

Area of Learning: Health & Wellbeing
Unit Title: Mindfulness

Term: Autumn 1

Physical & Cognitive

Pupils will develop their ability to use and apply different relaxation techniques and will be able to execute a variety of meditative balances correctly.

Pupils will understand what relaxation means as well as understanding why meditative balances can benefit the mind and body.

Social & Emotional Wellbeing

Pupils will effectively apply life skills such as cooperation as they collaborate with others and support each other to develop their mindfulness techniques

Pupils will develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Relaxed – when we are calm and free from stress, tension and anxiety

Emotions – how we are feeling.

GOLDILOCKS WORDS

Anxious - is feeling or showing worry, nervousness, unease or fear.

Balanced – means we can hold our bodies still without moving for a sustained period of time.

Deep Breathing – a relaxation technique that is used to help us relax and feel calm.

STEP ON WORDS

Relaxation techniques – methods we can use to help reduce stress and anxiety levels.

Meditative Balances – a still position that is held still for at least 10 seconds or 3 long, in and out breaths.

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

- Relaxation techniques help us to control or combat feelings of anxiousness.
- Applying relaxation techniques in our day to day life can help to improve our mental health and wellbeing.
- Improving our posture, balance and deep breathing techniques are all tools to help us feel calm and relaxed.
- Communicating with, and working with, others can help us to feel happier and less stressed.

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

N/A

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

Y5 – Health-related Exercise

- How physical health is important – in particular looking after this.

Area of Learning: Dance			
Unit Title: Weather			
Term: Autumn 2			
Physical & Cognitive		Social & Emotional Wellbeing	
Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.		Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.	
Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.		Pupils will strive to ensure their sequences are performed precisely and accurately showing self-motivation to want to improve.	
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	By the end of this unit, the pupils should know:
<p>Emotion: refers to the feelings a dancer's character is feeling</p> <p>Rhythm: a repeated pattern of movements or sounds.</p> <p>Timing: in dance, timing refers to moving to the beat of the music</p>	<p>Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p> <p>Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.</p> <p>Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.</p> <p>Motif: a series of movements that are repeated</p>	<p>Stage presence: the ability of a dancer to capture and command the attention of an audience's attention.</p>	<ul style="list-style-type: none"> • A character's emotions will change depending on their circumstances, mood, or relationships with others. • Dance can be used to 'tell stories', e.g. – an explorer preparing for an expedition. • Different types of stimuli can be used to create ideas and movements. • Dance and movement can be used to show changes by varying the timing and the expressions.
<p>"Bridging Back" (previous years/cross-curricular content)</p> <p>Reception, Y1, Y2 – Dance – Ourselves, Dinosaurs, Growing, Explorers</p>			<p>"Bridging Forward" (future years/cross curricular content)</p> <ul style="list-style-type: none"> • Y4,5, 6 – Dance – Space, Street Art, Prejudice and Discrimination

Y3 Physical Education

Area of Learning: Invasion Games Unit Title: Games Sense Invasion

Term: Autumn 1&2

Physical & Cognitive

Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.

Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.

Social & Emotional Wellbeing

Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.

Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and self-motivation

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball.

Defender: We are considered a 'defender' when we are not in possession of the ball.

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

GOLDBLOCKS WORDS

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

Control: keeping the ball close to us, preventing the defenders from gaining possession.

Shooting: when we throw the ball towards the goal/target in an attempt to score.

STEP ON WORDS

Possession: when we have physical control of the ball.

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

- The aim of the game for the attackers is to keep possession and score
- The aim of the game for the defenders is to prevent the opposition from scoring.
- The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to shoot.
- It is when we have 'possession' that we can create the opportunity to score a goal.

