

Area of Learning: Health & Wellbeing
Unit Title: Health & Wellbeing

Term: Autumn 1

Physical & Cognitive

Pupils will move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.
 Pupils will demonstrate a strong understanding of agility, balance and coordination and why they are important.

Social & Emotional Wellbeing

Pupils will apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits.
 Pupils will apply honesty and self-belief as they continue to improve their performances and keep their score.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDBLOCKS WORDS

STEP ON WORDS

Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball.

Defender – We are considered a ‘defender’ when we are not in possession of the ball or we are trying to catch an attacker.

Balance – the even distribution of weight enabling someone or something to remain upright and steady.

Agility - the body's ability to move quickly and easily in different directions.

Warm Up – a short activity that is done before taking part in physical activity or sport that prepares the mind and body.

Dribbling– a method of moving with the ball using our hands or feet.

Coordination – the ability to use different parts of the body together efficiently.

Circuits – a sequence of different exercise/sports activities.

By the end of this unit, the pupils should know:

- The role of an ‘Attacker’ also includes trying to avoid being caught by the Defender.
- The attacker in possession of will continuously bounces the ball with their hands or kick the ball keeping it close to them with their feet.
- One of the reasons for a ‘warm up’ is to reduce the risk of injuring a muscle.
- Circuit training helps us to practise and develop our skills.
- When trying to balance, perform careful movements or use equipment accurately, it is important to concentrate to help us to be coordinated.
- Teams work together to help each other to stay motivated and feel positive about the sport/activity.

“Bridging Back” (previous years/cross-curricular content)

Reception – Gymnastics – Moving & High, Low, Over, Under
Y1 – Team Building

“Bridging Forward” (future years/cross curricular content)

Y3 – Health & Wellbeing – Mindfulness
Y5 – Health-Related Exercise

Area of Learning: Gymnastics
Unit Title: Linking

Term: Autumn 2

Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p>			<p>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. Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.</p>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP ON WORDS	<p><u>By the end of this unit, the pupils should know:</u></p> <ul style="list-style-type: none"> • Gymnasts use apparatus to perform movements. • Most gymnastics is often performed with little to no noise at all – this is part of the performance. • When gymnasts perform, they think carefully about how to make their sequence interesting by adding a variety of movements. • We can balance on different parts of our bodies – not just our feet. • We can move over, under, on and through apparatus – the combination of movements makes our routines more interesting.
<p>Jump – a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.</p> <p>Roll – a method of moving where a gymnast completes rotation of their body on the ground.</p> <p>Linking - successfully adding two movements together so that they flow one after the other.</p>	<p>Champion Gymnastics - Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.</p> <p>Flow- when a gymnast moves from one action to another without stopping.</p> <p>Sequence – a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.</p>	<p>Transition – to move into and out of basic movements, actions or balances.</p> <p>Apparatus – tools or equipment used by Gymnasts to perform on/with.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception – Gymnastics – Moving & high, low, over, under Y1 – Gymnastics – Wide, narrow, curled</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y3 – Gymnastics – Symmetry & Asymmetry Y4 – Gymnastics - Bridges Y5 – Gymnastics – Counter balance and counter tension Y6 – Gymnastics -Matching & Mirroring</p>

Area of Learning: Ball Skills

Unit Title: Feet 1

Term: Autumn 1 & 2

Physical & Cognitive

Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.
Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.

Social & Emotional Wellbeing

Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
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.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDBLOCKS WORDS

STEP ON WORDS

By the end of this unit, the pupils should know:

Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball.

Defender – We are considered a ‘defender’ when we are not in possession of the ball.

Space - an open area on the pitch that is unoccupied by a defender or the defending team.

Possession – when we have physical control of the ball.

Dribbling – a method of moving with the ball.

Passing– a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.

Receiving – to get the ball from another player.

- Possession of the ball could be as an individual or when working as part of a team. It is when we have ‘possession’ that we can create the opportunity to score.
- The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.
- When dribbling, the attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.
- It is important to keep looking around the game at the other players to ensure that if the ball is passed to you, you can receive it without a defender taking it.
- When moving with or without the ball, it is important to continuously look for space on the pitch.
- If a player loses possession of the ball, the other team then have a greater chance of scoring/winning.

