



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	P = Physical C = Cognitive S = Social W = Wellbeing					
Year R	<p>Locomotion: Jumping 1 The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances.</p> <p>Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p> <p>P: Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.</p> <p>C: Pupils will explore their curiosity as they try jumping in a variety of different ways.</p> <p>S: Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.</p> <p>W: Pupils will show courage as they apply developing confidence while exploring their jumping skills.</p> <p><i>jumping, distance, height, space, hopping, speed, landing</i></p>	<p>Ball Skills: Hands 1 The unit of work will explore different ways of using our hands to move with a ball, keeping control.</p> <p>Pupils will explore rolling, pushing and bouncing a ball with a partner.</p> <p>P: Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.</p> <p>C: Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.</p> <p>S: Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.</p> <p>W: Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p> <p><i>space, control, defender, bouncing, rolling, pushing</i></p>	<p>Ball Skills: Feet 1 The unit of work will enable pupils to explore moving with a ball using their feet.</p> <p>Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</p> <p>P: Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.</p> <p>C: Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.</p> <p>S: Pupils will develop life skills such as fairness and empathy as they encourage and support each other.</p> <p>W: Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p> <p><i>attacker, defender, space, opponent, dribbling, control</i></p>	<p>Ball Skills: Hands 2 The unit of work will explore the different ways of throwing, rolling and stopping a ball.</p> <p>Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.</p> <p>P: Pupils will develop their ability to throw, roll and stop a ball with control. Pupils will explore catching and will be ready to receive a ball.</p> <p>C: Pupils will develop life skills such as concentration by focusing on the ball and the target. Pupils will listen carefully and follow the instructions.</p> <p>S: Pupils will develop life skills such as fairness and empathy as they encourage and support each other.</p> <p>W: Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p> <p><i>control, accuracy, aiming, distance, power, throwing, catching, rolling, stopping</i></p>	<p>Ball Skills: Rackets, Bats, Balls & Balloons The focus of learning is for pupils to explore different ways of pushing/hitting a balloon. Pupils will understand why we need to push/hit a balloon with accuracy and control.</p> <p>Pupils will develop their ability to balance an object using a racket/bat.</p> <p>P: Pupils will be able to push/hit their balloon with both hands, keeping control. Pupils will also be able to balance their object on their racket/bat.</p> <p>C: Pupils will be able to focus on the balloon/object and use their rackets/bats safely. Pupils will understand why we send the balloon into space when hitting.</p> <p>S: Pupils will show a developing understanding of fairness and empathy as they play by the rules and encourage others.</p> <p>W: Pupils will apply life skills such as self belief and courage as they try new skills and work hard to improve their control.</p> <p><i>accuracy, space, control, power, aiming, score, hitting, pushing</i></p>	<p>Games for Understanding The unit of work will explore why we need to follow the rules and keep the score during a game.</p> <p>Pupils will learn how to apply very simple tactics for attacking and defending in games.</p> <p>P: Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.</p> <p>C: Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.</p> <p>S: Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.</p> <p>W: Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is important to try our hardest.</p> <p><i>attacker, defender, space, rules, tagging, sharing</i></p>
	<p>Dance: Ourselves The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props.</p> <p>Pupils will explore movements such as creeping, tiptoeing and hiding as they try to become different characters.</p> <p>P: Pupils will move their bodies with big actions linked to the idea of 'ourselves'.</p> <p>C: Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>S: Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</p> <p>W: Pupils will develop their self belief as they move and travel with confidence.</p> <p><i>champion dancers, beat, moving, control, rhythm, timing, sequence, opposite</i></p>	<p>Healthy Movers Throughout the year, EYFS PE will be supplemented by the healthy movers curriculum to support physical development.</p>	<p>Locomotion: Walking 1 The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds.</p> <p>Pupils will learn how to apply their walking skills into games.</p> <p>P: Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders.</p> <p>C: Pupils will develop an understanding of why we move into space as they explore moving and walking.</p> <p>S: Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.</p> <p>W: Pupils will develop their own self belief as they move and travel with confidence.</p> <p><i>defender, change of direction, space, speed, walking, marching, tag</i></p>	<p>Gymnastics: Moving The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus.</p> <p>Pupils will work in pairs to explore creating movements and balances with a partner.</p> <p>P: Pupils will be able to move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p> <p>C: Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</p> <p>S: Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.</p> <p>W: Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</p> <p><i>champion gymnastics, shapes, big, small, high, low, apparatus, transition</i></p>	<p>Gymnastics: High, Low, Over, Under The unit of work will explore 'champion gymnastics'.</p> <p>Pupils will create movements and balances in high and low ways on the floor and on the apparatus. Pupils will self-select where to work, explore movements and balances and start to identify features of other pupils' work.