"Bridging Back" (previous years/cross-curricular content)

Reception, Y1, Y2 – Attack vs Defence – Games for Understanding

"Bridging Forward" (future years/cross curricular content)

Y4, 5, 6 – Invasion Games – Tag Rugby, Football, Games Sense Invasions, Dodgeball, Hockey, Quidditch, Netball, Basketball

Area of Learning: Gymnastics
Unit Title: Symmetry & Asymmetry

Term: Spring 1

Physical & Cognitive			Social & Emotional Wellbeing
<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>Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.</p>			<p>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>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>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<p>By the end of this unit, the pupils should know:</p> <ul style="list-style-type: none"> • When evaluating the effectiveness of a sequence, we can use what we know about ‘excellent gymnastics’ as part of our reflection • Symmetrical and asymmetrical sequences can be transferred from the floor to apparatus to create interesting performances. • Interesting sequences can be created using different levels and connection points. • Different movements can be used to travel in and out of balances but should still flow and look like part of the performance.
<p>Linking: successfully adding two movements together so that they flow one after the other</p> <p>Flow: when a gymnast moves from one action to another without stopping.</p> <p>Interesting: pupils are thinking and being creative.</p>	<p>Excellent gymnastics: ‘Excellent’ refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds</p> <p>Symmetrical: Symmetry occurs when a balance or a movement is identical on either side.</p> <p>Asymmetrical: when a balance or a movement does not match on either side.</p>	<p>Extension: when pupils are pointing (extending) their fingers and toes when moving or holding a balance.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception– Gymnastics – Moving & high, low, over, under</p> <p>Y1 – Gymnastics – Wide, narrow, curled</p> <p>Y2 – Gymnastics – Linking</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y4 – Gymnastics – Bridges</p> <p>Y5 – Gymnastics – Counter balance & counter tension</p> <p>Y6 – Gymnastics – Matching and Mirroring</p>

Y3 Physical Education

Area of Learning: Invasion Games

Unit Title: Tag Rugby

Term: Spring 2

Physical & Cognitive

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.

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.

Social & Emotional Wellbeing

Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents.

Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self-motivation.

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.

Possession: when we have physical control of the ball.

Dodge: a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender.

Try: a method of scoring points in rugby

Tagging or Tag: the method applied by the defender teaming to stop the ball carrier running with the ball

Ball Carrier: The ball carrier is defined as the attacker who is in possession of the ball.

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

- The aim of the game for the attackers is to score a try.
- The aim of the game for the defenders is to prevent the opposition from scoring a try.
- The aim for the defender is to tag the attacking players with the ball, slowing down their attack
- Pupils must always have two hands on the ball when moving, passing or scoring a try. If the ball is dropped possession changes.
- A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands.

"Bridging Back" (previous years/cross-curricular content)

Reception, Y1, Y2 – Games for understanding, Ball Skills, Locomotion
Y3 – Games sense invasion

"Bridging Forward" (future years/cross curricular content)

Y4, Y5, Y6 – Invasion Games – Football, Games Sense Invasions, Dodgeball, Hockey, Quidditch, Netball

Y3 Physical Education

Area of Learning: Invasion Games

Unit Title: Football

Term: Spring 1 & 2

Physical & Cognitive

Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.

Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team

Social & Emotional Wellbeing

Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.

Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self-motivation.

Key Vocabulary

Knowledge Overview

ANCHOR 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.

Possession: when we have physical control of the ball.

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

GOLDBLOCKS WORDS

Dribbling: a method of moving with the ball

Free kick: A free kick is a method of restarting the game following an offence committed by the opposing side outside of the penalty area.

Penalty: A penalty kick is a method of restarting the game following an offence committed by the opposing side inside the penalty area.

STEP ON WORDS

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

- There are no corners during the games in year 3.
- If the ball goes off the pitch behind the goal, play is restarted with a goal kick
- If the ball goes off the pitch at the side, possession changes.
- A free kick is awarded if a player commits a foul, including handball.
- The opposing team restart with possession after a goal is scored.

