

# Physical Education Long Term Overview

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Reception</b>						
<b>Unit 1 and skills</b>	<b>Elmer</b> Negotiating space Underarm throwing, rolling, balancing	<b>EYFS Fundamental Movement Skills</b> Jump Hop on both feet Underarm throw Overarm throw Catching Climb under/over	<b>Hungry Caterpillar</b> Jumping Travel over and under Balance on body parts Throw under arm Roll in a variety of ways	<b>Mini beasts</b> Perform the basic skill of jumping Travel over, under and throw climbing equipment travel over, under and through balance and climbing equipment. Catch with increasing accuracy. roll in a variety of ways.	<b>Space</b> Perform a variety of gymnastic rolls. Show increasing control over an object pushing it. Over arm throw for distance.	<b>Seaside</b> Travel on hands and feet Pushing and patting Gymnastic rolls Underarm throw
<b>Personalisation and Subject Links</b>	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.
<b>Key Vocabulary</b>	Throw, ball, space, travel, balance, under arm, look, bend, stretch	Jump, run, slide, balance, shuffle, roll, hop, skip, stop, space	Jump, walk, roll, twist, ball, jump, feet, travel, catch, hop	Roll, jump, hop, skip, low, high, move, equipment, climb, up, down, body parts, balance, slide, under, over	Run, hop, skip, walk, slide, turn, change, speed, fast, slow, throw, catch, under arm, over arm, accuracy, travel, hands, feet, body,	
<b>Unit 2 and skills</b>	<b>How to Catch a Star</b> Balance, jumping, underarm throwing Send a ball/ throwing equipment with increasing accuracy.	<b>Fundamental Movement Skills</b> Jumping, hopping, balancing, moving, ways of travelling, moving	<b>Hungry Caterpillar</b> Perform the basic skill of jumping. Travel in a variety of ways low to the ground. Travel over, under and through balance and climbing equipment.	<b>Jack and the beanstalk</b> Experiment with different ways of moving. Use increasing control over an object by touching, pushing,	<b>Transport</b> Perform a variety of gymnastic rolls. Show increasing control over an object pushing it. Over arm throw for distance.	<b>Seaside</b> To show increasing control over an object pushing and patting it. To underarm throw with some accuracy. Perform a variety of gymnastic rolls.

	jump and land appropriately. practise throwing overarm.		Balance on a range of body parts. Throw under arm. Roll in a variety of ways.	patting, throwing, or catching. Move with control and co-ordination Use a range of small and large equipment Roll in different ways. climb up and down apparatus using alternate feet.		
<b>Personalisation and Subject Links</b>	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.	All PE units linked to units planned according to children's interests – changed and re planned each year.
<b>Key Vocabulary</b>	Throw, ball, space, travel, balance, under arm, look, bend, stretch Under arm, over arm	Jump, run, slide, balance, shuffle, roll, hop, skip, stop, space	Roll, jump, hop, skip, low, high, move, equipment, climb, up, down, body parts, balance,	Roll, jump, hop, skip, low, high, move, equipment, climb, up, down, body parts, balance, slide, under, over, pat, catch, control, small, big, throw		Run, hop, skip, walk, slide, turn, change, speed, fast, slow, throw, catch, under arm, over arm, accuracy, travel, hands, feet, body, roll, pat, push

#### Year One

<b>Unit 1 and skills</b>	<b>FMS Baseline Unit- Lost &amp; Found NC Objective</b> <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>  <b>Key Skills</b> Underarm throwing and hopping Overarm throwing and skipping	<b>Gymnastics 1 NC Objective</b> <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>  <b>Key Skills</b> Demonstrate a travel and pencil roll Show a jump 2 feet to 2 feet with a straight shape Demonstrate travelling actions i.e. frog & bunny hop.	<b>FMS- Overarm Throw combined with Roll NC Objective</b> <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>*Participate in team games, developing simple tactics for attacking and defending</i>  <b>Key Skills</b> Demonstrate an overarm throw with some accuracy.	<b>FMS/ Gym Jack and the Bean Stalk NC Objective</b> <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>  <b>Key Skills</b> Show a jump 2 feet to 2 feet with a straight shape Climb with confidence Throw overarm with some accuracy.	<b>FMS- Tri Throlf NC Objective</b> <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>  <b>Key Skills</b> Demonstrate an underarm throw with some accuracy.  Demonstrate a side gallop.	<b>Athletics NC Objective</b> <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>  Show a hopping skill with rhythm. Demonstrate rolling a ball with some accuracy. Show running and changing direction quickly. Demonstrate throwing underarm with some accuracy.
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	<p>Catching and bouncing a ball</p> <p>Running and jumping</p> <p>Kicking and Rolling a ball.</p>	<p>Show an egg roll</p> <p>Show a jump 2 feet to 2 feet with a tuck shape.</p> <p>Demonstrate travelling actions</p> <p>Show a travel and roll with a shape</p> <p>Jump 2 feet to 2 feet with a wide shape</p> <p>Apply the skills of travelling, rolling, jumping into a sequence.</p> <p>Apply the skills of travelling, rolling, and jumping into a sequence with two different shapes.</p> <p>Show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus.</p>	<p>Show a fast running technique.</p> <p>Demonstrate an overarm throw with some accuracy in a game.</p> <p>Demonstrate a simple tactic in a game</p> <p><b>FMS Rolling a Ball</b></p> <p>Demonstrate rolling a ball with some accuracy.</p> <p>Demonstrate rolling different equipment with some accuracy.</p> <p>Demonstrate a simple tactic in a rolling game.</p> <p>Show two simple tactics in a game.</p>	<p>Jump 2 feet to 2 feet with a wide shape</p> <p>Perform an egg roll with some control</p> <p>Show a jump 2 feet to 2 feet with a tuck shape.</p> <p>Demonstrate a travel and roll with a shape.</p> <p>Roll a ball at a target with accuracy.</p> <p>Show the skills of travelling, rolling, and jumping into a sequence with two different shapes.</p>	<p>Demonstrate rolling an object throw with some accuracy.</p> <p>Demonstrate rolling an object and underarm throw with some accuracy.</p> <p>Show a simple tactic in a game.</p> <p>Demonstrate sending an object three different ways with some accuracy.</p>	<p>Demonstrate jumping as far as possible and landing safely with control.</p> <p>Show good posture when running fast.</p> <p>Demonstrate rolling a ball with some accuracy and control.</p> <p>Complete a running and jumping course.</p> <p>Demonstrate the skills of running and changing direction.</p>
<b>Personalisation and Subject Links</b>	Link to Continents and animals			English- traditional tales		
<b>Key Vocabulary</b>	catch, bounce, run, jump kick roll, skip, throw	travel, roll, jump, apparatus sequence	running, accuracy, tactic, overarm, attacking, defending, demonstrate	perform, control, travelling, rolling, jumping, overarm, straight jump	accuracy, demonstrate, throw, underarm, gallop, tactic,	rolling, posture, accuracy, running, jumping, landing safely, control

