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2021/2022


PE	EYFS	1	2	3	4	5	6
<p>Thinking – head Knowledge</p>  <p>Feeling – heart Behaviour</p>  <p>Doing – Hands Skills</p>  <p>All PE lessons to have an element of:</p> <p>Communicating</p> <ul style="list-style-type: none"> - coaching (peer to peer) - showing understanding of health related fitness 	-	<p>Autumn</p> <p>Gymnastics (teacher)</p> <p>Outcome: In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - selecting and applying actions 	<p>Autumn</p> <p>Dance – The Great Fire of London (teacher)</p> <p>Outcome: Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - selecting and applying actions - counting - observing and providing feedback - creating 	<p>Autumn</p> <p>Gymnastics (teacher)</p> <p>Outcome: In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - selecting and applying actions - evaluating and improving 	<p>Autumn</p> <p>Swimming (swimming teacher)</p> <p>Outcome: This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - comprehension - planning tactics  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - communication - supporting and encouraging others 	<p>Autumn</p> <p>Dance (teacher)</p> <p>Outcome: Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - creating - observing and providing feedback - using feedback to improve - selecting and applying skills  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - collaboration 	<p>Autumn</p> <p>Gymnastics (teacher)</p> <p>Outcome: In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - electing and applying actions - evaluating and improving sequences  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - responsibility - collaboration




















<p>Collaboration</p> <ul style="list-style-type: none"> - working with others - performing in groups <p>Competing</p> <ul style="list-style-type: none"> - embed fairness and respect values - competitions at all levels 		<p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - sharing - working safely - confidence  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - travelling actions - shapes - balances - jumps - barrel roll - straight roll - forward roll progressions <p>Objectives:</p> <ul style="list-style-type: none"> - To explore travelling movements using the space around you. - To develop quality when performing gymnastic shapes. - To develop stability and control when performing balances. - To develop technique and control when performing shape jumps. - To develop technique in the barrel, straight and forward roll. - To link gymnastic actions to create a sequence. <p>Key vocabulary: action, travel, balance, jump, direction, roll, point, shape, speed, fast, slow, level</p> <p>Invasion games (sports coach)</p> <p>Outcome – Pupils develop the basic skills required in</p>	<p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - respect - consideration - sharing ideas - decision making with others - acceptance - confidence  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - travel - copying and performing actions - using dynamics, pathway, expression and speed - balance - coordination <p>Objectives:</p> <ul style="list-style-type: none"> - To repeat, link and choose actions. - To create actions and accurately copy other's actions. - To copy, remember and repeat actions using facial expressions to show different characters. - To perform in unison creating shapes with a partner. - To be able to mirror a partner and create ideas. - To copy, repeat and create actions in response to a stimulus. - To copy, create and perform actions considering dynamics. - To create a short dance phrase with a partner showing clear changes of speed. <p>Key vocabulary - counts, action, travel, shape, direction, speed, level,</p>	<p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - collaboration - communication - respect - confidence  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> -individual point and patch balances - straight roll - barrel roll - forward roll - straight jump - tuck jump - star jump - rhythmic gymnastics <p>Objectives:</p> <ul style="list-style-type: none"> - To be able to create interesting point and patch balances. - To develop stepping into shape jumps with control. - To develop the straight, barrel, and forward roll. - To be able to transition smoothly into and out of balances. - To create a sequence with matching and contrasting actions and shapes. - To create a partner sequence incorporating equipment <p>Key vocabulary - matching, contrasting, sequence, direction, interesting, flow, explore, control, shape, create.</p> <p>Netball (sports coach)</p> <p>Outcome: Pupils will be encouraged to persevere when developing competencies</p>	<ul style="list-style-type: none"> - keeping myself and others safe - confidence  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - submersion - floating - gliding - front crawl - backstroke - breaststroke - rotation - sculling - treading water - handstands - surface dives - H.E.L.P and huddle position <p>Objectives:</p> <ul style="list-style-type: none"> - To develop an understanding of buoyancy and balance in the water. - To develop independent movement and submersion. - To develop gliding and crawl legs. - To develop front crawl breathing. - To develop gliding and backstroke. - To develop rotation, sculling and treading water. - To develop surface dives, submersion and handstands. - To develop head above water breaststroke technique. - To develop head above water breaststroke technique. - To develop basic skills in water safety and floating. - To learn techniques for personal survival. 	