</p> <p>P: Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p> <p>C: Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</p> <p>S: Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.</p> <p>W: Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</p> <p><i>champion gymnastics, shapes, high, low, over, under, apparatus, transition</i></p>	<p>Dance: Dinosaurs The unit of work will enable pupils to explore different movements using different parts of the body, adding emotion and expression as they become dinosaurs.</p> <p>Pupils will develop movement ideas in pairs while exploring the different relationships between dinosaurs.</p> <p>P: Pupils will move their bodies with big actions as they explore moving as different types of dinosaurs.</p> <p>C: Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>S: Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</p> <p>W: Pupils will develop their self belief as they move and travel with confidence.</p> <p><i>champion dancers, beat, moving, control, rhythm, timing, sequence, expression</i></p>

<p>Year 1</p>	<p>Locomotion: Running 1 The unit of work will develop pupils' ability to run using different parts of their bodies.</p> <p>Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</p> <p>P: Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils will run and stay in a space avoiding the defenders.</p> <p>C: Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.</p> <p>S: Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.</p> <p>W: Pupils will develop life skills such as honesty and self belief as they strive to run as fast as possible, ensuring they are playing by the rules.</p> <p><i>attacker, defender, space, speed, acceleration, tagging</i></p>	<p>Ball Skills: Hands 1 The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why.</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>P: Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.</p> <p>C: Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p>S: Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>W: Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p> <p><i>possession, space, control, attacker, dribbling, accuracy, power</i></p>	<p>Ball Skills: Feet 1 The unit of work will develop pupils' ability to apply effective dribbling skills.</p> <p>Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.</p> <p>P: Pupils will consolidate their ability to dribble the ball, keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.</p> <p>C: Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p>S: Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>W: Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p> <p><i>attacker, defender, space, dribbling, passing, control</i></p>	<p>Ball Skills: Hands 2 The unit of work will consolidate pupils' ability to accurately roll a ball towards a target.</p> <p>Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to, beat an opponent.</p> <p>P: Pupils will be able to send a ball towards a target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent.</p> <p>C: Pupils will develop their concentration skills as they focus on the target, their partner and the ball.</p> <p>S: Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the rules.</p> <p>W: Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance, always keeping the score and playing fairly.</p> <p><i>batter, fielder, opponent, aiming, accuracy, throwing, catching, rolling</i></p>	<p>Ball Skills: Rackets, Bats & Balls The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately.</p> <p>Pupils will apply their understanding of accuracy and space in a variety of games.</p> <p>P: Pupils will be able to push (hit) their ball towards a target, varying the power they apply based on the distance of the target.</p> <p>C: Pupils will understand the meaning of aiming and power and understand how to utilise these skills in order to be successful.</p> <p>S: Pupils will develop life skills such as fairness and empathy as they listen to others and work collaboratively together.</p> <p>W: Pupils will apply life skills such as self belief and integrity as they strive to improve their own performance, even if they find it challenging.</p> <p><i>possession, control, attacker, defender, dribbling, accuracy, hitting, power</i></p>	<p>Games For Understanding The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>P: Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.</p> <p>C: Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.</p> <p>S: Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.</p> <p>W: Pupils will continue to develop and apply honesty as they play by the rules and keep the score.</p> <p><i>attacker, defender, space, rules, tactics, team</i></p>
	<p>Gymnastics: Wide, Narrowed, Curled The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus.</p> <p>Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> <p>P: Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>C: Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p>S: Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W: Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</p> <p><i>champion gymnastics, wide, narrow, curled, transition, interesting, linking</i></p>	<p>Dance: Growing The unit of work will challenge pupils to respond to rhythm and patterns through their movements. Pupils will learn how to control and co-ordinate their bodies to perform a motif.</p> <p>In addition, pupils will explore various dynamics and movement qualities as they create movement patterns.</p> <p>P: Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.</p> <p>C: Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p>S: Pupils can demonstrate fairness as they work well with others, ensuring everyone is included.</p> <p>W: Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.</p> <p><i>champion dancers, beat, moving, control, rhythm, timing, sequence, opposite</i></p>	<p>Gymnastics: Body Parts The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus.</p> <p>Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> <p>P: Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>C: Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p>S: Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W: Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</p> <p><i>champion gymnastics, wide, narrow, curled, transition, interesting, linking</i></p>	<p>Dance: The Zoo The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression.