the relationship between two living things, creating movement patterns. | I can move in relation to the music and respond with appropriate movements and actions.  I can ensure my movements are big and clear.  I can develop my curiosity and imagination as I demonstrate appropriate ideas for moving.  I can demonstrate fairness as I work well with others, ensuring everyone is included.  I can develop my honesty skills as I give feedback to others describing their performances. | Champion dancers  Beat  Moving  Control  Rhythm  Timing  Sequence  Opposite |
| Attack v Defence: Games for Understanding  (Complete PE) | To understand the basic principles of attack.To learn what 'attacking' means and why we attack during a game.  To apply simple attacking principles into a game situation.  To understand the basic principles of defence.  To learn what 'defending' means and why we defend during a game.  To understand why we need to prevent the attackers from scoring.  To apply simple defending principles into a game situation.  To consolidate pupils' knowledge of how, where and why to attack in a game.  To consolidate pupils' knowledge of how, where and why to defend in a game. | I can run and stay in a space, changing direction and speed to avoid the defenders.  I can successfully make a tag, when defending.  I can start to create and apply simple tactics for attacking and defending.  I can develop an understanding of why rules are important in a game.  I can develop life skills such as empathy and fairness as I collaborate with my own team and the opposing team to ensure I play the games fairly.  I can continue to develop and apply honesty as I play by the rules and keep the score. | Attacker  Defender  Space  Rules  Tactics  Team |
| 6 | Dance: Heroes  (Complete PE) | To create a range of controlled movements that represent a superhero.  To learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position).  To extend their sequence whilst performing as their character.  To perform a range of controlled movements that demonstrate their superheroes' superpowers.  To extend their creativity as superheroes and explore movements that represent a superhero rescuing/saving, someone/something.  To create a range of controlled movements that represent a villain.  To learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance as a villain.  To respond to a rhythm performing a range of controlled movements that represent a superhero and villain.  To explore the relationships between the two characters when performing their movements.  to respond to create movements that represent a real life hero.  To explore the problems that day to day heroes might face and create solutions through dance movements. | I can move in relation to the music and respond with appropriate movements and actions.  I can ensure my movements are big and clear.  I can develop my curiosity and imagination as I demonstrate appropriate ideas for moving.  I can demonstrate fairness and empathy as I work well with others, creating their movements and sequences.  I can develop life skills such as self belief and courage as I create my sequences including more advanced compositional elements. | Champion dancers  Beat  Moving  Control  Rhythm  Sequence  Motif  Expression |
| Health and Wellbeing  (Complete PE) | To understand what agility means and explore ways of being more 'agile' when moving.  To understand why we need to be agile when playing sport.  To explore ways of being balanced and to understand why we need to be balanced when playing sport.  To understand what hand eye coordination means and start to develop their throwing, bouncing and rolling skills to refine their hand eye coordination skills.  To understand why we need to have good hand eye coordination when playing sport.  To understand the importance of being 'agile'.  To perform a circuit to develop their application and understanding of agility.  To understand the importance of being balanced.  To perform a circuit to develop their application and understanding of balance.  To understand the importance of being coordinated.  To perform a circuit to develop their application and understanding of coordination. | I can move showing agility, be able to remain balanced and apply coordination in activities and within circuit challenges.  I can demonstrate a basic understanding of agility, balance and coordination and why they are important.  I can develop life skills such as empathy and fairness as they collaborate with their partners and support others to complete the circuits.  I can demonstrate honesty and self belief as I try my hardest to improve their performances and keep their score. | Attacker  Defender  Agility  Balance  Co-ordination  Hand-eye co-ordination  Throwing  Aiming |