<ul style="list-style-type: none"> - consideration and awareness of others - inclusion - respect - leadership - empathy - confidence  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - performing a variety of dance actions - using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions <p>Objectives:</p> <ul style="list-style-type: none"> - To create a dance using a random structure and perform the actions showing quality and control. - To understand how changing the dynamics of an action changes the appearance of the performance. - To understand and use relationships and space to change how a performance looks. - To work with a group to create poses and link them together using transitions. - To use choreographing devices when working as a group. - To copy and repeat movements in the style of Greeks. - To work with a partner to copy and repeat actions keeping in time with the music. - To work collaboratively with a group to create a dance in the style of Greeks. <p>Key vocabulary - levels, action, formation, timing, relationship, performance, expression, unison, posture, dynamics, canon.</p>	<ul style="list-style-type: none"> - communication - respect - confidence  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> -straddle roll - forward roll - backward roll - counter balance - counter tension - bridge - shoulder stand - handstand - cartwheel - headstand - vault <p>Objectives:</p> <ul style="list-style-type: none"> - To be able to develop the straddle, forward and backward roll. -To develop counter balance and counter tension. - To be able to perform inverted movements with control. - To be able to perform the progressions of a headstand and a cartwheel. - To be able to use flight from hands to travel over apparatus. - To be able to create a group sequence using formations and apparatus. <p>Key vocabulary - momentum, counter balance, aesthetics, formation, synchronisation, stability, inverted, progression, counter tension.</p> <p>Basketball (sports coach)</p> <p>Outcome: In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting.</p>
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	<p>invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>space, balance, timing, mirror, pathway.</p> <p>Invasion games (sports coach)</p> <p>Outcome: Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>	<p>in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>- To develop water safety skills and an understanding of personal survival.</p> <p>Key vocabulary - sculling, crawl, breaststroke, submersion, rotation, backstroke, buoyancy, survival, alternate, huddle, stroke, treading water.</p> <p>Netball (teacher)</p> <p>Outcome: In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>	<p>Basketball (sports coach)</p> <p>Outcome: Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p>	<p>Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>
	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - connecting information - decision making - recalling information  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - co-operation - communication - supporting and encouraging others - respect and kindness towards others - honesty and fair play - managing emotions 	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - creativity - reflection - decision making - comprehension  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - communication - respect - co-operation - kindness - empathy - integrity - independence - determination - perseverance 	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - planning strategies and using tactics - observing and providing feedback  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - working safely - communication - collaboration - honesty and fair play - perseverance  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - passing - catching - footwork 	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - planning strategies and using tactics - selecting and applying skills - decision making 	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - planning strategies and using tactics - observing and providing feedback  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - working safely - communication - collaboration - honesty and fair play - perseverance 	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - planning strategies and using tactics - observing and providing feedback  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - communication - collaboration - perseverance - honesty and fair play  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - throwing and catching - dribbling - intercepting - shooting <p>Objectives:</p>

