

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

Term: Autumn 1

Physical & Cognitive

Pupils will apply a refined understanding of attacking skills to score points against another team, and defensive skills to regain possession. Pupils will demonstrate resourcefulness and reflective skills as they create a range of attacking and defending tactics, applying these to their games.

Social & Emotional Wellbeing

Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform, ensuring each team member is motivated. Pupils will constantly apply life skills such as self-motivation and integrity by playing by the rules and leading others by example.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDBLOCKS WORDS

STEP ON WORDS

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

Tackle – a method of defending.

Referee/Umpire - an official who enforces the rules and is responsible for making sure that the game is played fairly.

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

Transition – the process of recognising and responding after losing or regaining possession.

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.

Pressure – the term used to immediately try to gain possession of the ball back.

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

- It is important that teams work together to decide upon the tactics and how best to counter-attack against the opposition.
- Rather than leaving the ball alone, teams or an individual can apply pressure in an attempt to regain possession.
- 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.
- The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.
- an official who enforces the rules and is responsible for making sure that the game is played fairly.
- Arguing with the referee or umpire could result in a red card being given (the player being sent off).

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

Reception, Y1, Y2 – Attack vs Defence – Games for Understanding
Y3, 4, 5, 6 – Invasion Games – Tag Rugby, Football, Games Sense Invasions, Dodgeball, Hockey, Quidditch, Netball

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

Y6 – Invasion Games – Handball
KS3 - use a range of tactics and strategies to overcome opponents in direct competition through team and individual games

Area of Learning: Gymnastics
Unit Title: Matching & Mirroring

Term: Autumn 2

Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p>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>Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.</p> <p>Pupils will consistently apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.</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"> • Matching and mirroring sequences can be transferred from the floor to apparatus – this adds complexity and interest to the performance. • When evaluating the effectiveness of a sequence, we can use what we know about ‘excellent gymnastics’ as part of our reflection. • It is important that partners work together when matching and mirroring and that they are aware of each other’s strengths and weaknesses.
<p>Flow – when a gymnast moves from one action to another without stopping.</p> <p>Levels – when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.</p> <p>Canon - where pupils perform the same movement one after the other.</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>Matching – where pupils perform exactly the same movements at the same time.</p> <p>Mirroring – where pupils perform their movements creating a mirror image of each other.</p>	<p>Unison – where pupils perform the same movement at exactly the same time as each other.</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>Y3 – Gymnastics – Symmetry & Asymmetry</p> <p>Y4 – Gymnastics – Bridges</p> <p>Y5 – Gymnastics – Counter balance & counter tension</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>KS3 - develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>KS3 - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>

Area of Learning: Invasion Games
Unit Title: Basketball

Term: Autumn 1 & 2

Physical & Cognitive

Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.
Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of attacking and defending tactics, applying these to their games.

Social & Emotional Wellbeing

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.
Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDBLOCKS WORDS

STEP ON WORDS

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

Transition – the process of recognising and responding after losing or regaining possession.

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

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.

Backcourt Violation – A foul is called when the team in possession of the ball cross into the opposition's half of the court and then, pass or dribble the ball back into their half of the court.

High Press – a tactic applied by the defending team that defends high up the court and inside the opposition's half in an attempt to regain possession quickly

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

- When a team commits a backcourt violation, possession changes.
- It is important to create 'fluidity' between passes and attacks – to keep the movement going rather than individuals holding on to the ball for too long.
- The 'double dribble' and 'travelling' rule can be applied throughout the game.
- Players must mark the opposition carefully to try to avoid them getting possession of the ball.

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

Reception, Y1, Y2 – Attack vs Defence – Games for Understanding
Y3, 4, 5, 6 – Invasion Games – Tag Rugby, Football, Games Sense Invasions, Dodgeball, Hockey, Quidditch, Netball

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

KS3 - use a range of tactics and strategies to overcome opponents in direct competition through team and individual games

Area of Learning: Dance
Unit Title: Prejudice & Discrimination

Term: Spring 1

Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements with accurate expression and conveying the correct emotion. Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.</p>			<p>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. 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>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP ON WORDS	By the end of this unit, the pupils should know:
<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>Prejudice – an opinion that is not based on reason or an actual experience.</p> <p>Discrimination – treating someone or a group of people differently from others.</p>	<p>Protected Characteristics – an aspect of a person's identity that makes them who they are. It is against the law to discriminate against any of them.</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>"Bridging Back" (previous years/cross-curricular content)</p> <p>Reception, Y1, Y2 – Dance – Ourselves, Dinosaurs, Growing, Explorers Y3, 4, 5 – Dance – Weather, Space, Street Art</p>			<p>"Bridging Forward" (future years/cross curricular content)</p> <p>KS3 - perform dances using advanced dance techniques within a range of dance styles and forms.</p>

Area of Learning: Invasion Games

Unit Title: Handball

Term: Spring 2

Physical & Cognitive

Pupils will apply a refined understanding of attacking skills to score points against another team, and defensive skills to regain possession. Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of attacking and defending tactics, applying these to their games.

Social & Emotional Wellbeing

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. Pupils will constantly apply life skills such as self-motivation and integrity by playing by the rules and leading others by example.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

GOLDBLOCKS WORDS

STEP ON WORDS

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

Transition – the process of recognising and responding after losing or regaining possession.

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.

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

High Press – a tactic applied by the defending team that defends high up the court and inside the opposition's half in an attempt to regain possession quickly

Formation – how the attackers and defenders position themselves on the pitch.

Zonal Marking – a defensive tactic used where each player marks the space closest to them, marking whichever attacker enters their space.