</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> <p>P: Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.</p> <p>C: Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p>S: Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.</p> <p>W: Pupils will develop life skills such as self belief and courage as they create their sequences including more advanced compositional elements.</p> <p><i>champion dancers, beat, moving, control, rhythm, sequence, motif, expression</i></p>	<p>Locomotion: Jumping 1 The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, and applying the correct jumping technique.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways.</p> <p>P: Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.</p> <p>C: Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.</p> <p>S: Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.</p> <p>W: Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently</p> <p><i>jumping, distance, space, attacker, defender, skipping, landing</i></p>	<p>Health and Wellbeing The unit of work will introduce pupils to agility, balance, and coordination, understanding what they mean and why they are important.</p> <p>Pupils will perform circuits to develop their application and understanding.</p> <p>P: Pupils will move showing agility, be able to remain balanced and apply coordination in activities and within circuit challenges.</p> <p>C: Pupils will move showing agility, be able to remain balanced and apply coordination in activities and within circuit challenges.</p> <p>S: Pupils will develop life skills such as empathy and fairness as they collaborate with their partners and support each other to complete the circuits.</p> <p>W: Pupils will demonstrate honesty and self belief as they try their hardest to improve their performances and keep their score.</p> <p><i>attacker, defender, agility, balance, coordination, hand-eye coordination, throwing, aiming</i></p>

<p>Year 2</p>	<p>Locomotion: Dodging 1 The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge.</p> <p>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p> <p>P: Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.</p> <p>C: Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</p> <p>S: Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.</p> <p>W: Pupils will develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games.</p> <p><i>attacker, defender, space, dodge, tagging</i></p>	<p>Ball Skills: Hands 1 The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point.</p> <p>Pupils will apply these skills in teams in various games and activities.</p> <p>P: Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.</p> <p>C: Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</p> <p>S: Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.</p> <p>W: Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.</p> <p><i>attacker, defender, opponent, team, dribbling, chest pass</i></p>	<p>Ball Skills: Feet 1 The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p>P: Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.</p> <p>C: Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</p> <p>S: Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.</p> <p>W: Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.</p> <p><i>attacker, defender, possession, space, dribbling, passing</i></p>	<p>Ball Skills: Hands 2 The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents.</p> <p>Pupils will further extend their understanding of why we need to be accurate when we throw.</p> <p>P: Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.</p> <p>C: Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made.</p> <p>S: Pupils will develop life skills such as communication and empathy as they listen to their partner and team members, working collaboratively together</p> <p>W: Pupils will apply life skills such as self belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.</p> <p><i>attacker, defender, batting, fielder, space, throwing, catching</i></p>	<p>Ball Skills: Rackets, Bats & Balls The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game.</p> <p>Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team.</p> <p>P: Pupils will be able to use a bat safely to strike (hit) their ball into space, directing the ball away from fielders.</p> <p>C: Pupils will understand why it is so important to hit the ball into space and apply this understanding as the outwit their opponents.</p> <p>S: Pupils will continue to develop life skills such as fairness and empathy as they work together ensuring everyone in the group or team is involved.</p> <p>W: Pupils will show determination and self motivation as they strive to improve and show a positive attitude in their learning.</p> <p><i>attacker, defender, opponent, accuracy, power, batting, fielder</i></p>	<p>Games for Understanding The unit of work will challenge pupils to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack.</p> <p>Pupils will apply these tactics as a team into games.</p> <p>P: Pupils will move between attack and defence as the game changes. Pupils will be able to move into space when attacking and tag the opposition when defending.</p> <p>C: Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defence.</p> <p>S: Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.</p> <p>W: Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self discipline.</p> <p><i>attacker, defender, space, tactics, transition, team</i></p>
