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| **Term** | **Units** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
| 1 | **Locomotion**: Dodging 1  (Complete PE) | To explore dodging and learn how to dodge effectively.  To develop pupils’ dodging techniques applying this into games.  To develop an understanding of why it is important to dodge in games.  To apply pupils' knowledge of how, where and why to dodge, into game situations.  To learn the roles of attacking and defending and start to understand when we attack and when we defend.  To apply pupils' knowledge of how, where and why to dodge in game situations working as a team.  To apply pupils' knowledge of how, where and why to dodge, into a level 1 competition. | I can dodge, applying the correct technique to ensure maximum efficiency.  I can run, dodge and stay in a space avoiding the defenders.  I can demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.  I can develop life skills such as gratitude and fairness as I support their team members, play by the rules and congratulate others.  I can develop life skills such as honesty and self belief as I  strive to dodge effectively and keep the score in my games. | Attacker  Defender  Space  Dodge  Tagging/tag |
| **Learning**  **through play:** Creating games  (Complete PE) | Pupils will use their imagination to create games when playing on their own and with a partner. Pupils will learn how to collaborate when creating games, by taking turns to listen and share their ideas with a partner.  Work together in groups and teams to create and play games. Develop an understanding of how to play by the rules and how to cooperate with others, as well as winning, losing and drawing when we play competitive games.  Develop an understanding of the different roles and responsibilities we have when attacking and defending in a game and why it is so important to fulfil our role to their best of our ability.  Pupils will explore the role and begin to understand why a referee must manage the game fairly, enforcing all of the rules in the game to keep the game safe and fair.  Learn how to organise and play games with a referee. Pupils will develop their understanding of how to manage the games that they play, promoting fair play, sportsmanship, and responsibility.  Create simple tactics to win a game. Understand the different attacking and defensive roles within the game and find ways of working together to be successful. | I can take turns to listen and share my ideas with a partner.  I can cooperate with others to create and play games.  I can understand the different roles when attacking and defending.  I can begin to understand the role of a referee in a game.  I can organise games and play with a referee.  I can create simple tactics to win a game. | Take turns  Listen  Cooperate  Attacking  Defending  Referee  Rules  Organise  Tactics |
| **2** | **Gymnastics** (NUFC)  Or  **Gymnastics**: Linking  (Complete PE) | To apply 'champion gymnastics' to explore different movements that pupils can link together.  To apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus.  To apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance.  To apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.  To apply 'champion gymnastics' to create their own sequences.  To perform their completed sequences. | I can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.  I can demonstrate an understanding of the concept of flow and apply this to my developing sequences.  I can demonstrate life skills such as empathy and gratitude as I work safely with each other.  I can support others and share apparatus  I can confidently demonstrate self belief and courage as I create my own sequences and challenge myself to try a range of movements and balances. | Champion gymnastics  Linking  Flow  Transition  Jump  Roll  Sequence |
| **Ball skills**: Hands 1  (Complete PE) | To develop dribbling in order to keep control and possession of the ball.  To develop passing and receiving in order to keep possession of the ball.  To combine dribbling, passing and receiving in order to keep possession of the ball.  To develop dribbling in order to keep possession and score a point.  To develop passing and receiving in order to keep possession and score a point.  To combine dribbling, passing and receiving in order to keep possession and score a point. | I can dribble, pass and move with developing accuracy.  I can combine these skills to score points.  I can focus on my partner and team members, developing an understanding of the consequences in a game when mistakes are made.  I can develop communication and empathy as I listen to my partner and team members and work collaboratively together.  I can continue to effectively apply life skills such as self belief and integrity as I strive to improve my own performance whilst playing fairly. | Attacker  Defender  Opponent  Team  Dribbling  Chest Pass |
| **3** | **Attack V Defence:** games for understanding  (Complete PE) | Create and understand simple attacking principles, applying them as a team into a game.  Pupils will develop their understanding of what 'attacking' means and when and why we attack as a team during a game.  Create and understand simple defending principles, applying them as a team into a game.  Pupils will learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.  Create and understand simple attacking tactics applying them as a team into a game.  Create and understand simple defensive tactics applying them as a team into a game.  Create simple attacking and defensive tactics (continuing to understand the transition from defence to attack) applying them as a team into a game. | I can apply attacking principles in a game.  I can apply defending principles in a game.  I can adapt my role and change from attack to defence in a game.  I can create and understand simple attacking tactics.  I can create and understand simple defensive tactics.  I can apply attacking and defending into mini games. | Attack  Defend  Role  Tactics  Team  Tag  Rules |
| **Locomotion:** Jumping 1  (Complete PE) | Pupils will understand how to apply the correct technique for jumping, skipping and hopping in games.  Consolidate how, where and why we jump in a game.  Apply knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps.  Pupils will explore jumping using different combinations, jumping for distance and speeds.  Develop jumping using different combinations, jumping for distance.  Apply their knowledge of jumping into competitions. | I can apply the correct technique for jumping, skipping and hopping.  I can explain why and how we jump in a game.  I can apply my knowledge of how to jump and link jumps.  I can explore jumping using different combinations.  I can use different combinations, jumping for distance.  I can apply my knowledge of jumping in a competition. | Jumping  Skipping  Hopping  Link  Knowledge  Distance  Competition |