		 <p><u>Doing – skills</u></p> <ul style="list-style-type: none">- throwing and catching- kicking- dribbling with hands and feet- dodging- finding space <p>Objectives:</p> <ul style="list-style-type: none">- To develop dribbling towards a goal and understand what being 'in possession' means.- To understand who to pass to and why when playing against a defender.- To move towards a goal with the ball.- To support a teammate when in possession.- To move into space showing an awareness of defenders.- To be able to stay with a player when defending. <p>Key vocabulary - safely, defender, dribbling, pass, attacker, space, points, score, team</p>	 <p><u>Doing – skills</u></p> <ul style="list-style-type: none">- throwing and catching- kicking- dribbling with hands and feet- dodging- finding space <p>Objectives:</p> <ul style="list-style-type: none">- To understand what being in possession means and support a teammate to do this.- To use a variety of skills to score goals.- To develop stopping goals.- To learn how to gain possession of the ball.- To develop an understanding of marking an opponent.- To learn to apply simple tactics for attacking and defending. <p>Key vocabulary - possession, send, teammate, chest pass, received, goal, dodge, bounce pass.</p>	<ul style="list-style-type: none">- intercepting- shooting <p>Objectives:</p> <ul style="list-style-type: none">- To develop passing and moving and play within the footwork rule.- To develop passing and moving towards a goal.- To develop movement skills to lose a defender.- To be able to defend an opponent and try to win the ball.- To develop the shooting action.- To develop playing using netball rules. <p>Key vocabulary - pivot, footwork, landing foot, attach, interception, defence, opponent, rebound, contact, opposition, obstruction, mark, receiver, possession.</p>	 <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none">- communication- collaboration- perseverance- honesty and fair play  <p><u>Doing – skills</u></p> <ul style="list-style-type: none">- passing- catching- footwork- intercepting- shooting- dodging <p>Objectives:</p> <ul style="list-style-type: none">- To develop passing and moving.- To be able to use the attacking principle of creating and using space.- To be able to change direction and lose a defender.- To be able to defend ball side and know when to go for interceptions.- To develop the shooting action.- To use and apply skills and tactics to small sided games. <p>Key vocabulary - rebound, possession, attack, contact, obstruction, defend, contest, conceding, interception, consecutive, consistently, turnover.</p> <p>Fitness (teacher)</p>	<p><u>Doing – skills</u></p> <ul style="list-style-type: none">- throwing and catching- dribbling- intercepting- shooting <p>Objectives:</p> <ul style="list-style-type: none">- To develop the attacking skill of dribbling.- To use protective dribbling against an opponent.- To develop the bounce and chest pass and begin to recognise- To develop tracking and defending an opponent.- To develop the technique for the set shot.- To be able to apply the skills, rules and tactics you have learnt to a mini tournament. <p>Key vocabulary - travelling, double dribble, possession, v dribble, receiver, playing area, opponent, tracking, rebound, opposition.</p>	<ul style="list-style-type: none">- To develop protective dribbling against an opponent.- To be able to move into space to support a teammate.- To choose when to pass and when to dribble.- To be able to track an opponent and use defensive techniques to win the ball.- To be able to perform a set shot and a jump shot.- To be able to apply the rules and tactics you have learnt to play in a basketball tournament. <p>Key vocabulary - referee, set shot, opponent, double dribble, possession, rebound, tactics, conceding, outwit, travelling, foul, jump shot.</p>
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					<p>Outcome: Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> <div></div> <p><u>Thinking – knowledge</u> - identifying areas of strength and areas for development</p> <div></div> <p><u>Feeling – behaviour</u> - supporting others - working safely - perseverance - determination</p>		
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					 <p><u>Doing – skills</u></p> <ul style="list-style-type: none">- strength- speed- power- agility- coordination- balance <p>Objectives:</p> <ul style="list-style-type: none">- To develop an awareness of what your body is capable of.- To develop speed and strength.- To complete actions to develop co-ordination.- To complete actions to develop agility.- To complete actions to develop balance.- To complete actions to develop stamina		
	<p>Spring</p> <p>Gymnastics (teacher)</p> <p>Outcome: In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using</p>	<p>Spring</p> <p>Multi-Skills (sports coach)</p> <p>Outcome: In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p>Spring</p> <p>Gymnastics (teacher)</p> <p>Outcome: In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given</p>	<p>Spring</p> <p>Dance – Dance festival Performance (teacher)</p> <p>Outcome: Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>Spring</p> <p>OAA - Juniper Hall (residential)</p> <p>- take part in outdoor and adventurous activity challenges both individually and within a team (NC) - Using key orienteering skills to explore inspirational landscapes, children will quickly and accurately navigate their teams through challenges and problems – mistakes cost time! Developing map reading, orientation and compass abilities, they will gain confidence in finding their way through unfamiliar terrain.</p>	<p>Spring</p> <p>Gymnastics (teacher)</p> <p>Outcome: In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Spring</p> <p>Badminton (sports coach)</p> <p>Outcome: Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with</p>

