

Area of Learning: Invasion Games

Unit Title: Hockey

Term: Autumn 1

Physical & Cognitive

Social & Emotional Wellbeing

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDILOCKS WORDS

STEP ON WORDS

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

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

Attack: the aim of the game for the attackers is to score a goal.

Counter Attack: a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

Marking: when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

Goal Side: where a defender positions himself between the attacker and the goal.

Man-to-Man Marking: a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.

- It is important that teams work together to decide upon the tactics and how best to counter-attack against the opposition.
- When a team are in possession of the ball they need to work together and apply their understanding of passing, moving and dribbling to create a shooting opportunity.
- When marking, it is important to keep watching the players to try to predict where they will go and get there first, or with them.
- Pupils can only use the flat side of the stick when passing or dribbling

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

Reception, Y1, Y2 – Attack vs Defence – Games for Understanding
Y3, Y4 – Invasion Games – Tag Rugby, Football, Games Sense Invasions, Dodgeball

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

Y5, Y6 – Invasion Games – Netball, Quidditch, Basketball, Handball

Area of Learning: Dance			
Unit Title: Street Art			
Term: Autumn 2			
Physical & Cognitive			Social & Emotional Wellbeing
Pupils will perform accurately and convincingly as they bring street art to life through movement. Pupils can perform with flow showing clarity and fluency.			Pupils will consistently apply different life skills such as cooperation as they work successfully with others to execute their movements and group performance.
Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their movements.			Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances
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 show dynamic vocabulary • Good dancers include movement, expression and emotion in to all they do. • Changing the speed can enhance the performance and add to expression. • How to explore 'relationship' concepts such as canon, unison, and counter balance/counter tension balance and use them in their choreography.
<p>Expression – the actions a dancer uses to make their characters thoughts or feelings known.</p> <p>Motif – a series of movements that are repeated.</p> <p>Creativity – using imagination or original ideas when performing their dance actions.</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>Choreography – a set of sequence steps and movements that have been specifically designed to perform.</p> <p>Street Art: is artwork that is created in public.</p> <p>Breakdance: an energetic style of dance often performed to hip-hop music.</p>	<p>Toprock: a set movement pattern performed from standing. It is an introduction to an individual dancers' personal style and is the warm-up to more challenging moves</p>	
<p>"Bridging Back" (previous years/cross-curricular content)</p> <p>Reception, Y1, Y2 – Dance – Ourselves, Dinosaurs, Growing, Explorers Y3, Y4 – Dance – Weather, Space</p>			<p>"Bridging Forward" (future years/cross curricular content)</p> <p>Y6 – Dance – Prejudice and Discrimination</p>

Y5 Physical Education

Area of Learning: Health and Wellbeing
Unit Title: Health Related Exercise

Term: Autumn 1 & 2

Physical & Cognitive

Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.

Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility

Social & Emotional Wellbeing

Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits.

Pupils will develop life skills such as self-motivation, resilience and integrity as they strive to improve their own performances.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDILOCKS WORDS

STEP ON WORDS

Fitness: Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease.

Strength: Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.

Flexibility: Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.

Circuits: Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.

Cardiovascular System: The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies.

Fitness Assessment/Test: A fitness test will evaluate your overall health and physical status. The test marks the starting point for designing an appropriate exercise programme

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

- Fitness is the state of being physically, mentally and socially healthy as a result of proper nutrition and exercise
- The dangers of leading an unhealthy and inactive lifestyle
- Our bodies have a resting pulse rate which increases during exercise
- During exercise the heart beats faster (pulse) to allow more blood to pass through your body
- Your muscles need more oxygen during exercise.

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

Y2 - Health and Wellbeing
Y3 - Mindfulness

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

Area of Learning: Gymnastics
Unit Title: Counter Balance and Counter Tension

Term: Spring 1

Physical & Cognitive

Pupils will execute ‘excellent’ balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.
 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

Social & Emotional Wellbeing

Pupils will demonstrate communication skills and show respect as they watch others’ performances and give feedback on ways to improve.
 Pupils will apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDILOCKS WORDS

STEP ON WORDS

Interesting: when pupils are thinking and being creative.
Flow: when a gymnast moves from one action to another without stopping.
Levels: when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

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.
Counter Balance: A counter balance is a pushing balance.
Counter Tension: A counter tension is a pulling balance.