<b>Unit 2 and skills</b>	Swimming	Swimming	Swimming	Swimming	<b>FMS- Catching and Bouncing a Ball NC Objective</b> <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>*Participate in team games, developing simple tactics for attacking and defending</i>  Demonstrate catching a ball with some accuracy. Demonstrate catching and bouncing a ball with some accuracy. Show a simple tactic in a game.	<b>FMS- Underarm Throwing NC Objective</b> <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>*Participate in team games, developing simple tactics for attacking and defending</i>  Demonstrate an underarm throw with some accuracy. To show a side gallop. Demonstrate an underarm throw with some accuracy at different targets. Demonstrate a simple tactic in a game. Show two simple tactics in a game.
<b>Personalisation and Subject Links</b>	English					
<b>Key Vocabulary</b>	perform, balance, agility, co-ordination, throwing, catching,, direction	mirroring, partner perform, explore, create	travelling, balance, sequence, sequence, combining	pathways, sequence, travel,	catching, bouncing, accuracy, demonstrate	demonstrate, underarm, targets, tactic, accuracy.
<b>Year Two</b>						
<b>Unit 1 and skills</b>	Bounceball <b>NC Objective:</b> <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and</i>	Playground Games in the 20 <sup>th</sup> Century <b>NC Objective:</b> <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of</i>	Gymnastics <b>NC Objective:</b> <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	Games: striking and fielding <b>NC Objective:</b> <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin</i>	Games: Net and Wall <b>NC Objective:</b> <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	OAA The Great Outdoors <b>NC Objective:</b> <i>engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</i>  Able to take responsibility for self and others.

	<p><i>begin to apply these in a range of activities</i>  <i>participate in team games, developing simple tactics for attacking and defending</i>  demonstrate bouncing a ball with some control.  <b>Character</b> - Resilience – improve my performance in bouncing a ball and not worry about what other people can do.  demonstrate bouncing a ball with some control while moving.  <b>Character</b> - Resilience - persevere and try to improve dribbling a ball through sustained effort.  demonstrate bouncing a ball and passing in a simple game.  <b>Character</b> - Resilience - willingly have a go at dribbling a ball and persevere when things get hard.  demonstrate throwing a ball at a target with some accuracy.  <b>Character</b> - Resilience - learn</p>	<p><i>activities</i>  <i>participate in team games, developing simple tactics for attacking and defending</i>  develop the skill of dodging/changing direction when playing a tig game.  <b>Character</b> - Curiosity - explore different ways of playing tig games.  develop the skill of hopping when playing a game.  <b>Character</b> - Curiosity - explore different ways of playing playground games.  demonstrate catching a ball with some control.  To throw underarm with some accuracy.  <b>Character</b> - Co-operation - work together in a game.  throw a ball underarm to a partner with some accuracy.  catch a ball.  demonstrate a side gallop.  <b>Character</b> - Determination - keep trying at a skill I find difficult.  show the ready position  catch a ball  perform a side gallop.  <b>Character</b> - Co-operation - work in a small group cooperatively to make</p>	<p>demonstrate jumping actions with different shapes in the air.  <b>Character</b> - Courage – overcome the challenge of jumping high with a shape.  show travelling actions using hands and feet.  demonstrate balancing on large body parts.  <b>Character</b> - Concentration - focus on keeping still in my balances  show an egg roll, pencil and teddy bear roll.  create and demonstrate a sequence using rolling, jumping and travelling  <b>Character</b> - Courage - control my fears when trying a new roll.  perform jumping and rolling actions.  create a sequence using rolling, jumping and travelling.  <b>Character</b> - Self-belief - recognise that I can improve my sequence if I try.  create a sequence using travelling, balancing rolling, and jumping.  <b>Character</b> - Concentration - focus on the task of creating a sequence of a travel, roll and jumps and large body part balance  create a sequence using travelling, balancing rolling, and jumping.</p>	<p><i>to apply these in a range of activities</i>  <i>participate in team games, developing simple tactics for attacking and defending</i>  demonstrate an overarm throw for distance.  strike a ball for distance.  play a simple striking and fielding game.  strike a ball for distance.  play a simple striking and fielding game.  strike a ball with accuracy for distance.  play a simple striking and fielding game and use a simple tactic.  play a simple striking and fielding game applying a simple tactic.</p>	<p><i>participate in team games, developing simple tactics for attacking and defending</i>  demonstrate how to catch a ball.  show a side gallop with some rhythm.  <b>Character</b> - Concentration - focus on the performing the skills of side gallop and catching.  show the ready position  demonstrate how catch a ball  <b>Character</b> - Concentration - focus on getting into the ready position.  show how to hold a bat demonstrating catching a ball from the ready position.  strike a ball to a partner  <b>Character</b> - Concentration - listen carefully to instructions and focus on the task.  strike a ball with some accuracy.  show a simple tactic in competitive fours.  <b>Character</b> - Self-belief - recognise that I can learn new things and improve if I practice.  strike a ball with accuracy.  apply a simple tactic in a net/wall game.  <b>Character</b> - Self-belief - recognise improve striking a ball into space if I practice.</p>	<p>Able to respect, trust and care for each other.  Can remember objects on a trail.  cooperate and work together as a team.  Can work with a partner to undertake an adventurous journey.  Can work with others to complete a journey within the school grounds.  Can work collaboratively to record answers.  Can work with others to complete a journey within the school grounds and mark a control card correctly.  Can make decisions about how to navigate safely, to a control site.</p>
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	<p>from my mistakes and ask for feedback so that I can improve. demonstrate passing a ball with accuracy then move into a space. use a simple tactic in a game</p> <p><b>Character</b> - Resilience - keep trying in a game even if things aren't working. show a simple tactic in a game.</p> <p><b>Character</b> - Resilience - keep trying in a game even if things aren't working.</p>	<p>as many passes as possible. catch a ball from the ready position. strike a ball to a partner</p> <p><b>Character</b> - Co-operation - work in a small group cooperatively and encourage each other strike a ball with some accuracy. apply a simple tactic in a net/wall</p> <p><b>Character</b> - Concentration - focus on applying a tactic in a game to outwit an opponent. game.</p>	<p><b>Character</b> - Concentration - focus on the task of creating a sequence of a travel, roll and jumps and large body part balance</p>		<p>demonstrate a simple tactic in a net/wall game to outwit an opponent.</p> <p><b>Character</b> - Self-belief - focus on applying a tactic in a game to outwit an opponent</p>	
<b>Personalisation and Subject Links</b>	Growth Mindset: Creative Crocodile	History: Our local area past and present	Growth Mindset: Resilient Rhino	Growth Mindset: Resilient Rhino	Growth Mindset: Participator Penguin	Growth Mindset: Collaborative Cat, Participator Penguin, Resourceful Robin
<b>Key Vocabulary</b>	Travel, balance, roll, sequence, concentration	Dodge, hop, throw, catch, underarm,	Strike, catch, throw, tactic, attack, defend	Strike, catch, throw, tactic, attack, defend, bounce, dribble, persevere, resilience	Underarm throw, overarm throw, jump, obstacle	Responsibility, respect, trust, cooperate, collaborate, navigate
<b>Unit 2 and skills</b>	<p>Dance: Moving Along</p> <p>NC objective <i>perform dances using simple movement patterns.</i></p> <p>To link 4 contrasting travelling movements in the style of transport.</p> <p><b>Character</b> Self-Belief - To be confident to take</p>	<p>Y2 Games: Piggy in the Middle</p> <p><b>NC Objective:</b> <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p>	<p>Dance: Explorers</p> <p><b>NC Objective:</b> <i>perform dances using simple movement patterns.</i></p> <p>become their own explorer, being able to seek and find objects learn basic dance movements and develop key travelling skills</p> <p><b>Character</b> -Curiosity - work with a friend to explore different ways of</p>	<p>Dance: Once Upon a Giant</p> <p><b>NC Objective:</b> <i>perform dances using simple movement patterns.</i></p> <p>explore actions related to work. link two travelling actions to a gesture. explore contrasting gestures and travelling actions.</p>	<p>Athletics</p> <p><b>NC Objective:</b> <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p>throw underarm accurately into a target. throw as far as possible.</p>	<p>Dance: Seaside</p> <p><b>NC Objective:</b> <i>perform dances using simple movement patterns.</i></p> <p>explore a range of actions related to activities at the seaside. Compose and perform a dance phrase showing the movement of the ocean Respond to a stimulus Select appropriate movements and body shapes to communicate ideas in relation to the</p>