	<p>levels and directions when traveling and balancing.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - selecting and applying skills - creating sequences  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - taking turns - co-operation - communication - confidence - determination  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - shapes - balances - jumps - rocking - rolling - travelling <p>Objectives:</p> <ul style="list-style-type: none"> - To copy and create shapes with your body. - To be able to create shapes whilst on apparatus. - To develop balancing and taking weight on different body parts. - To develop jumping and landing safely. - To develop rocking and rolling. 	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - using tactics - exploring actions - comprehension  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - co-operation - communication - leadership - supporting others - honesty - perseverance - challenging myself  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - rolling - kicking - throwing - catching - bouncing - dribbling - tracking <p>Objectives:</p> <ul style="list-style-type: none"> - To develop control and co-ordination when dribbling a ball with your hands. - To explore accuracy when rolling a ball. - To explore throwing with accuracy towards a target. - To explore catching with two hands. 	<p>opportunities to provide feedback to others and recognise elements of high quality performance.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - selecting and applying actions  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - sharing - working safely - confidence - independence  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - shapes - balances - shape jumps - travelling movements - barrel roll - straight roll - forwards roll <p>Objectives:</p> <ul style="list-style-type: none"> - To perform gymnastic shapes and link them together. - To be able to use shapes to create balances. - To be able to link travelling actions and balances using apparatus. 	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - selecting and applying actions - creating - observing and providing feedback  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - sharing ideas - respect - inclusion of others - leadership - working safely - confidence - acceptance  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - using canon, unison, formation, dynamics, pathways, direction - copying and performing actions - control - balance <p>Objectives:</p> <ul style="list-style-type: none"> - To create actions in response to a stimulus and move in unison with a partner. - To create actions to move in contact with a partner or interact with a partner. 	<p>Gymnastics (teacher)</p> <p>Outcome:</p> <p>In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - selecting and applying actions - evaluating and improving sequences 	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - selecting and applying actions - evaluating and improving sequences  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - responsibility - collaboration - communication - respect - confidence  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - symmetrical and asymmetrical balances - straight roll - forward roll - straddle roll - backward roll - cartwheel - bridge - shoulder stand <p>Objectives:</p> <ul style="list-style-type: none"> - To be able to perform symmetrical and asymmetrical balances. - To develop the straight, forward, straddle and backward roll. - To be able to explore different methods of travelling, linking 	<p>coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - using tactics - selecting and applying skills - identifying strengths and areas for development  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - communication - respect - supporting and encouraging others - confidence - perseverance - honesty  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - ready position - grip - forehand - backhand - serve - footwork <p>Objectives:</p> <ul style="list-style-type: none"> - To develop footwork and the forehand and backhand grip. - To develop the backhand serve over a net. - To develop rallying using an overhead forehand clear.
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	<p>- To copy and create short sequences linking actions together</p> <p>Key vocabulary - copy, travel, space, shape, rock, over, backwards, sideways, forwards.</p>	<p>- To explore control and co-ordination when dribbling a ball with your feet.</p> <p>- To explore tracking a ball that is coming towards me.</p> <p>Key vocabulary - far, aim, safely, throw, send, roll, catch, direction, balance</p> <p>Dance – Pirates (teacher)</p> <p>Outcome: Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <div data-bbox="739 1396 923 1587" data-label="Image"> </div> <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - counting - observing and providing feedback - selecting and applying actions 	<p>- To demonstrate different shapes, take off and landings when performing jumps.</p> <p>- To develop rolling and sequence building.</p> <p>- To develop sequence work on apparatus.</p> <p>Key vocabulary - action, travel, balance, jump, direction, roll, link, sequence, straddle, pike, tuck, star, level.</p> <p>Multi-Skills (sports coach)</p> <p>Outcome: In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <div data-bbox="1038 1058 1219 1249" data-label="Image"> </div> <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - using tactics - exploring actions <div data-bbox="1038 1419 1246 1610" data-label="Image"> </div> <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - co-operation - communication - leadership - supporting others - honesty - perseverance - challenging myself 	<p>- To understand how dynamics affect the actions performed.</p> <p>To be able to select and use actions to represent an idea.</p> <p>- To work with a partner to choose actions that relate to an idea.</p> <p>- To remember and repeat actions, using dynamics to clearly show different phrases.</p> <p>- To choose actions which relate to the idea, using space and timing to make my work look interesting.</p> <p>- To understand and use formations, choosing poses which relate to the stimulus.</p> <p>- To use transitions and changes of timing to move into and out of shapes.</p> <p>Key vocabulary - unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions.</p> <p>Hockey (sports coach)</p> <p>Outcome: Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the</p>	<div data-bbox="1712 92 1920 283" data-label="Image"> </div> <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - responsibility - collaboration - communication - respect - confidence <div data-bbox="1712 552 1887 772" data-label="Image"> </div> <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - individual and partner balances - jumps using rotation - straight roll - barrel roll - forward roll - straddle roll - bridge - shoulder stand <p>Objectives:</p> <ul style="list-style-type: none"> - To develop individual and partner balances. - To develop control in performing and landing rotation jumps. - To develop the straight, barrel, forward and straddle roll. - To develop the straight, barrel, forward and straddle roll. - To develop strength in inverted movements. - To be able to create a partner sequence to include apparatus. <p>Key vocabulary - matching, contrasting, sequence, direction, interesting, flow, explore, control, shape, create, straddle, rotation, barrel.</p>	<p>actions in both canon and synchronisation.</p> <p>- To be able to perform progressions of inverted movements.</p> <p>- To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>- To be able to create a partner sequence using apparatus</p> <p>Key vocabulary - symmetrical, asymmetrical, extension, rotation, synchronisation, canon, inverted, progression, aesthetics.</p> <p>Badminton (sports coach)</p> <p>Outcome: Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <div data-bbox="2036 1598 2217 1789" data-label="Image"> </div> <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - using tactics - selecting and applying skills - identifying strengths and areas for development 	<p>- To develop the forehand serve over a net.</p> <p>- To learn how to score points and play in competitive games.</p> <p>- To develop the backhand clear and apply this to game situations.</p> <p>- To show respect, honesty and fair play when competing against an opponent.</p> <p>Key vocabulary - backhand, forehand, control, ready position, co-operatively, outwit, rally, return, serve, ready position, defensive, attacking, opponent, continuously.</p>
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Feeling – behaviour