“Bridging Back” (previous years/cross-curricular content)

Reception – Ball Skills – Feet
Y1 – Ball Skills - Feet

“Bridging Forward” (future years/cross curricular content)

Y3 – Invasion Games – Tag Rugby & Football
Y4 – Invasion Games – Games Sense Invasions & Dodgeball

Area of Learning: Dance			
Unit Title: Explorers			
Term: Spring 1			
Physical & Cognitive			Social & Emotional Wellbeing
<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>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>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>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>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP ON WORDS	<p><u>By the end of this unit, the pupils should know:</u></p> <ul style="list-style-type: none"> • Dancers respond to music in different ways – they have to consider the emotions that the music triggers. • Dance can be used to ‘tell stories’, e.g. – an explorer preparing for an expedition. • Good dancers include movement, expression and emotion in to all they do. • Using freezes is a way to draw the audience’s attention to something important or share an emotion. • Dance sequences with extended movements help make performances more interesting for the audience.
<p>Rhythm – a repeated pattern of movements or sounds.</p> <p>Emotion – the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.</p>	<p>Champion Dancers – Champion dancers can move with control, respond to the rhythm and move in relation to the music.</p> <p>Control – moving our bodies in time with the music, beat or sound.</p> <p>Expression– the actions a dancer uses to make their characters thoughts or feelings known.</p>	<p>Choreography – a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.</p> <p>Unison – where dancers perform the same movement at exactly the same time as each other</p> <p>Motif – a series of movements that are repeated.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception – Dance – Ourselves & Dinosaurs</p> <p>Y1 – Dance - Growing</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y3 – Dance – Weather</p> <p>Y4 – Dance - Space</p> <p>Y5 – Dance – Street Art</p> <p>Y6 – Dance – Prejudice & Discrimination</p>

Area of Learning: Ball Skills
Unit Title: Hands

Term: Spring 2

Physical & Cognitive

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. 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.

Social & Emotional Wellbeing

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. Pupils will continue to develop and apply honesty as they play by the rules and keep the score.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDILOCKS WORDS

STEP ON WORDS

Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball.

Defender – We are considered a ‘defender’ when we are not in possession of the ball.

Team – a group of people who work together with the objective of achieving the same a goal.

Opponent – a player on the other team.

Dribbling – a method of moving with the ball.

Chest Pass – thrown by gripping the ball on the sides with the thumbs directly behind the ball.

By the end of this unit, the pupils should know:

- If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.
- The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.
- When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.
- Inaccurate passes can lead to the opposing team taking possession of the ball.
- When dribbling with the ball it is essential to keep looking up and into space to make sure you don't lose possession of the ball.
- Before we pass the ball, we must look carefully so that we pass accurately to our team members.

“Bridging Back” (previous years/cross-curricular content)

Reception – Ball Skills – Hands
Y1 – Ball Skills – Hands 1

“Bridging Forward” (future years/cross curricular content)

Y2 – Ball Skills – Rackets, bats and balls
Y4 – Invasion Games – Dodgeball
Y5 – Invasion Games – Netball
Y6 – Invasion Games – Basketball & Handball

Y2 Physical Education

Area of Learning: Locomotion

Unit Title: Dodging

Term: Spring 1 & 2

Physical & Cognitive			Social & Emotional Wellbeing
<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>Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</p>			<p>Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others. 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>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP ON WORDS	<p>By the end of this unit, the pupils should know:</p> <ul style="list-style-type: none"> • Dodging players allows us to get past without getting caught, or losing possession of a ball. • There are different ways to dodge other players that work in different ways. • If we do not dodge effectively, we will likely get caught or lose possession. • When working as a team, it is important that everybody understands how to dodge effectively so that the team can work together to win. • Dodging helps players to avoid the defenders.
<p>Space – an open area on the pitch that is unoccupied by a defender or the defending team.</p> <p>Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball or we are trying to avoid a defender to score a point.</p> <p>Defender - We are considered a ‘defender’ when we are not in possession of the ball or we are trying to tag an attacker.</p>	<p>Dodge – a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender.</p> <p>Tagging or Tag – the method applied by the defending team to stop an attacker from moving.</p>	<p>Response – an action we take because of something another player did.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Y1 – Locomotion - Running</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y3 – Invasion Games – Tag Rugby</p> <p>Y4 – Invasion Games - Dodgeball</p> <p>Y5 – Invasion Games - Netball</p> <p>Y6 – Invasion Games – Basketball & Handball</p>

Area of Learning: Locomotion

Unit Title: Jumping

Term: Summer 1

Physical & Cognitive

Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.
Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.