	<p>the lead with a friend. To develop teamwork skills by working in a group, share appropriate movement ideas and create a short unison dance.</p> <p><b>Character</b> Self-Belief - To feel confident to create and suggest ideas for a group sequence. To develop teamwork skills by working in groups, share appropriate movement ideas and create a short dance.</p> <p><b>Character</b> Self-Belief - To recognise the improvement on your dance when you practise and believe you can do it. To plan and follow a pathway.</p> <p><b>Character</b> Self-Belief - To understand and recognise that you can learn new things and improve if you try. To create a sequence with a partner containing four dance elements.</p> <p><b>Character</b></p>	<p>demonstrate an underarm throw with some accuracy. show catching a ball with control.</p> <p><b>Character</b> - Co-operation –help others improve their skills of throwing and catching. throw underarm with accuracy then move into a space. catch a ball with control.</p> <p><b>Character</b> - Co-operation - help others improve their skills of throwing and catching. demonstrate passing a ball with some accuracy then moving into a space.</p> <p><b>Character</b> - Honesty - be honest about the number of passes made as a group. show a simple tactic in a game pass a ball with some accuracy then move into a space.</p> <p><b>Character</b> - Self-belief – focus on what I can do to improve. use a simple tactic in a game. Character - Self-belief - focus on applying a tactic in a game to outwit an opponent.</p>	<p>moving across the space. demonstrate imagination in the environments task and try to move in new and interesting ways. develop movement memory in the Backpack Dance.</p> <p><b>Character</b> -Curiosity - explore using your imagination an unknown environment. learn about and replicate animals from the rainforest through movement create a short dance in a group using ideas from their chosen animal</p> <p><b>Character</b> -Curiosity - work as a group to explore how animals might move to create a short sequence. experiment with movement ideas and create a duet using contact guide others in movement through given environments</p> <p><b>Character</b> -Curiosity - be curious about the environment you are exploring, using a range of interesting movements to bring the environment to life. work in pairs to create interesting shapes with your bodies</p> <p><b>Character</b> -Curiosity - use curiosity to explore unknown environments.</p>	<p>explore and travel along different pathways. link movements travel, jump, turn, gesture and stillness. work as individuals, pairs, small groups and a class to convey the story through movement using travel, jump, turn, gesture and stillness</p>	<p>throw overarm accurately. throw overarm for distance. throw using a push and two handed throw for distance. jump for distance with control. throw using an underarm and overarm throw for distance and accuracy. throw underarm for accuracy. throw overarm for distance. complete an obstacle course with speed and agility. throw underarm for accuracy. throw overarm for distance.</p>	<p>texture and shape of a variety of shells Explore body shapes and movements which communicate the different creatures they can find at the seaside Explore movements to depict life in a seaside village Remember, repeat and perform a short dance to represent life in a seaside village</p>
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	Self-Belief - To perform with confidence. To link two sequences to create a dance. <b>Character</b> Self-Belief - To celebrate your successes.		develop increased awareness of relating movement to images/locations share ideas, create and learn a new unison dance performed travelling along your own pathway <b>Character</b> -Curiosity - understand that being curious can help you learn.			
<b>Personalisation and Subject Links</b>	English: Fairy Tales	Growth Mindset: Collaborative Cat	History: British Space Exploration		Growth Mindset: Collaborative Cat, English: The Wind in the Willows	History: Victorian seaside holidays, Growth Mindset: Creative Crocodile
<b>Key Vocabulary</b>	Travel, actions related to work, gesture, pathways, fighting actions, travel, jump, turn, stillness	Underarm throw, catch with control, tactic	Dance moves, patterns, movement, create, sequence, duet, contact, environment	Dance phrase, movement, shape, compose, perform, texture, shape,	Dance, sequence, timing, movement, transition, rehearse, refine	
<b>Year Three</b>						
<b>Unit 1 and skills</b>	<b>Invasion Games – Netball</b> <b>NC Link</b> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>  demonstrate passing a ball using a chest and bounce pass.	<b>Gymnastics Activities 1</b> <b>NC Link</b> <i>develop flexibility, strength, technique, control and balance</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>  demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body.	<b>Dance – Ironman</b> <b>NC Link</b> <i>perform dances using a range of movement patterns</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>  copy movements accurately and work as a team to create a still, connected shape with their bodies. articulate their ideas well.	<b>Creative Games - Tag and Target</b> <b>NC Link</b> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>  Perform the fundamental moving skill of dodging. Character – co-operation – share my ideas and work	<b>Athletic Activities</b> <b>NC Link</b> <i>develop flexibility, strength, technique, control and balance</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>  Throw using pull action. Explore different running techniques. Character – resilience – willingly have a go at the activities. Improve my performance and not	<b>Striking and Fielding Games – Rounders</b> <b>NC Link</b> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>  demonstrate underarm throw with accuracy. Character – communication – explain a skill to other children with confidence. Demonstrate how to throw a ball underarm with some accuracy.