Unison: where pupils perform the same movement at exactly the same time as each other.
Canon: where pupils perform the same movement one after the other.

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

- A counter balance is a pushing balance so pupils will need to be linked with their partner but can use different balance points
- Balances can be applied both on the floor and on apparatus
- A counter tension balance is a pulling balance so pupils will need to be linked with their partner but can use different balance points
- Excellent balances include flow, travel, movement and different levels.

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

Reception- Gymnastics – Moving & high, low, over, under
Y1 – Gymnastics – Wide, narrow, curled
Y2 – Gymnastics – Linking
Y3 – Gymnastics – Symmetry & Asymmetry
Y4 – Gymnastics – Bridges

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

Y6 – Gymnastics – Matching and Mirroring

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

Term: Spring 2

Physical & Cognitive

Pupils will be able to execute the backhand and forehand technique with accuracy and consistency. Pupils will be able to use and apply the serve in games.

Pupils will demonstrate an understanding of where to play the shuttle and why. Pupils will understand the consequences if shots are not accurate and controlled.

Social & Emotional Wellbeing

Pupils will develop life skills such as communication and respect as they collaborate with others and play by the rules.

Pupils will apply self-motivation and integrity as they strive to always try their best, even when they are losing or finding the skills difficult to apply.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDBLOCKS WORDS

STEP ON WORDS

Space: an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court

Return: successfully hitting a shuttlecock back over the net, landing it in, on your opponent's side of the court

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

Backhand: a shot in which you hit the shuttlecock with your arm across your body and the back of your hand facing the ball.

Serve: the method of starting a game of badminton.

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

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.

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

- The 'ready position' is in the centre of the court so they can see all of the court and reach anywhere that the shuttlecock is hit.
- The shuttlecock should be hit with the centre of the racket.
- A serve is from the baseline and the shuttlecock must be hit diagonally into the opponent's service box.
- The correct stance is with the opposite foot forward to the hand that the racket is in

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

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

Y3 - Tennis

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

Area of Learning: Invasion Games

Unit Title: Netball

Term: Spring 1 & 2

Physical & Cognitive

Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.

Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics

Social & Emotional Wellbeing

Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.

By facilitating learning through game-based scenarios, pupils' self-discipline will be challenged as they focus on trying their best, even when their team is losing.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

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

Marking: when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

GOLDBLOCKS WORDS

Possession: when we have physical control of the ball or other implement of play.

Shoulder Pass: used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it's another way you can outwit defenders

Bounce Pass: a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.

STEP ON WORDS

Transition: is defined as the process of recognising and responding after losing or regaining possession

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

- There are 5 positions in Netball: Goal Keeper (GK), Goal Defence (GD), Centre(C), Goal Attack (GA), Goal Shooter (GS)
- A player may receive the ball with one foot grounded or may jump to catch the land on one foot. While that landing foot remains on the ground the other foot may be moved in any direction.
- The player with the ball must be allowed an unimpeded throwing or shooting action however, one jump to intercept a throw or shot at goal is allowed provided that the player is at least 1m away
- A player must pass or shoot within 4 seconds

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

Reception, Y1, Y2 – Attack vs Defence – Games for Understanding
Y3, Y4, Y5 – Invasion Games – Tag Rugby, Football, Games Sense Invasions, Dodgeball, Hockey

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

Y5, Y6 – Invasion Games – Quidditch, Basketball, Handball

Area of Learning: Invasion Games

Unit Title: Quidditch

Term: Summer 1

Physical & Cognitive

Pupils will be able to refine their attacking and defending skills and apply these skills effectively into their game play.

Pupils will be able to apply a refined understanding of the roles of each position as well as identify strengths and weaknesses in their own and others' performances.

Social & Emotional Wellbeing

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

Pupils will effectively apply life skills such as self-discipline and resilience as they strive to improve their own performance and understanding.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Counter Attack: A counter attack is a tactic employed by the team gaining possession

Referee: is an official who enforces the rules and is responsible for making sure that the game is played fairly

GOLDBLOCKS WORDS

Chaser (attacker): A Chaser is an, 'attacker' in Quidditch.