	<p>Gymnastics: Linking The unit of work will challenge pupils to explore different ways that they can link movements and balances together.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p>P: Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>C: Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p>S: Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W: Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movements and balances.</p> <p><i>champion gymnastics, linking, flow, transition, jump, roll, sequence</i></p>	<p>Dance: Water The unit of work will challenge pupils to use their whole body when creating sequences of movements.</p> <p>Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.</p> <p>P: Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.</p> <p>C: Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response.</p> <p>S: Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.</p> <p>W: Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.</p> <p><i>champion dancers, control, rhythm, expression, emotion, stimulus, flow, timing</i></p>	<p>Gymnastics: Pathways The unit of work will challenge pupils to explore different ways that they can link movements and balances together.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p>P: Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>C: Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p>S: Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W: Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movements and balances.</p> <p><i>champion gymnastics, linking, flow, transition, jump, roll, sequence</i></p>	<p>Dance: Explorers The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance.</p> <p>Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography.</p> <p>P: Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.</p> <p>C: Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.</p> <p>S: Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.</p> <p>W: Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.</p> <p><i>champion dancers, control, rhythm, expression, emotion, choreography, unison, motif</i></p>	<p>Locomotion: Jumping 1 The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps.</p> <p>Pupils will continue to develop their ability to apply jumping in games.</p> <p>P: Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.</p> <p>C: Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.</p> <p>S: Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.</p> <p>W: Pupils will consistently apply life skills such as self belief and honesty as they play within the rules of the game and jump confidently</p> <p><i>jumping, distance, space, attacker, defender, speed, landing</i></p>	<p>Team Building The unit of work will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role.</p> <p>Pupils will begin to develop and apply simple strategies to solve problems.</p> <p>P: Pupils will use developing teamwork skills in pairs and small teams to complete all of the challenges successfully</p> <p>C: Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics.</p> <p>S: Pupils will develop and apply life skills such as empathy and fairness as they work together to complete the challenges.</p> <p>W: Pupils will develop life skills such as courage and self belief as they strive to complete the different challenges, adapting strategies and never giving up.</p> <p><i>teamwork, inclusion, communication, cooperation, strategy</i></p>

<p>Year 3</p>	<p>Games: Game Sense Invasion The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and shooting.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>P: Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.</p> <p>C: Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.</p> <p>S: Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.</p> <p>W: Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and self motivation.</p> <p><i>attacker, defender, space, possession, passing, control, shooting</i></p>	<p>Games: Invasion - Hockey The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>P: Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>C: Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.</p> <p>S: Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>W: Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and self motivation.</p> <p><i>attacker, defender, possession, space, intercepting, shooting, barrier</i></p>	<p>Games: Invasion - Basketball The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling, and shooting.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>P: Pupils will develop their passing and moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.</p> <p>C: Pupils will apply an understanding of where, when and why we pass, dribble and shoot in order to score points against another team.</p> <p>S: Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>W: Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self motivation.</p> <p><i>attacker, defender, dribbling, possession, triple threat, chest pass</i></p>	<p>Games: Invasion - Tag Rugby The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try.</p> <p>Pupils will develop their understanding of when, where and why they need to create space when they are attacking.</p> <p>P: Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent.</p> <p>C: Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging.</p> <p>S: Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents.</p> <p>W: Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self motivation.</p> <p><i>attacker, defender, possession, dodge, try, tagging / tag, ball carrier</i></p>	<p>Games: Net/Wall - Tennis The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis.</p> <p>Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.</p> <p>P: Pupils will throw/hit the ball into space on their opponents side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.</p> <p>C: Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court.</p> <p>S: Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.</p> <p>W: Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.</p> <p><i>outwit, space, return, recover, baseline, forehand, rally, out</i></p>	<p>Games: Striking & Fielding - Cricket The unit of work will explore how to apply the principles of attack vs defence in a cricket context.</p> <p>Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.</p> <p>P: Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.</p> <p>C: Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding).</p> <p>S: Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.</p> <p>W: Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination.</p> <p><i>throwing, catching, outwit, strike, batting, fielder, out</i></p>