	<p>move into space after passing in a game.</p> <p>apply a feint when passing to outwit a defender.</p> <p>apply a simple tactic to outwit a defender.</p> <p>perform a pass in an invasion game using a chest pass or bounce pass.</p> <p>apply a simple tactic to outwit a defender.</p> <p>perform a pass in an invasion game using a chest pass or bounce pass.</p> <p><b>Character</b> - Honesty - give the actual number of passes made with a partner / group.</p>	<p>demonstrate basic rolls with accuracy and control.</p> <p>move from one action to another smoothly.</p> <p>demonstrate jumping and landing safely.</p> <p>create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts.</p> <p>adapt and demonstrate the sequence with a change of direction and speed.</p> <p><b>Character Trust</b></p> <p>willingly accept feedback from my partner to help me improve.</p> <p><b>Evaluation</b></p> <p>recognise strengths and areas for improvement in a partner's performance.</p>	<p>suggest verbs (actions) in order to perform their own interpretation of these.</p> <p>teach a movement to others.</p> <p>demonstrate unusual movement and keep in time with others and the music.</p> <p>perform a well-structured duet which expresses character and explores patterning and timing.</p> <p><b>Character: Resilience</b></p> <p>work together to create, rehearse and perform a group dance</p>	<p>towards making a tag game with my team.</p> <p>Perform the fundamental movement skill of dodging in a tag game.</p> <p>Demonstrate aiming skills using the FMS of throwing and rolling a ball.</p> <p>Character – co-operation – work in a group to play a target game.</p> <p>Demonstrate aiming skills using the FMS of throwing a rolling a ball to a target.</p> <p>Send an object in a target game with accuracy.</p> <p>Character – work in a group co-operatively to evaluate a target game.</p>	<p>worry about other people.</p> <p>Perform a sling throwing action</p> <p>Character – resilience – persevere and try to improve my throwing and jumping skills.</p> <p>Throw using a push action.</p> <p>throw for distance using a pull, push and sling throw.</p> <p>pass a quoit/baton to a teammate in a relay.</p> <p>perform a hop, step and jump.</p> <p>perform pull, push and sling throw.</p> <p>perform a combination of 5 jumps.</p> <p><b>Character Resilience</b></p> <p>learn from mistakes and ask for feedback in order to improve.</p> <p><b>Evaluation</b></p> <p>recognise strengths and areas for improvement in own performance.</p>	<p>Catch a ball in a striking and fielding game.</p> <p>Character – communication – adapt my style of communication when I umpire.</p> <p>Strike a ball from a tee or a drop feed.</p> <p>Character – explain skills to others with confidence.</p> <p>Apply simple tactics in a striking and fielding game.</p> <p>Character – adapt my style of communication when in a game.</p> <p>Demonstrate bowling a ball underarm with accuracy.</p> <p>Character – evaluation – make simple assessments of my own performance</p>
<b>Personalisation and Subject Links</b>			link Iron Man English & DT		link sports day	
<b>Key Vocabulary</b>	running, jumping, throwing, catching combine, dodge attacking, chest pass, bounce pass. Tactic, defender, feint	sequence, actions travelling, rolling, jumping, balancing, small/large body parts direction, speed, partner, evaluate, practise, poise	sequence, quality, character; convey; emotions; story, perform, refine, unison, follow	running, jumping, throwing, catching combine, dodge attacking, defending, chest pass, bounce pass. Tactic, defender, feint, target	team, direction, relay, changeover, circuit, stamina technique; distance; take off; land;	Underarm; catch; ball; bat; fielding; fielder strike; aim; target, base; rounders; backstop; bowling; bowl

<p><b>Unit 2 and skills</b></p>	<p><b>Dance - Myths and Legends</b> <b>NC Link</b></p> <p><i>perform dances using a range of movement patterns</i></p> <p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>select travelling actions to convey different characters, along varied pathways. use a range of traveling steps following a planned pathway. create a sequence with a partner that tells a story link sequences together. explore the qualities of different characters. create a full performance from the sequences made and demonstrate strong character skills throughout.</p> <p><b>Character Reflection</b> think about what you have heard and seen stop and think</p>	<p><b>Gymnastics Activities</b> <b>NC Link</b></p> <p><i>develop flexibility, strength, technique, control and balance</i></p> <p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. show different travelling and balancing actions using the apparatus. use the apparatus to perform jumping and rolling actions. evaluate successful transitions between actions. demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p> <p><b>Character Evaluation</b> recognise strengths and areas for improvement</p>	<p><b>Invasion Games - Handball</b> <b>NC Link</b></p> <p><i>use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p>demonstrate passing a ball using a handball pass. move into space after using a handball pass in a game.</p> <p><b>Character</b> Honesty give the actual number of passes made with a partner / group. Demonstrate passing a ball using a bounce pass. Move into space after passing in a game. Character Honesty – give the actual number of passes made with a partner. Perform a one-handed pass and a bounce pass in a game. Apply a feint when passing to outwit an opponent. Perform a pass in a game using a one-handed pass or one-handed bounce pass.</p>	<p><b>Dance</b> <b>NC Link</b></p> <p><i>perform dances using a range of movement patterns</i></p> <p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>demonstrate shapes as a team using bodies in interesting ways. sequence movement together into a structure. create a travelling solo, following a defined pathway. effectively use stillness in their performance. create effective travelling movements. create a rhythmic circle dance performed in unison. demonstrate increased movement ideas perform with increased confidence and timing in the class circle.</p> <p><b>Character</b> Co-operation work in a small group to create a short sequence and group dance, sharing their ideas and taking on board ideas of others.</p>	<p><b>Games - Net and Wall</b> <b>Unit Core Task 1</b> <b>NC Link</b></p> <p><i>use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p>explore and consolidate different throwing actions and practise catching. consolidate catching skills. suggest ideas and practices to improve their play. strike the ball using their hand or small bat. improve movement skills and body positions. practise striking skills using a racquet. devise their own game. consolidate striking and ball control skills.</p>	<p><b>OAA - Trust and Trails</b> <b>NC Link</b></p> <p><i>take part in outdoor and adventurous activity challenges both individually and within a team</i></p> <p>demonstrate with a partner how to solve trust challenges. work with others to complete a journey within the school grounds. know how to use a control card. navigate safely to each control site. show how to keep a map “set” or “orientated”. know some of the symbols on an orienteering map.</p> <p><b>Character</b> <b>Trust</b> believe your partner will keep you safe. <b>Communication</b> share responsibilities for the task with others in a group <b>Self-discipline</b> listen to and respect the agreed rules and manage emotions.</p>
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	about what you are doing and how you are doing it and reflect that in your sequence. understand why it is important to reflect on what you are doing to improve. listen and respond to feedback. understand how reflecting helps us in life.	in a partner's performance. <b>Courage</b> try new experiences through travelling and balancing on the apparatus. control my fears when jumping from a height	Apply a simple tactic to outwit a defender. Character – honesty – agree to play by the rules and not to cheat. Recognise and enforce the rules.	work alone, listening to feedback from others to improve their solo. work together in perfect unison. work together to perform a whole class circle dance.		
<b>Personalisation and Subject Links</b>	link English folktales			link science rocks		link geography local area
<b>Key Vocabulary</b>	sequence, quality, character; convey; emotions; story, perform, refine, unison, follow	sequence, actions travelling, rolling, jumping, balancing, small/large body parts direction, speed, partner, evaluate, practise, poise	bounce pass, one-handed, dodge, feint, defend, defender, tactic	sequence, quality, character; convey; emotions; story, perform, refine, unison, follow	racquet, net, strike, aim, underarm, overarm	navigate, map, orientate, points of compass, direction, bearing