Beater (defender): A Beater is a, 'defender' in Quidditch.

Snitch: The Snitch is a ball that enters the playing area prior to the end of the game

Seeker: The Seeker's role is to try and catch the Snitch.

Quaffle: Is the ball used to score points in a game of Quidditch. Only the Chasers can touch the Quaffle.

STEP ON WORDS

Bludger: A Bludger is carried by the Beaters who throw this at the Chaser who is in possession of the Quaffle. If a Bludger hits the Chaser in possession of the Quaffle, possession changes

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

- The aim of the game for the Chaser is to keep possession of the Quaffle ball and score a goal.
- The aim of the game for the Beater is to prevent the opposition (Chaser) from scoring by hitting them with their Bludger ball.
- The snitch is represented by a player wearing a sitch sock or tag that enters the playing area one minute before the end of the game. Once the snitch is caught the game ends.
- The Seeker is the only player who is allowed to catch the Snitch.

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

Reception, Y1, Y2 – Attack vs Defence – Games for Understanding
Y3, Y4, Y5 – Invasion Games – Tag Rugby, Football, Games Sense Invasions, Dodgeball, Hockey, Netball

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

Y6 – Invasion Games – Games Sense Invasions, Basketball, Handball

Area of Learning: Athletics			
Unit Title: Athletics			
Term: Summer 2			
Physical & Cognitive			Social & Emotional Wellbeing
<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>Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p>			<p>Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</p> <p>Pupils will strive to improve their own technique, ensuring they always apply maximum effort.</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"> • The importance of a correct arm and head technique and how that will help to improve their pace and power. • Shot puts are held in the fingers not in the palm of the hand. • The shot put technique consists of three phases: the extension, the rotation and the transfer of weight. • A stride pattern is counted from the moment the lead leg touches ground after clearing the hurdle until the same lead leg prepares for take-off at the next hurdle.
<p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p>Speed: Is the ability to move all or part of the body as quickly as possible</p> <p>Distance: is defined as the length of space between two points.</p>	<p>Change Over: A change-over is where two athletes from the same team pass a baton between one another while running as fast as possible</p> <p>Personal Best: A personal best is an individual or team's best performance in a given event</p> <p>Lap: Is one full completed circuit of a track in a running race.</p>	<p>Evaluation: means for an athlete to review their own or teams' performance, making judgements on their own or teams' strengths and weaknesses in order to improve their own or teams' performances.</p>	
<p>"Bridging Back" (previous years/cross-curricular content)</p> <p>Reception, Y1, Y2 – Locomotion – Walking, Jumping, Running, Dodging Y3, Y4, - Athletics</p>			<p>"Bridging Forward" (future years/cross curricular content)</p> <p>Y6 - Athletics</p>

Area of Learning: Outdoor Adventure Activities

Unit Title: Orienteering

Term: Summer 1 & 2

Physical & Cognitive

Pupils will consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible.

Pupils will consolidate their understanding of what makes an effective team and understand how important teamwork is when orienteering.

Social & Emotional Wellbeing

Pupils will consolidate life skills such as encouragement as they collaborate with their team to successfully complete the orienteering challenges.

Pupils will apply integrity and self-motivation as they complete the challenges. Pupils will consolidate their leadership skills and take responsibility for others.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDILOCKS WORDS

STEP ON 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.

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

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

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

Scale: The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground.

Control Point: A control point is a marked waypoint used in orienteering.

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

- The scale of a map allows the reader to calculate the size, height and dimensions of the features shown on the map, as well as distances between different points.
- Control points are marked both on a map and on the ground.
- Every member of the team must participate equally – everyone has different skills and strengths to bring to a team.
- Good communication is essential if a team is to work together well and be successful.

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

Y3 – Outdoor Adventure Activities – Communication & Tactics

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

Y5 – Outdoor Adventure Activities – Orienteering

Y6 – Outdoor Adventure Activities – Leadership, Problem Solving