	<p>Gymnastics: Symmetry & Asymmetry The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p> <p>P: Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</p> <p>C: Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary</p> <p>S: Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.</p> <p>W: Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</p> <p><i>excellent gymnastics, linking, flow, interesting, extension, symmetrical, asymmetrical</i></p>	<p>Dance: Weather The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance.</p> <p>Pupils will create a performance which will include stage presence, timing, rhythm and sustaining character.</p> <p>P: Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</p> <p>C: Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</p> <p>S: Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.</p> <p>W: Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.</p> <p><i>excellent dancers, expression, creativity, emotion, rhythm, timing, stage presence, motif</i></p>	<p>Swimming Pupils will be taught to: swim competently, confidently, and proficiently over a distance of at least 25 metres and use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]</p>	<p>Swimming Pupils will be taught to: perform safe self-rescue in different water-based situations</p> <p>They will continue to develop on their techniques and will learn to recognise hazards and dangers in their environment.</p>	<p>OAA: Problem Solving The unit of work will explore what makes an effective team through different problem-solving challenges.</p> <p>Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.</p> <p>P: Pupils will work within a team to complete the different problem solving challenges successfully.</p> <p>C: Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team.</p> <p>S: Pupils will develop life skills such as respect and communication as they collaborate with their team members to successfully complete the challenges.</p> <p>W: Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.</p> <p><i>communication, tactics, teamwork, strategy, problem solving, cooperation</i></p>	<p>Athletics The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.</p> <p>Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p> <p>P: Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.</p> <p>C: Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p>S: Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.</p> <p>W: Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</p> <p><i>tactics, speed, acceleration, distance, accuracy, relay, change over</i></p>

Year 4	<p>Games: Game Sense Invasion The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a focus on effectively using their passing, moving and dribbling skills to create an attack that results in a shooting opportunity. Pupils will be introduced to defensive principles including marking.</p> <p>P: Pupils will apply a secure understanding of passing, moving and shooting whilst developing dribbling skills in order to score points against another team.</p> <p>C: Pupils will demonstrate a growing understanding of the difference between attack and defence. Pupils will know where and when to attack and when to defend.</p> <p>S: Pupils will develop life skills such as communication and encouragement as they collaborate with others and apply the rules of the game.</p> <p>W: Pupils will continue to develop and apply life skills such as resilience and self discipline as they strive to improve their own performance and understanding.</p> <p><i>attacker, defender, dribbling, space, marking, control</i></p>	<p>Games: Invasion - Football The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity.</p> <p>P: Pupils will be able to apply a secure understanding of passing, moving and dribbling in order to shoot and score goals against another team.</p> <p>C: Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.</p> <p>S: Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.</p> <p>W: Pupils will continue to develop and apply life skills such as resilience and self discipline as they strive to improve their own performance and understanding.</p> <p><i>attacker, defender, transition, turning, drag back, goalkeeper</i></p>	<p>Games: Invasion - Netball The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>P: Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team.</p> <p>C: Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.</p> <p>S: Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</p> <p>W: Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p> <p><i>attacker, defender, possession, chest pass, footwork</i></p>	<p>Games: Invasion - Handball The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>P: Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team.</p> <p>C: Pupils will demonstrate a growing understanding of the difference between attack and defence. Pupils will know where and when to shoot and when to defend.</p> <p>S: Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.</p> <p>W: Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p> <p><i>attacker, defender, transition, marking, free pass/throw, intercepting, shooting</i></p>	<p>Games: Net/Wall - Tennis The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis.</p> <p>Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p>P: Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point.</p> <p>C: Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.</p> <p>S: Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game.</p> <p>W: Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p> <p><i>outwit, space, accuracy, power, baseline, forehand, backhand, rally, out</i></p>	<p>Games: Striking & Fielding - Rounders The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting.</p> <p>Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p> <p>P: Pupils will be able to apply developing batting skills in order to score points. Pupils will continue to develop accurate throwing, catching and retrieving skills.</p> <p>C: Pupils will understand the difference between batting and fielding. Pupils will understand why batters need to aim at space when striking the ball.</p> <p>S: Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</p> <p>W: Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p> <p><i>batting, tactics, bowling, catching, backstop, ½ a rounder</i></p>