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

- Teams must work together to create suitable shooting opportunities.
- Effective teams work together to maintain possession for a sustained period of time.
- Players should demonstrate good pressure by marking the player with the ball preventing them from making a pass.
- Effective marking stops passes between the players on the opposing team being successful.
- When defending, effective players force the opposition to make mistakes and win back possession by applying effective defensive tactics

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

Reception, Y1, Y2 – Attack vs Defence – Games for Understanding
Y3, 4, 5, 6 – Invasion Games – Tag Rugby, Football, Games Sense Invasions, Dodgeball, Hockey, Quidditch, Netball, Basketball

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

KS3 - use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
KS3 - take part in competitive sports and activities outside school through community links or sports clubs.

Area of Learning: Outdoor Adventure Activities

Unit Title: Leadership

Term: Spring 1 & 2

Physical & Cognitive

Pupils will apply effective leadership skills to support and guide other pupils/their team in order to play games and complete challenges. Pupils will apply their understanding of what makes an effective leader as well as effectively evaluating others leadership efforts and give constructive feedback.

Social & Emotional Wellbeing

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. 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.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

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

Co-operation – another word used to define teamwork, meaning to work together to achieve a goal or complete a task.

Responsibility - another word used to define teamwork, meaning to work together to achieve a goal or complete a task.

GOLDILOCKS WORDS

Leadership – the ability to guide members of your team towards achieving your goal.

Task – the type of game or activity that pupils are taking part in.

Equipment – the necessary items that are used to play a game or activity.

STEP ON WORDS

Integrity – a strong sense of honesty; firmness of moral character.

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

- Good leaders know how to bring out the best in their team and encourage people to work together effectively.
- Leaders must be very good listeners – they listen to everybody’s opinions and ideas and makes everybody feel valued.
- Good communication is essential if a team is to work together well and be successful.
- The “STEP” Principles include: Space, Task, Equipment and People.

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

Y3 – Outdoor Adventure Activities – Communication & Tactics
Y5 – Outdoor Adventure Activities - Orienteering

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

KS3 – take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Area of Learning: Athletics			
Unit Title: Competitions			
Term: Summer 1			
Physical & Cognitive		Social & Emotional Wellbeing	
<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>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>Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.</p> <p>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>	
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	By the end of this unit, the pupils should know:
<p>Teamwork – the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Speed – the ability to move all or part of the body as quickly as possible</p> <p>Distance - the length of space between two points.</p>	<p>Evaluation – when an athlete reviews their own or their team’s performance.</p> <p>Events – The different track and field activities in athletics are known as events.</p>	<p>False Start - where an athlete begins a running race before they are permitted to do so.</p>	<ul style="list-style-type: none"> • Athletics can be an individual, or a team, sport. • Track are running events and field are throwing and jumping events. • If there is a false start, the race/event must be stopped and started again to ensure it is fair. • When making an evaluation of performance, athletes consider what changes could be made to make themselves or their team perform better next time. • 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. • In Athletics, speed is vital to success.
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception, Y1, Y2 – Locomotion – Walking, Jumping, Running, Dodging Y3, Y4, Y5 - Athletics</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>KS3 - develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] KS3 - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>

Area of Learning: Outdoor Adventure Activities
Unit Title: Problem Solving

Term: Summer 2

Physical & Cognitive

Pupils will apply a refined understanding of passing and moving to score points against another team.
 Pupils will be able to think tactically and create, evaluate and refine tactics for completing the challenges.

Social & Emotional Wellbeing

Pupils will apply advanced communication skills, taking the lead to ensure everyone in their team understands their role and the tactics to be executed.
 Pupils will constantly apply life skills such as integrity and self-motivation by playing by the rules and leading others by example.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

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

Leadership – the ability to guide members of your team towards achieving your goal.

GOLDILOCKS WORDS

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

Trust – the ability to have the confidence to believe in the actions of your team or partner.

STEP ON WORDS

Adapting – to change how you do something – either by a lot or just a little bit.

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

- It is essential that team members trust each other and are led by a strong leader who communicates effectively.
- Teams plan a strategy and then use specific tactics to help us achieve our goal.
- It is important to remember that sometimes the strategy may have to change throughout the activity in response to the actions of the other team, or the problem being faced.
- Every member of the team must participate equally – everyone has different skills and strengths to bring to a team.
- If a team does not collaborate well together, some members may become upset and feel they are not part of the team. This is not conducive to being successful.

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

Y3 – Outdoor Adventure Activities – Communication & Tactics
Y5 – Outdoor Adventure Activities – Orienteering
Y6 – Outdoor Adventure Activities – Leadership

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

KS3 – take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Area of Learning: Striking & Fielding

Unit Title: Rounders

Term: Summer 1 & 2

Physical & Cognitive

Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.
Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of tactics, applying these to their games.

Social & Emotional Wellbeing

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.
Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

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

Umpire – an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly.

GOLDBLOCKS WORDS

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

Bowler – the action of propelling the ball towards the wicket defended by a batter.

Outfielder – a player on the fielding team, not on a base or the backstop.

STEP ON WORDS

Run Out – occurs when a batter running to a base fails to reach that particular base before the ball and is stumped or a batter overtakes another batter when running around the bases.

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

- An outfielder is responsible for catching and returning the ball to a base to prevent the batter from scoring a rounder.
- The intention of the bowler is getting the batter out or preventing them from scoring runs.
- The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.
- It is essential that the fielders are concentrating and observing at all times so that they can track the ball.
- Fielders must communicate with each other to decide who is going to try to catch the ball.
- A batter can be out if the fielding team catch the ball hit by the batter before it touches the ground or by touching the post the batter is heading to with the ball before the batter reaches it.

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

Y4 – Striking & Fielding – Cricket

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

KS3 – use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

KS3 - develop their technique and improve their performance in other competitive sports