#### Year Four

<b>Unit 1 and skills</b>	<b>Year 3/4 Athletics Activities</b>	<b>Dance Lesson Objective</b>	<b>Gymnastics 2 Lesson Objective</b>	<b>Dodgeball Lesson Objective</b>	<b>Basketball Lesson Objective</b>	<b>Cricket and Fielding Lesson Objective</b>
	<p>To throw using a pull action.</p> <p>To explore different running techniques.</p> <p>To throw using a push action.</p> <p>To perform the sling throwing action.</p> <p>To develop jumping actions (<i>two feet to two feet for distance</i>).</p> <p>To perform pull, push and sling throw.</p>	<p>Pupils will perform the whole dance without teacher guidance.</p> <p>Pupils will have developed dance, creative and performance skills and a stronger understanding of the stages of the Great Plague.</p> <p><b>Character</b> Responsibility - To perform the dance to the best of your ability, organising yourself and others.</p>	<p>To demonstrate passing a ball using a handball pass.</p> <p>To move into space after using a handball pass in a game.</p> <p><b>Character</b> - Honesty - To give the actual number of passes made with a partner / group.</p>	<p>To demonstrate throwing a ball at a target using a one handed pass.</p> <p><b>Character</b> Self-discipline - To manage my emotions.</p> <p><b>Lesson Objective</b> To demonstrate throwing a ball at a target using a one handed pass</p> <p><b>Character</b> Self-discipline - To manage my emotions and think about the</p>	<p>To demonstrate passing a ball using a chest pass and bounce pass accurately.</p> <p>To move into space after using a chest pass and/or bounce pass in a game.</p> <p><b>Character</b> Determination - To show determination by simply not giving up.</p> <p><b>Lesson Objective</b> To demonstrate dribbling a basketball with some control.</p>	<p>To demonstrate bowling a ball underarm.</p> <p>To demonstrate striking a ball from a batting tee or drop feed.</p> <p>To apply simple tactics in a modified competitive game.</p> <p><b>Character</b> Communication - To adapt my style of communication when playing Team Run.</p> <p><b>Lesson Objective</b> To demonstrate how to throw a ball underarm with some accuracy.</p>