Social & Emotional Wellbeing

Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.
Pupils will consistently apply life skills such as self-belief and honesty as they play within the rules of the game and jump confidently.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Jumping – a form of moving where we use our body to lift ourselves off a surface and into the air.

Space – an open area within the playing area that is unoccupied by a defender or the defending team.

GOLDBLOCKS WORDS

Distance – defined as the length of space between two points.

Speed – the ability to move all or part of the body as quickly as possible.

Landing – how we use our bodies to land after we have left a surface and jumped into the air.

STEP ON WORDS

Height – the distance from the bottom to the top.

By the end of this unit, the pupils should know:

- We use distance to tell us how far an athlete has jumped.
- Athletes have to train hard and practise skills to help them get better at different sports.
- Hopping and leaping are different types of jumps that are useful in different ways.
- Swinging our arms helps us to increase the height of our jumps.
- Jumps can be linked together, e.g. – a hop, then a stride, then a leap.
- Adding speed before a jump, e.g. – a ‘run up’, can help us jump further.

“Bridging Back” (previous years/cross-curricular content)

Reception – Locomotion – Jumping
Y1 – Locomotion - Jumping

“Bridging Forward” (future years/cross curricular content)

Y3, Y4 & Y5 - Athletics

Area of Learning: Ball Skills
Unit Title: Rackets, bats and balls

Term: Summer 2

Physical & Cognitive

Pupils will be able to use a bat safely to strike (hit) their ball into space, directing the ball away from fielders.
 Pupils will understand why it is so important to hit the ball into space and apply this understanding as the outwit their opponents.

Social & Emotional Wellbeing

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.
 Pupils will show determination and self-motivation as they strive to improve and show a positive attitude in their learning.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Opponent – a player on the other team.

GOLDILOCKS WORDS

Batting – the skill of hitting a ball with a bat into a space to score runs.

Accuracy – he ability to control where we are pushing or hitting the ball with our racket or bat.

Power – the intensity and speed that we hit a ball with our racket or bat

STEP ON WORDS

Strike – how quickly an athlete can increase their speed over a distance when running.

Fielder – a defensive position that is occupied while the other team are batting.

By the end of this unit, the pupils should know:

- The aim of the game for the batter (attacking team) is to score as many runs as possible.
- The aim of the fielding team (defending team) is to keep the batters score as low as possible.
- Players can use hitting skills to send the ball in to a space – this makes it harder for the fielders to catch you out.
- Hitting into a space is essential in order to score points against the opposing team.
- Fielders must watch the game carefully and follow the direction of the ball.

“Bridging Back” (previous years/cross-curricular content)

Y1 – Ball Skills – Rackets, bats and balls

“Bridging Forward” (future years/cross curricular content)

Y3 – Net/Wall games – Tennis

Y4 – Striking & Fielding – Cricket

Y6 – Striking & Fielding - Rounders

Y2 Physical Education

Area of Learning: Attack vs Defence Unit Title: Games for Understanding

Term: Summer 1 & 2

Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag the opposition when defending. 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>Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition. 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>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<p><u>By the end of this unit, the pupils should know:</u></p> <ul style="list-style-type: none"> • Teams work together to apply tactics – it is important that everybody on the team understands what the team is trying to achieve. • Sometimes we have to change our tactics during the game in response to what the defenders are doing. • When we are attacking, we have to work quickly and make quick decisions. • Counting can be used to keep a team’s score throughout the game.
<p>Space – an open area on the pitch that is unoccupied by a defender or the defending team.</p> <p>Team – a group of people who work together with the objective of achieving the same a goal.</p>	<p>Tactics – a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p>	<p>Transition – the process of recognising and responding after losing or regaining possession.</p> <p>Responding – actions that players take after another player makes a move.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception & Y1 – Attack vs Defence – Games for Understanding</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y3 – Invasion Games – Games Sense Invasions & Football & Tag Rugby Y4 – Invasion Games – Games Sense Invasions & Dodgeball Y5 – Invasion Games – Hockey & Basketball & Quidditch Y6 – Invasion Games – Games Sense Invasion & Basketball & Handball</p>