- co-operation
- communication
- coming to decisions with a partner
- respect
- confidence
- acceptance



Doing – skills

- travel
- copying and performing actions
- using shape
- balance
- coordination

Objectives:

- To explore travelling actions and use counts of 8 to move in time with the music.
- To remember and repeat actions and respond imaginatively to a stimulus.
- To copy, remember and repeat actions that represent the theme.
- To copy, repeat, create and perform actions that represent the them
- To use expression and create actions that relate to the story.
- To use a pathway when travelling.
- To copy, repeat and choose actions that represent the theme.
- To show changes in



Doing – skills

- rolling
- kicking
- throwing
- catching
- bouncing
- dribbling

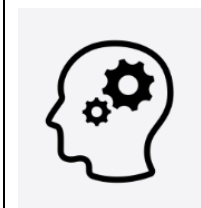
Objectives:

- To be able to roll a ball to hit a target.
- To develop co-ordination and be able to stop a rolling ball.
- To develop technique and control when dribbling a ball with your feet.
- To develop control and technique when kicking a ball.
- To develop co-ordination and technique when throwing and catching.
- To develop control and co-ordination when dribbling a ball with your hands.

Key vocabulary -

overarm, underarm, distance, dribble, collect, target.

rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.



Thinking – knowledge

- planning strategies and using tactics
- observing and providing feedback
- decision making



Feeling – behaviour

- communication
- collaboration
- inclusive
- honesty and fair play
- perseverance
- empathy



Doing – skills

- passing
- dribbling
- receiving
- intercepting
- tackling

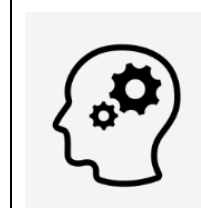
Objectives:

- To develop sending the ball with a push pass.
- To develop receiving the ball.
- To develop dribbling using the reverse stick (Indian dribble).

Hockey (sports coach)

Outcome:

In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.



Thinking – knowledge

- planning strategies and using tactics
- observing and providing feedback
- selecting and applying skills



Feeling – behaviour

- communication
- collaboration
- perseverance
- honesty and fair play



Feeling – behaviour

- communication
- respect
- supporting and encouraging others
- confidence
- perseverance
- honesty



Doing – skills


- ready position
- grip
- forehand
- backhand
- serve
- footwork






















Objectives:













- To develop footwork and the forehand and backhand grip.
- To develop the backhand serve over a net.
- To develop rallying using an overhead forehand clear.
- To develop the forehand serve over a net.
- To learn how to score points and play in competitive games.
- To develop the backhand clear and apply this to game situations.
- To show respect, honesty and fair play when competing against an opponent.

Key vocabulary -

backhand, forehand, control, ready position, co-operatively, outwit, rally, return, serve.