	<p>To perform a combination of 5 jumps.</p> <p><b>Character</b> Evaluation - To recognise strengths and areas for improvement in your own performance.</p> <p><b>Character</b> Resilience - To willingly have a go at the activities. To improve my performance and not worry about other people.</p>	<p>Pupils will perform in perfect unison. Pupils will be able to discuss how disease is spread. Pupils will demonstrate teamwork skills. Pupils will perform the whole dance without teacher guidance. Pupils will have developed dance, creative and performance skills and a stronger understanding of the stages of the Great Plague.</p> <p><b>Character</b> Responsibility - To perform the dance to the best of your ability, organising yourself and others.</p>		<p>consequences before acting. <b>Lesson Objective</b> To demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation.</p> <p><b>Character</b> Self-discipline - To manage my emotions and think about the consequences before acting.</p> <p><b>Lesson Objective</b> To demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation.</p> <p><b>Character</b> Respect - To treat others how I would like to be treated.</p> <p><b>Lesson Objective</b> To demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation.</p> <p><b>Character</b> Respect – Accept the rules of the officials even if you disagree. Recognise when other children are better at certain skills needed to play the game</p>	<p>To pass a ball accurately to a teammate using a chest and bounce pass.</p> <p><b>Character</b> Determination - Keep trying to dribble a ball even if it is difficult.</p> <p><b>Lesson Objective</b> to demonstrate dribbling a basketball with some control. To find space to receive a chest or bounce pass</p> <p><b>Character</b> Determination - To show willpower when dribbling a basketball.</p> <p><b>Lesson Objective</b> To demonstrate dribbling a basketball with some control. To use tactics to outwit an opponent.</p> <p><b>Character</b> Determination – To not give up trying to dribble a basketball when it gets hard. To evaluate how determined they were when dribbling and when playing a game.</p> <p><b>Lesson Objective</b> To use tactics to outwit an opponent. To evaluate what worked well in a game.</p> <p><b>Character</b> Evaluation - To use the success criteria to identify strengths of the attacking team</p> <p><b>Lesson Objective</b></p>	<p>To catch a ball in a striking and fielding game.</p> <p><b>Character</b> Communication – To explain a skill to other children clearly with confidence. To change my style of communication when I umpire.</p> <p><b>Lesson Objective</b> To demonstrate how to strike a ball from a batting tee or drop feed. To catch a ball in a striking and fielding game.</p> <p><b>Character</b> Communication - To explain a skill to other children clearly with confidence and conviction.</p> <p><b>Lesson Objective</b> To demonstrate bowling a ball underarm. To demonstrate striking a ball from a batting tee or drop feed. To apply simple tactics in a modified competitive game.</p> <p><b>Character</b> Communication - To adapt my style of communication when playing Team Run.</p> <p><b>Lesson Objective</b> To demonstrate bowling a ball underarm. To strike a ball from a bowler, tee or drop feed. To apply simple tactics in a modified competitive game.</p> <p><b>Character</b> Evaluation – To use the success criteria to identify the strengths of bowling and striking a ball.</p>
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					<p>To use tactics to outwit an opponent. To evaluate what worked well in a team.</p> <p><b>Character</b> Evaluation - To use the success criteria to identify strengths of the attacking team.</p>	
<b>Personalisation and Subject Links</b>						
<b>Key Vocabulary</b>						
<b>Unit 2 and skills</b>	<p><b>Year 3/4 OAA - Team Work &amp; Problem Solving</b> To demonstrate working as part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To explain how they worked as a team to solve challenges. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.</p> <p><b>Character</b> Problem Solving - To generate ideas to solve the problem. To try different solutions without fear of failure.</p> <p><b>Character</b></p>	<p><b>Gymnastics 1 Lesson Objective</b> To demonstrate travelling actions on feet and hands and feet. To show balances in front and back support positions.</p> <p><b>Character</b> Self-motivation - To set a personal challenge.</p> <p><b>Lesson Objective</b> To demonstrate balance on one foot and arabesque. Plan and perform a simple sequence to include travel, rolling, balance and jumping.</p> <p><b>Character</b> Self-Motivation - To work on my own to create a sequence and include the roll I want to improve.</p> <p><b>Lesson Objective</b> To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner</p>	<p><b>Sparks Might Fly Dance Lesson Objective</b></p> <p>Pupils understand uses for electricity. Pupils can think creatively and create their own movement using words as inspiration</p> <p><b>Character</b> Encouragement - To motivate all group members to share ideas and create movement ideas.</p> <p><b>Lesson Objective</b> Pupils can name the key components of an electrical circuit. Pupils can create and perform their own dance movements from the inspiration given, being as imaginative as possible.</p> <p><b>Character</b> Encouragement - To support and reassure others to create a group sequence.</p>	<p><b>Net and Wall 1 Learning Objective</b> Explore different throwing actions.</p> <p><b>Learning Objective</b> To consolidate throwing actions and practise catching.</p> <p><b>Learning Objective</b> Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve work</p> <p><b>Learning Objective</b> Strike the ball using their hand or small bat.</p> <p><b>Learning Objective</b> Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet.</p> <p><b>Learning Objective</b> To devise their own game.</p>	<p><b>Handball Lesson Objective</b> To demonstrate passing a ball using a one handed pass accurately. To move into space after using a one handed pass in a game.</p> <p><b>Character</b> Determination - To show determination by simply not giving up.</p> <p><b>Lesson Objective</b> To pass a ball accurately to a teammate using a one handed bounce pass. To demonstrate a simple tactic in a game.</p> <p><b>Character</b> Determination - Keep trying to dribble a ball even if it is difficult.</p> <p><b>Lesson Objective</b> To demonstrate passing a handball with some accuracy. To find space to receive a pass.</p> <p><b>Character</b></p>	<p><b>Net and Wall 2 Lesson Objective</b> To demonstrate a forehand shot with some consistency.</p> <p><b>Lesson Objective</b> To demonstrate a forehand and backhand shot with some consistency.</p> <p><b>Lesson Objective</b> To direct the ball reasonably well to their partner to continue a rally.</p> <p><b>Lesson Objective</b> To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner.)</p> <p><b>Lesson Objective</b> To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner.)</p> <p><b>Lesson Objective</b> To play the game for the core task and incorporate tactics to score points.</p>

	<p>Problem Solving - To try different ways of solving the problem without fear of failure.</p>	<p>and make simple assessments of quality of their performance.</p> <p><b>Character</b> Self-Motivation - To see the improvement by practising my skills over time. To be the best I can be.</p> <p><b>Lesson Objective</b> To show a sequence of six moves that meets Level 1 competition criteria.</p> <p><b>Character</b> Self-Motivation - To perform my sequence to the best of my ability.</p>	<p><b>Lesson Objective</b> Pupils will demonstrate CANON and UNISON. Pupils will demonstrate developing performance skills</p> <p><b>Character</b> Encouragement - To support others to create a sequence and give constructive feedback.</p> <p><b>Lesson Objective</b> Pupils can explain the difference between conductors and insulators. Pupils can demonstrate performance skills.</p> <p><b>Character</b> Encouragement - To support and motivate each other to rehearse and refine group dance</p> <p><b>Lesson Objective</b> Pupils will have created a duet using increased choreographic skills</p> <p><b>Character</b> Encouragement - To work with and support a partner to create a duet</p>	<p>Consolidate striking and ball control skills.</p>	<p>Determination - To show willpower when dribbling a handball.</p> <p><b>Lesson Objective</b> To demonstrate one handed passing with some control To use simple tactics to outwit an opponent.</p> <p><b>Character</b> Determination – To not give up trying to dribble a handball when it gets hard. To evaluate how determined they were when dribbling and when playing a game.</p> <p><b>Lesson Objective</b> To shoot a ball with accuracy. To use tactics to outwit an opponent.</p> <p><b>Character</b> Evaluation - To use the success criteria to identify strengths of the attacking team.</p> <p><b>Lesson Objective</b> To use tactics to outwit an opponent. To evaluate what worked well in a team.</p> <p><b>Character</b> Evaluation - To use the success criteria to identify strengths of the attacking team.</p>	
Personalisation and Subject Links						
Key Vocabulary						