"Bridging Back" (previous years/cross-curricular content)

Reception, Y1, Y2 – Games for understanding, Ball Skills, Locomotion
Y3 – Tag Rugby, Games sense invasion

"Bridging Forward" (future years/cross curricular content)

- **Y4, Y5, Y6** – Invasion Games – Games Sense Invasions, Dodgeball, Hockey, Quidditch, Netball, Basketball

Y3 Physical Education

Area of Learning: Athletics			
Unit Title: Athletics			
Term: Summer 1			
Physical & Cognitive			Social & Emotional Wellbeing
<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>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>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>Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</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"> • At the start of a race, pupils must remain behind the line until the command 'go'. If a pupil starts moving before the command 'go,' this is known as a false start and the race is restarted. • Athletics can be an individual, or a team, sport. • Track are running events and field are throwing and jumping events. • Speed is vital to success when sprinting or throwing an object. • Distance might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped. • Pupils are not allowed to throw the relay baton. If any pupil in the team drops the relay baton, the team is disqualified from the race.
<p>Distance: the length of space between two points</p> <p>Speed: the ability to move all or part of the body as quickly as possible</p> <p>Tactics: a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p>	<p>Acceleration: how quickly an athlete can increase their speed over a distance</p> <p>Accuracy: the ability to control where we throw an object.</p> <p>Relay: a running race where members of a team take turns to complete parts of the race.</p>	<p>Change Over: where two athletes from the same team pass a baton between one another while running as fast as possible.</p>	
<p>"Bridging Back" (previous years/cross-curricular content)</p> <p>Reception, Y1, Y2 – Locomotion – Walking, Jumping, Running, Dodging</p>			<p>"Bridging Forward" (future years/cross curricular content)</p> <p>Y4, Y5, Y6 - Athletics</p>

Area of Learning: Net/Wall Games
Unit Title: Tennis

Term: Summer 2

Physical & Cognitive

Pupils will throw/hit the ball into space on their opponent’s side of the court. After playing a shot, pupils will recover to a ready position, ready to return the ball.

Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponent’s side of the court.

Social & Emotional Wellbeing

Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.

Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDILOCKS WORDS

STEP ON WORDS

Space: is an open area on the court that is unoccupied by your opponent.

Return: successfully hitting a ball back over the net.

Recover: returning to a position on the court, usually in the middle of the court on the baseline, ready to receive a shot from your opponent.

Forehand: a shot in which the palm of your hand faces the direction in which you are hitting the ball.

Outwit: using your intelligence to trick or out smart your opponent to win a point.

Rally: a series of returned hits of the ball.

Baseline: The baseline runs parallel to the net and defines the back of the court on each side.

Out: when the ball is returned over the net and does not bounce on the inside of the court.

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

- A rally ends when either player fails to successfully return the ball.
- A successful return is one which lands on or in your opponent’s side of the court
- Pupils start the game with a serve from the line at the back of the court known as the baseline. The ball must land on the inside of their opponent’s side of the court for the serve to count.
- The ball is only allowed to bounce once on your side of the court before you return it, or your opponent wins a point.

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

Reception, Y1, Y2 – Locomotion, Rackets bats and balls, Games for understanding

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

Y6 - Badminton

Area of Learning: Outdoor Adventure Activities
Unit Title: Communication & Tactics

Term: Summer 1 & 2

Physical & Cognitive

Pupils will work within teams to complete the different problem-solving challenges successfully.

Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team

Social & Emotional Wellbeing

Pupils will develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams.

Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Attacker: We are considered an ‘attacker’ when we or our team are trying to capture the flag

Defender: We are considered a ‘defender’ when we are trying to tag the other team, trying to prevent them from taking a flag

GOLDBLOCKS WORDS

Communication: is the method of transferring information from one person or a group to another.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Tag: is the method applied by the defending team to stop the attackers from capturing the flag.

STEP ON WORDS

Strategy: is a planned set of actions that are used by a team or individual to achieve a long-term goal.

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

- Types of communication include: verbal, nonverbal, written and visual.
- We plan a strategy and then use specific tactics to help us achieve our goal
- An effective team is one which communicates, co-operates and plans together.
- An effective team leader communicates clearly, acts responsibly and fairly, and delegates when needed.

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

Y1 – Team building

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

Y5 – Orienteering

Y6 – Leadership, Problem Solving