	<p>Gymnastics: Bridges The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</p> <p>P: Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.</p> <p>C: Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.</p> <p>S: Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.</p> <p>W: Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</p> <p><i>excellent gymnastics, extension, control, interesting, bridge, levels, flow</i></p>	<p>Dance: Cats The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching.</p> <p>Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p>P: Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p>C: Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.</p> <p>S: Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison.</p> <p>W: Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</p> <p><i>excellent dancers, expression, creativity, emotion, motif, flow, character</i></p>	<p>Gymnastics: Levels & Direction The unit of work will focus on pupils using and applying an understanding of levels and direction to create and perform sequences in groups.</p> <p>Pupils will create their sequences, combining both changes in level and direction, with balances and using a range of apparatus.</p> <p>P: Pupils will develop and create a sequence that includes a change of direction and a change in level, including movements and balances that flow.</p> <p>C: Pupils will apply life skills such as resourcefulness as they create their sequences in pairs, making adaptations when necessary.</p> <p>S: Pupils will apply life skills such as encouragement as they work together to create their sequences and suggest ways to improve.</p> <p>W: Pupils will apply life skills such as self-motivation as they strive to improve their sequences and produce high quality performances.</p> <p><i>excellent gymnastics, extension, flow, interesting, levels, direction, unison, canon</i></p>	<p>Dance: Space The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance.</p> <p>Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p>P: Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p>C: Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.</p> <p>S: Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.</p> <p>W: Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</p> <p><i>excellent dancers, expression, creativity, emotion, motif, choreography, character</i></p>	<p>OAA: Communication and Tactics The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils applying effective communication skills, essential to working within a team to complete the activities.</p> <p>P: Pupils will work within teams to find effective strategies and tactics in order to complete the different challenges successfully.</p> <p>C: Pupils will apply an ability to evaluate and improve strategies to solve the problems.</p> <p>S: Pupils will apply life skills such as collaboration and communication effectively as they apply both speaking and listening skills within their teams.</p> <p>W: Pupils will demonstrate leadership attributes as they take responsibility for their team members.</p> <p><i>communication, tactics, teamwork, strategy, responsibility, listening, trust</i></p>	<p>Athletics The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.</p> <p>P: Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.</p> <p>C: Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.</p> <p>S: Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.</p> <p>W: Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p> <p><i>tactics, speed, distance, pace, power, stride pattern</i></p>

<p>Year 5</p>	<p>Games: Game Sense Invasion The unit of work will challenge pupils to refine their attacking skills. Pupils will have a clear understanding of when, where and why they apply these skills during a game.</p> <p>Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p>P: Pupils will be able to pass, move, dribble and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.</p> <p>C: Pupils apply a refined understanding of passing and moving as well as an understanding of basic defensive strategies and tactics.</p> <p>S: Pupils will develop their team work skills as they encourage and support each other, managing their teams. Pupils will begin to officiate game based scenarios.</p> <p>W: Pupils will start to lead their teams and manage their games, demonstrating responsibility and resilience.</p> <p><i>tactics, transition, counter attack, pressure, man-to-man marking, tackle, referee/umpire</i></p>	<p>Games: Invasion - Basketball The unit of work will challenge pupils to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity.</p> <p>Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p>P: Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.</p> <p>C: Pupils will begin to create and apply tactics that they can then adapt depending on the situation.</p> <p>S: Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>W: By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.</p> <p><i>tactics, transition, marking, rebound, travelling, double dribble</i></p>	<p>Games: Invasion - Tag Rugby The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game.</p> <p>Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p>P: Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.</p> <p>C: Pupils will consolidate their understanding of the difference between attack and defence, understanding when and why to apply certain skills.</p> <p>S: Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>W: By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.</p> <p><i>tactics, transition, outwit, offside, loop pass, miss pass</i></p>	<p>Games: Invasion - Hockey The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games.</p> <p>Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p>P: Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes.</p> <p>C: Pupils will begin to create and apply tactics that they can then adapt depending on the game's situation.</p> <p>S: Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>W: By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.</p> <p><i>tactics, marking, attack, counter attack, man-to-man marking, goal side</i></p>	<p>Games: Net/Wall - Tennis The unit of work will challenge pupils to apply their prior learning of playing the ball into space.</p> <p>Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.</p> <p>P: Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game.</p> <p>C: Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games.</p> <p>S: Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.</p> <p>W: By facilitating learning through doubles games, pupils will be challenged to always try their best, even when they are losing.</p> <p><i>tactics, outwit, space, accuracy, forehand, backhand, volley, serve</i></p>	<p>Games: Striking & Fielding - Cricket The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding.</p> <p>Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p> <p>P: Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.</p> <p>C: Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.</p> <p>S: Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>W: By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.</p> <p><i>tactics, bowling, run out, wicket-keeper, no ball, wide, bye</i></p>