| **4** | **Ball skills**: Feet  (Complete PE) | To develop dribbling using our feet in order to keep control and possession of the ball.  To develop passing and receiving using our feet in order to keep possession of the ball.  To combine dribbling, passing and receiving using our feet in order to keep possession of the ball.  To develop dribbling using our feet in order to keep possession and score a point.  To combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.  To apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point. | I can apply my passing and dribbling skills in order to keep possession and score a point.  I can focus on my partner and team members, developing an understanding of the consequences in a game when mistakes are made.  I can develop communication and empathy as I listen to my partner and team members and work collaboratively together.  I can continue to effectively apply life skills such as self belief and integrity as I strive to improve my own performance whilst playing fairly. | Attacker  Defender  Possession  Space  Dribbling  Passing |
| **Orienteering**  **Team building**  (Complete PE) | To understand why it is important to include everyone when working as a team and how it feels to be left out.  To learn and understand what makes an effective team.  To develop the skills required to make an effective team.  To develop their communication skills, enabling them to create simple strategies to complete a challenge.  To understand why it is important to trust our partner (team) if we are going to be successful.  To develop their communication skills to enable them to successfully complete a challenge.  To continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.  To explore simple strategies as a team.  To explore simple strategies as a team to help us solve a problem. | I can develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully.  I can demonstrate a strong understanding of what makes an effective team.  I can create and apply simple tactics.  I can develop and apply life skills such as fairness and respect as I work together to complete the challenges.  I can develop life skills such as courage and self belief as I strive to complete the different challenges, adapting strategies and never giving up. | Teamwork  Inclusion  Communication  Cooperation  Strategy  Courage  Motivation |
| **5** | **Attack V Defence:** Games for understanding  (Complete PE) | Create and understand simple attacking principles, applying them as a team into a game.  Develop their understanding of what 'defending' means and when and why we defend as a team during a game.  Develop their understanding of how their role changes from defence to attack.  Create and understand simple attacking tactics applying them as a team into a game.  Create and understand simple defensive tactics applying them as a team into a game.  Create simple attacking and defensive tactics (continuing to understand the transition from defence to attack) applying them as a team into a game. | I can use simple attacking principles and apply them into a game.  I can use simple defending principles and apply them into a game.  I can change my role form attack to defence.  I can create simple attacking tactics.  I can create simple defensive tactics.  I can use simple attacking and defensive tactics in a game. | Attacking  Defending  Role  Tactics  Game  Pass  Team |
| **Ball skills**: Racket, bats and balls  (Complete PE) | To work with a partner and then against their partner as they become opponents.  To continue to apply their developing accuracy skills when hitting a ball in a variety of  To start to consider the application of power as they attempt to hit targets that are of varying distances away.  To apply their hitting (hitting (striking)) skills as they experience a different type of game.  To start to consider the application of power and their developing tactical thinking skills to eventually beat an opponent.  To begin to understand how they can use their hitting (striking) skills to send the ball to space in order to win a game.  To begin to understand why in certain games, hitting into space is essential in order to score points against the opposing team.  To develop their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game.  To develop this understanding of why, in certain games, hitting into space is essential in order to score points against the opposing team.  To refine their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game.  To refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team. | I can use a bat safely to strike (hit) my ball into space, directing the ball away from fielders.  I can understand why it is so important to hit the ball into space and apply this understanding as I outwit my opponents.  I will continue to develop life skills such as fairness and empathy as I work together ensuring everyone in the group or team is involved.  I will show determination and self motivation as I strive to improve and show a positive attitude in my learning. | Attacker  Defender  Opponent  Accuracy  Power  Batting  Fielder |
| **6** | **Dance**  (NUFC)  Or  **Dance**: Water  (Complete PE) | To explore and respond to a stimuli through structured tasks.  To feedback by describing and interpreting the movement you see.  To initiate whole group movement and to understand how to work safely in the dance space, responding to music through movement.  To use improvisation to explore various dynamics and movement qualities.  To use descriptive language to discuss these various movement qualities.  To use our whole body to create sequences of movement.  To perform individual movement sequences as part of a larger group performance.  To explore and respond to music as a stimulus.  To use improvised movement to explore various changing sound dynamics.  To use basic actions as an individual and in sequence. | I can respond to the music with appropriate movements and actions, using my whole body.  I can ensure my movements are big and clear.  I can develop my concentration skills as I listen to the music and make decisions on how to move in response.  I can demonstrate fairness and gratitude as I engage in my learning, work well with others and enjoy creating my movements and sequences.  I can develop life skills such as courage and honesty, as I try my best to create sequences, giving feedback to others following their performances. | Champion dancers  Control  Rhythm  Expression  Emotion  Stimulus  Flow  Timing |
| **Health and wellbeing**  (Complete PE) | To develop different ways of moving at speed and understand the consequences of not being agile.  To develop ways of balancing on apparatus.  To explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful.  To understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills.  To understand why we need to have good feet 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 perform the circuit with a partner and understand how motivation can help enhance their performance.  To understand the importance of being balanced.  To perform a circuit to develop their application and understanding of balance.  To perform the circuit with a partner and understand how motivation can help enhance their performance.  To understand the importance of being coordinated.  To perform a circuit to develop their application and understanding of coordination.  To perform the circuit with a partner and understand how motivation can help enhance their performance | I can move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.  I can demonstrate a strong understanding of agility, balance and coordination and why they are important.  I can apply life skills such as empathy and fairness as I collaborate with my partners and motivate each other to complete the circuits.  I can apply honesty and self belief as I continue to improve my performances and keep my score. | Attacker  Defender  Agility  Balance  Coordination  Dribbling  Warm up |