**Year Five**

<p><b>Unit 1 and skills</b></p>	<p><b>Year 5/6 Invasion Games – Netball NC Objective</b>  <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>Demonstrate passing and catching a netball with consistency, accuracy and control.            (Character - Decision Making - Make a definite conclusion of when to pass the ball.)            Demonstrate a shoulder pass.            Shoot a netball with some accuracy.            Apply simple tactics when playing a netball type game.            Apply simple tactics with and without the</p>	<p><b>Year 5 Gymnastics Activities 1 NC Objective</b>  <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>Perform partner balances.            Create a simple sequence of matched and mirrored partner balances.            (Character - Communication - Speak clearly, with confidence, when demonstrating a shape.)            Perform a range of counter-balance actions with a partner.            (Character - A willingness to try out different partner balances with a partner.            A willingness to accept help from their partner.)            Know the difference between counter balance and counter tension.            Perform a range of counter-tension actions with a partner.</p>	<p><b>Year 5 Dance – Robin Hood NC Objective</b>  <i>Perform dances using a range of movement patterns.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>Explore the qualities of different characters.            Convey the emotions, mood and feelings of the characters in the story.            Explore movements showing a conflict using props.            Create sequence using props showing a conflict between contrasting characters.            Use own ideas from written work to create an ending to the story sequence.            Link all sequences to produce a complete story dance.</p>	<p><b>Year 5 – Creative Games NC Objectives</b>  <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>To dribble a ball.            To pass and receive a pass using a variety of skills.            (Character - Decision Making - To make decisions on when to pass the ball in a game situation).            To select and apply appropriate tactics when playing different invasion games.            (Character - Decision Making - To make decisions on when to pass the ball in a game situation).            To create rugby type game and select and apply tactics to outwit an opponent.            (Character - Problem solving - To adapt my</p>	<p><b>Year 5/6 Athletics NC Objective</b>  <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>Perform running techniques for short and long distances.            Perform a pull and push throw.            (Character - Self-motivation - Set myself goals to improve in the run and throw challenge.)            Take off and land one foot to one foot (same and other).            Perform a pull throw.            Develop running for a distance.            (Character - Self-motivation - Practice to improve my throwing and jumping skills.)            Perform a push throw.            Develop running for speed.            (Character - Self-motivation - Set a goal and be committed to practice to improve my performance.)</p>	<p><b>Year 5/6 Striking and Fielding – Rounders NC Objective</b>  <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>Demonstrate bowling underarm with accuracy.            Catch a ball when fielding.            (Character – encouragement – offer practical solutions to help teammates improve.)            Strike a ball with a bat.            Throw a ball overarm when fielding.            Strike a ball with a bat off a tee.            (Character – self-motivation – set myself a goal when practising bowling and practice to improve.)            Demonstrate an overarm throw.            Explain where to strike a ball.            (Character – decision making – make a definite choice of where to strike the ball.)            Bowl with accuracy.            Strike a ball with a bat.</p>
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	<p>ball when playing a netball-type game. (Character - Evaluation - Identify strengths and areas for improvement when playing a netball-type game.)</p> <p>Apply simple tactics when playing a netball-type game, including defending. (Character - Evaluate own work and that of others, and suggest ways to improve.)</p> <p>Apply simple attacking and defending tactics when playing a netball-type game.</p>	<p>Create a gymnastic sequence with counter balances and counter tension with a partner. (Character - Evaluation - Identify strengths and areas for improvement through using the success criteria.)</p> <p>Create a gymnastic sequence with counter balances and counter tension with a partner. Evaluate and recognise their own success.</p>		<p>experience of games and generate ideas and explore possibilities to create a unique game). To work as a team to solve a tactical problem through designing a unique invasion game. (Character - Co-operation - To share my ideas and resources. To work towards a shared goal). To adapt an invasion game to include positions and attacking/defending options. (Character - Evaluation - To evaluate an invasion game and offer suggestions for improvements) To apply simple attacking and defending tactics when playing an invasion type game. (Character - Evaluation - To evaluate own work and that of others and suggest ways to improve).</p>	<p>Take off and land using a combination of jumps. Perform a sling throw. Develop running techniques at different speeds. (Character – Determination - Show willpower when performing skills I find difficult and not give up but keep trying.)</p> <p>Take off and land using a hop, step and jump. Perform a heave throw. Take off part in an athletics event and recording times and distances. (Character - Self-motivation - To try to be the best I can be in the challenges.)</p>	<p>Use tactics in a rounders type game. (Character – evaluation – evaluate a performance.) (Character – evaluation – identify strengths and areas for development.)</p>
<b>Personalisation and Subject Links</b>	Focus on teamwork.			Focus on teamwork.	Sports Day	
<b>Key Vocabulary</b> Unison; duo; rehearse;	Shoulder pass; tactics; attacking; defending	Mirrored balance; matched balance; counter-tension balance; sequence;	Quality; character; convey; emotions; sequences; story dance	Overarm; tactics; attacking; defending	Running; technique; goals; push throw; pull throw; short distance; long distance; take off;	Underarm; catch; ball; bat; tee; practical; solution; improve; encouragement; fielding; fielder; self-

performance; spatial awareness; solo; depicting		gymnast; counter balance			land; committed; combination; sling throw; speed; willpower; hop; step; jump; athletics; event; recording	motivation; strike; definite; choice; accurate; rounders; performance; bowling; bowl
<b>Unit 2 and skills</b>	<p><b>Year 5/6 Dance – Earthlings</b> <b>NC Objective</b> <i>Perform dances using a range of movement patterns.</i></p> <p>Create a solo and demonstrate decision-making skills in the creation of a new dance with a partner. (Character - Respect - Create a solo depicting the differences in humans. Demonstrate respect for a partner's ideas and contributions.) Have well-structured group dances depicting their planet. Have increased teamwork skills, spatial awareness and timing. Pupils have a group dance which follows a narrative. (Character-Respect - Be respectful to others when working as a group to overcome difficulties.)</p>	<p><b>Year 5 Gymnastics activities 2</b> <b>NC Objective</b> <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>Adapt a gymnastic sequence using apparatus and perform it with a partner. (Character - Evaluation - Seek and provide constructive feedback to help improve a sequence.) Create a gymnastic sequence with counter balances and counter tension with a partner using canon. Create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus. Create a gymnastic sequence with counter balances and counter</p>	<p><b>Year 5/6 Invasion Games – Hockey</b> <b>NC Objective</b> <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>Show passing a ball to a teammate using a hockey stick. (Character - Responsibility - Organise myself and the equipment and complete tasks to the best of my ability and safely.) Demonstrate dribbling and passing a ball using a hockey stick. (Character - Responsibility - Complete my goal safely and to the best of my ability.) Demonstrate shooting a ball at a goal.</p>	<p><b>Year 5/6 Invasion Games – Rugby 1</b> <b>NC Objective</b> <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>Demonstrate passing and catching a rugby ball with consistency, accuracy and control. (Character – decision making – when to pass the ball when playing 3v1.) Demonstrate tactics when playing a rugby type game. (Character – decision making – when to pass the ball in a game situation.) (Character – evaluation – evaluate own work and that of</p>	<p><b>Year 5/6 Invasion Games – Rugby 2</b> <b>NC Objective</b> <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>Pass the ball backwards with accuracy. (Character – encouragement – support and praise others when practising a new skills and playing a game.) Apply tactics when playing a rugby-type game. (Character – encouragement – positive attitude and offer positive feedback to teammates.) Apply simple attacking tactics when playing a rugby-type game.</p>	<p><b>Year 5/6 – Net and Wall Tennis</b> <b>NC Objective</b> <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>Demonstrate a forehand shot with some consistency. Demonstrate a backhand shot with some consistency. Direct the ball reasonably well to their partner to continue a rally. Hit the ball to targets away from their partner. To play a game (core task) and incorporate some tactics.</p>