	<p>Gymnastics: Counter Balance & Counter Tension The unit of work will focus on exploring counter balance and counter tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p> <p>P: Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p>C: Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.</p> <p>S: Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.</p> <p>W: Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.</p> <p><i>excellent gymnastics, interesting, flow, levels, counter balance, counter tension, unison, canon</i></p>	<p>Health-Related Exercise The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness.</p> <p>Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.</p> <p>P: Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.</p> <p>C: Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.</p> <p>S: Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits.</p> <p>W: Pupils will develop life skills such as self motivation, resilience and integrity as they strive to improve their own performances.</p> <p><i>cardiovascular system, strength, flexibility, fitness, circuits, fitness assessment/test</i></p>	<p>Gymnastics: Flight The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping.</p> <p>Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and unison all incorporated into the sequence.</p> <p>P: Pupils will execute a variety of jumps on the floor and apparatus and use these jumps to create a sequence of movements in groups that flows.</p> <p>C: Pupils will apply life skills such as reflection and decision making as they recognise the strengths and weaknesses in their sequences and find ways to improve them.</p> <p>S: Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.</p> <p>W: Pupils will apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.</p> <p><i>excellent gymnastics, direction, flow, levels, flight, jump, turn, landing</i></p>	<p>Dance: Street Art The unit of work will challenge pupils to bring different types of street art to life through movement and expression. Pupils will be able to understand and depict the emotion behind certain street art and use different types of choreographical skills to tell a story/deliver a message.</p> <p>P: Pupils will perform accurately and convincingly as they bring street art to life through movement. Pupils can perform with flow showing clarity and fluency.</p> <p>C: Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their movements.</p> <p>S: Pupils will consistently apply different life skills such as cooperation as they work successfully with others to execute their movements and group performance.</p> <p>W: Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.</p> <p><i>excellent dancers, expression, creativity, choreography, motif, street art, toprock, breakdance</i></p>	<p>OAA: Orienteering The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p> <p>Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.</p> <p>P: Pupils will consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p>C: Pupils will consolidate their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>S: Pupils will consolidate life skills such as encouragement as they collaborate with their team to successfully complete the orienteering challenges.</p> <p>W: Pupils will apply integrity and self motivation as they complete the challenges. Pupils will consolidate their leadership skills and take responsibility for others.</p> <p><i>teamwork, strategy, tactics, communication, control point, scale</i></p>	<p>Athletics The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team.</p> <p>Pupils will be able to develop their technique for throwing a shot put and explore and develop an understanding of how to hurdle safely.</p> <p>P: Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>C: Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p> <p>S: Pupils will consolidate their ability to encourage and collaborate with others, communicating developmental feedback and showing respect.</p> <p>W: Pupils will strive to improve their own technique, ensuring they always apply maximum effort.</p> <p><i>tactics, speed, distance, evaluation, change over, personal best, lap</i></p>

<p>Year 6</p>	<p>Games: Game Sense Invasion Pupils will consistently apply effective attacking and defensive skills and be able to apply these in a variety of game based scenarios.</p> <p>Pupils will create and apply tactics in games, adapting them as the game situation changes, in order to beat the opposition.</p> <p>P: Pupils will apply a refined understanding of attacking skills to score points against another team, and defensive skills to regain possession.</p> <p>C: Pupils will demonstrate resourcefulness and reflective skills as they create a range of attacking and defending tactics, applying these to their games.</p> <p>S: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform, ensuring each team member is motivated.</p> <p>W: Pupils will constantly apply life skills such as self motivation and integrity by playing by the rules and leading others by example.</p> <p><i>tactics, transition, counter attack, pressure, man-to-man marking, tackle, referee/umpire</i></p>	<p>Games: Invasion - Football Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score.</p> <p>Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>P: Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p> <p>S: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>W: Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p> <p><i>tactics, transition, counter-attack, referee, through ball, man-to-man marking</i></p>	<p>Games: Invasion - Handball Pupils will consistently apply effective passes, applying decision making as to which pass to make and when in order to keep possession and score.</p> <p>Pupils will create and apply tactics in games adapting them as the game situation changes.