		<p>expression, level and shape.</p> <p>Key vocabulary - counts, action, travel, pose, move, direction, forwards, backwards, speed, fast, slow, level, shape.</p>		<p>- To develop moving into space after passing the ball.</p> <p>- To use an open stick tackle to gain possession.</p> <p>- To apply defending and attacking principles and skills in a hockey tournament.</p> <p>Key vocabulary - dribble, receiver, attack, shoot, interception, defence, opponent, trapping the ball, mark, opposition, obstruction, push pass, grip, possession.</p>	 <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - dribbling - passing - receiving - tackling - creating and using space - shooting <p>Objectives:</p> <ul style="list-style-type: none"> - To develop dribbling to beat a defender. - To develop sending the ball using a push pass. - To develop receiving the ball with control. - To be able to move into space to support a teammate. -To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. - To apply the rules and skills you have learnt to play in a hockey tournament. <p>Key vocabulary - obstruction, conceding, block tackle, trapping the ball, possession, attack, support, interception, jab tackle, consistently, bully off, defence.</p>		
	<p>Summer</p> <p>Fundamentals (sports coach)</p> <p>Outcome: In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing</p>	<p>Summer</p> <p>Athletics (sports coach)</p> <p>Outcome: In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will</p>	<p>Summer</p> <p>Striking & Fielding (teacher)</p> <p>Outcome: In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small</p>	<p>Summer</p> <p>Athletics (sports coach)</p> <p>Outcome: In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As</p>	<p>Summer</p> <p>Athletics (sports coach)</p> <p>Outcome: In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As</p>	<p>Summer</p> <p>Cricket (teacher)</p> <p>Outcome: Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a</p>	<p>Summer</p> <p>OAA – BLA (residential)</p> <p>Cricket (teacher)</p> <p>Outcome: Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter.</p>