</p> <p>P: Pupils will apply a refined understanding of attacking skills to score points against another team, and defensive skills to regain possession.</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p> <p>S: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>W: Pupils will constantly apply life skills such as self motivation and integrity by playing by the rules and leading others by example.</p> <p><i>tactics, transition, counter attack, high press, formations, man-to-man marking, zonal marking</i></p>	<p>Games: Invasion - Netball Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p> <p>P: Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently.</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics.</p> <p>S: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>W: Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p> <p><i>tactics, transition, umpire, netball positions, marking</i></p>	<p>Games: Net/Wall - Badminton Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.</p> <p>P: Pupils will apply a refined ability to execute the correct technique for a range of shots, with accuracy and consistency.</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.</p> <p>S: Pupils will refine life skills such as communication and respect as they collaborate with others and play by the rules.</p> <p>W: Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p> <p><i>tactics, outwit, space, lob, drop, clear</i></p>	<p>Games: Striking & Fielding - Rounders Pupils will learn to consistently apply effective tactics for both batting and fielding.</p> <p>Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p> <p>P: Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.</p> <p>S: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>W: Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p> <p><i>tactics, fielder, bowling, run out, outfielder, umpire</i></p>
	<p>Gymnastics: Matching and Mirroring The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements.</p> <p>Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p> <p>P: Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p>C: Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.</p> <p>S: Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.</p> <p>W: Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.</p> <p><i>excellent gymnastics, flow, levels, matching, mirroring, unison canon</i></p>	<p>Dance: Prejudice & Discrimination The unit of work will challenge pupils to explore the concepts of prejudice and discrimination through movement. By exploring this challenging topic, pupils will work together to demonstrate the emotions that surround prejudices and the impact of acting on this prejudice. Pupils will explore the power of being united when tackling prejudices.</p> <p>P: Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements with accurate expression and conveying the correct emotion.</p> <p>C: Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.</p> <p>S: Pupils will consistently apply a range of life skills as they work successfully with others to execute their sequences and group performances to tell the stories.</p> <p>W: Pupils will demonstrate self motivation and integrity as they take pride in their work, creating sequences that include stage presence, timing, rhythm and emotion.</p> <p><i>excellent dancers, expression, creativity, emotion, prejudice, discrimination, choreography, motif</i></p>	<p>Gymnastics: Creating Sequences The unit of work will challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2.</p> <p>Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus.</p> <p>P: Pupils will create and design sequences following the different challenge cards, executed with accuracy and fluidity using a range of apparatus.</p> <p>C: Pupils will effectively apply life skills such as reflection and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.</p> <p>S: Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.</p> <p>W: Pupils will consistently take responsibility and apply self-discipline as they perform their sequences and receive feedback.</p> <p><i>excellent gymnastics, sequence, flow, levels, direction, unison, canon, creativity</i></p>	<p>Dance: Carnival The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance.</p> <p>Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p> <p>P: Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.</p> <p>C: Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.</p> <p>S: Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.</p> <p>W: Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.</p> <p><i>excellent dancers, expression, creativity, emotion, stimulus, choreography, rhythm</i></p>	<p>OAA: Leadership The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the 'STEP' principles, pupils will be able to apply their developing understanding as they lead others.</p> <p>Pupils will be able to identify the different attributes that make an effective leader.</p> <p>P: Pupils will apply effective leadership skills to support and guide other pupils/their team in order to play games and complete challenges.</p> <p>C: Pupils will apply their understanding of what makes an effective leader as well as effectively evaluating others leadership efforts and giving constructive feedback.</p> <p>S: Pupils will be able to harness life skills such as communication as they ensure there are always clear instructions while motivating and encouraging their team.</p> <p>W: Pupils will utilise and promote life skills such as integrity as they encourage their groups/teams to always try their hardest, even if the challenge is difficult.</p> <p><i>communication, leadership, cooperation, responsibility, space, task, equipment, people</i></p>	<p>Athletics The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions.</p> <p>Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p> <p>P: Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.</p> <p>C: Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.</p> <p>S: Pupils will refine their ability to encourage and collaborate with others, communicating developmental feedback and showing respect.</p> <p>W: Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example.</p> <p><i>tactics, teamwork, speed, distance, evaluation, false start, events</i></p>