<p>direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - decision making - selecting and applying actions - using tactics  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - working safely - responsibility - helping others - honesty - challenging myself - determination  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - balancing - running - jumping - changing direction - hopping - travelling <p>Objectives:</p> <ul style="list-style-type: none"> - To develop balancing whilst stationary and on the move. 	<p>engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - exploring ideas  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - working safely - collaborating with others - working independently - honesty and playing to the rules - determination  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - running at varying speeds - agility - balance - jumping, hopping and leaping in combination and for distance - throwing for distance <p>Objectives:</p> <ul style="list-style-type: none"> - To learn to move at 	<p>sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - select and apply - using tactics - decision making  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - communication - collaboration - honesty - acceptance - controlling emotions  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - throwing and catching - tracking a ball - bowling - batting <p>Objectives:</p> <ul style="list-style-type: none"> - To be able to track a rolling ball and collect it. - To develop accuracy in underarm throwing and consistency in catching when fielding a ball. - To develop accuracy with overarm throwing to send a 	<p>in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - working collaboratively - working safely - perseverance - determination  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - sprinting - jumping for distance - push and pull throwing for distance <p>Objectives:</p> <ul style="list-style-type: none"> - To develop the sprinting technique and improve on your personal best. - To develop changeover in relay events. - To develop jumping technique in a range of 	<p>in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - exploring ideas  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - working collaboratively - working safely - perseverance - determination  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - pacing - sprinting technique - jumping for distance - throwing for distance <p>Objectives:</p> <ul style="list-style-type: none"> - To develop stamina and an understanding of speed and pace in relation to distance. - To develop power and speed in the sprinting technique. - To develop technique when jumping for distance. 	<p>ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - applying strategies  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - collaboration and communication - respect - perseverance - honesty  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - underarm and overarm throwing - catching - over and underarm bowling - fielding and tracking a ball - batting <p>Objectives:</p> <ul style="list-style-type: none"> - To develop overarm throwing and catching. - To develop underarm bowling. 	<p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>  <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - observing and providing feedback - selecting and applying strategies  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - collaboration and communication - respect - honesty  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - underarm and overarm throwing - catching - over and underarm bowling - long and short barrier - batting <p>Objectives:</p>
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	<p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - co-operation - supporting others - honesty - perseverance  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - rolling a ball - stopping a rolling ball - throwing at a target - bouncing a ball - dribbling a ball with feet - kicking a ball <p>Objectives:</p> <ul style="list-style-type: none"> - To develop rolling a ball to a target. - To develop stopping a rolling ball. - To develop accuracy when throwing to a target. - To develop bouncing and catching a ball. - To develop dribbling a ball with your feet. - To develop kicking a ball. <p>Key vocabulary -</p> <p>roll, team, space, kick, bounce, throw, safely, stop, listen.</p>	 <p><u>Thinking – knowledge</u></p> <ul style="list-style-type: none"> - using tactics - selecting and applying skills - decision making  <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - communication - supporting and encouraging others - consideration of others - perseverance - honesty and fair play  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - throwing - catching - retrieving a ball - tracking a ball - striking a ball <p>Objectives:</p> <ul style="list-style-type: none"> - To develop underarm throwing and catching and put this into small sided games. - To develop overarm throwing. - To develop striking a ball with my hand and equipment. - To retrieve a ball when fielding. 	<p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - working safely - collaborating with others - working independently - determination  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - running at different speeds - jumping for distance - throwing for distance <p>Objectives:</p> <ul style="list-style-type: none"> - To develop the sprinting action. - To develop jumping for distance. - To develop technique when jumping for height. - To develop throwing for distance. - To develop throwing for accuracy. - To develop technique when taking part in an athletics carousel. <p>Key vocabulary -</p> <p>speed, jog, sprint, pace, balance, direction, take off, landing, swing, height, distance, overarm, underarm.</p>	 <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - collaboration and communication - respect - supporting and encouraging others - honesty and fair play - confident to take risks - managing emotions  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - underarm and overarm throwing - catching - tracking a ball - fielding and retrieving a ball - batting <p>Objectives:</p> <ul style="list-style-type: none"> - To play different roles in a game and begin to think tactically about each role. - To develop the bowling action and learn the rules of bowling. - To run around the outside of the bases and make decisions about when to stop and when to run. - To field a ball using a two handed pick up and a short barrier. - To develop batting technique and an understanding of where to hit the ball. - To apply skills and rules learnt to play rounders. <p>Key vocabulary -</p>	 <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - collaboration and communication - respect - supporting and encouraging others - honesty and fair play - confident to take risks - managing emotions  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - underarm and overarm throwing - catching - tracking a ball - fielding and retrieving a ball - batting <p>Objectives:</p> <ul style="list-style-type: none"> - To play different roles in a game and begin to think tactically about each role. - To develop the bowling action and learn the rules of bowling. - To run around the outside of the bases and make decisions about when to stop and when to run. - To field a ball using a two handed pick up and a short barrier. - To develop batting technique and an understanding of where to hit the ball. - To apply skills and rules learnt to play rounders. 	<ul style="list-style-type: none"> - supporting others - perseverance - determination  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - pacing - sprinting technique - relay changeovers - jumping for distance - push and pull throwing for distance <p>Objectives:</p> <ul style="list-style-type: none"> - To be able to apply different speeds over varying distances. - To develop fluency and co-ordination when running for speed. - To develop technique in relay changeovers. - To develop technique and co-ordination in the triple jump. - To develop throwing with force for longer distances. - To develop throwing with greater control and technique. <p>Key vocabulary -</p> <p>technique, compete, continuous pace, flight, determination, personal best, momentum, stride, downsweep, upsweep, officiate, rhythm.</p>	 <p><u>Feeling – behaviour</u></p> <ul style="list-style-type: none"> - determination - negotiating - collaborating with others - perseverance  <p><u>Doing – skills</u></p> <ul style="list-style-type: none"> - pacing - sprinting - jumping for distance - push throwing for distance - fling throwing for distance <p>Objectives:</p> <ul style="list-style-type: none"> - To work collaboratively with a partner to set a steady pace. - To develop your own and others sprinting technique. - To develop power, control and technique for the triple jump. - To develop power, control and technique when throwing for distance. - To develop throwing with force and accuracy for longer distances. - To work collaboratively in a team to develop the officiating skills of measuring, timing and recording <p>Key vocabulary -</p> <p>technique, control, force, continuous pace, trajectory, stride, momentum, officiate, flight, compete, rotation, transfer of weight.</p>
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		<div>- To understand how to get a batter out.</div> <div>- To develop decision making and understand how to score points.</div> <div>Key vocabulary - throw, points, target, pass, space, score, team, hit, catch, send, batter, bowler, fielder.</div>		strike, batting, bowl, fielding, retrieve, stance, stumped, short barrier, technique, backstop, post rounder.	Key vocabulary - strike, pressure, outwit, fielding, batting, backing up, continuous, co-operatively, retrieve, consecutive, consistently, overtake, obstruction.		
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