	<p>Create dances using different formations and performed in unison. Demonstrate creative skills and decision making in the creation of a new duet. (Character - Respect - Work with respect for one another when creating a new duet.) Have selected, structured, rehearsed and performed their dances, demonstrating a broad range of skills acquired throughout the unit</p>	<p>tension with a partner in canon and unison using apparatus.</p>	<p>Select attacking tactics when playing a hockey type game. (Character - Decision Making - Make a definite conclusion of when to pass and /or shoot when playing a hockey type game.) Demonstrate dribbling and shooting a ball using a hockey stick. Select attacking tactics when playing a game (Character - Decision Making - Make decisions on when to pass the ball in a game situation.) Select attacking tactics when playing a game. (Character - Evaluation - Evaluate own work and that of others and suggest ways to improve.) Apply simple attacking and defending tactics when playing a hockey type game. Play a role in a competitive modified game Select attacking tactics when playing a game (Character - Evaluation - Evaluate success in a competitive modified competition.)</p>	<p>others and suggest ways to improve.) Apply simple attacking and defending tactics when playing a rugby type game.</p>	<p>(Character – encouragement – support others in my team when playing a game.) Kick a ball with some accuracy and confidence. (Character – determination – trying to kick the ball even if it is difficult.) Apply simple attacking and defending tactics when playing a rugby-type game. (Character – evaluation – identify the strengths of the attacking team.) Apply simple tactics when playing a competitive rugby-type game. (Character – evaluation – evaluate work and suggest ways to improve.)</p>	
<b>Personalisation and Subject Links</b>			Focus on teamwork.	Focus on teamwork.	Focus on teamwork.	Focus on teamwork.
	Unison; duo; rehearse; performance;	Canon; unison; apparatus; mirrored balance; matched	Hockey; dribbling; attacking; defending;	Rugby; ball; consistency; accuracy;	Competitive; rugby-type; kick; grubber; chip; punt;	Forehand; backhand; shot; consistency; direct; rally; tactic; target; net

	spatial awareness; solo; depicting	balance; counter-tension balance; sequence; gymnast; counter balance	tactics; decision making; hockey stick; equipment.	control; pass; catch; swing pass	breadbasket; hands in a 'W'	
<b>Year Six</b>						
<b>Unit 1 and skills</b>	<p><b>Year 5/6 Invasion Games – Rugby 1 NC Objective</b>  <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>Demonstrate passing and catching a rugby ball with consistency, accuracy and control.            (Character – decision making – when to pass the ball when playing 3v1.)            Demonstrate tactics when playing a rugby type game.            (Character – decision making –</p>	<p><b><u>Invasion Games – Netball</u></b>  <b>NC Objective</b>  <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i>  <i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p>To demonstrate passing and catching a netball with consistency, accuracy and control.            To demonstrate a shoulder pass.            To shoot a netball with some accuracy.            To apply simple tactics when playing a netball type game.            To apply simple tactics with and without the ball when playing a netball-type game.            To apply simple tactics when playing a netball-type game, including defending.            To apply simple attacking and defending</p>	<p><b><u>Year 5/6 Dance (The Highway Man)</u></b>  <b>NC Objective</b>  <i>Perform dances using a range of movement patterns</i>  <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>To the set the scene, investigating words and actions which create an atmosphere.            To convey a character through movement.            Combine travel, turn, jump, gesture and stillness to convey events and emotions.            Use movement to convey the emotions of a character.            Explore contrasting actions.            To explore contrasting actions to depict different characters. To create a sequence using travel, jump, turn gesture and stillness.            To retell the poem through movement linking travel, jump, turn, gesture and stillness.</p>	<p><b><u>Year 5/6 OAA NC Objective</u></b>  <i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>            Communicate effectively            Trust and work with others to solve problems            Take responsibility for others            Listen attentively, record information accurately and apply strategies for remembering important information            Follow instructions and work with others to complete a complex task            Work effectively as part of a team to solve problems            Generate and share ideas            Review performance and apply learning            Share ideas confidently, when working as part of a team            Review a performance and apply the learning to complete a task successfully.</p>	<p><b><u>Striking and fielding – cricket</u></b>  <b>NC Objective</b>  <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p>To demonstrate bowling underarm with accuracy.</p> <p>To catch a ball when fielding.            To strike a ball with a cricket bat off a tee.            To bowl overarm with accuracy.            To demonstrate a bowl overarm with accuracy.            To strike a ball with a cricket bat off a tee with consistency.            To bowl overarm with accuracy in a game.            To apply a tactic in a cricket type game.            To demonstrate bowling overarm with accuracy in a game.            To strike a ball with a cricket bat in a game.            To use tactics in a cricket type game.</p>	<p><b><u>Year 5/6 Athletics NC Objective</u></b>  <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</i>  <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>Perform running techniques for short and long distances.            Perform a pull and push throw.            Take off and land one foot to one foot (same and other).            Perform a pull throw.            Develop running for a distance.            Perform a push throw.            Develop running for speed.            Take off and land using a combination of jumps.            Perform a sling throw.            Develop running techniques at different speeds.            Take off and land using a hop, step and jump.            Perform a heave throw.            Take off part in an athletics event and recording times and distances.</p>

	when to pass the ball in a game situation.) (Character – evaluation – evaluate own work and that of others and suggest ways to improve.) Apply simple attacking and defending tactics when playing a rugby type game.	tactics when playing a netball-type game.		Work effectively as part of a team. Recognise the important role played by all team members Organise time and resources within a team Encourage others to improve performance		
<b>Personalisation and Subject Links</b>	Teacher has a lot of rugby experience					
<b>Key Vocabulary</b>	Rugby; ball; consistency; accuracy; control; pass; catch; swing pass	Forehand; backhand; shot; consistency; direct; rally; tactic; target; net; tactics; attacking; defending	Quality; character; convey; emotions; sequences; story dance	Adventure; outdoor; harness; safety; teamwork; perseverance	Batsman; accuracy; boundary; bowl; bowler; fielder; foul; over	Running; technique; goals; push throw; pull throw; short distance; long distance; take off; land; committed; combination; sling throw; speed; willpower; hop; step; jump; athletics; event; recording
<b>Unit 2 and skills</b>	<b>Invasion Games – Football</b> <b>NC Objective</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Play competitive games, modified	<b><u>Gymnastics Activities 1</u></b> <b>NC Objective</b> <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>  To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus.	<b><u>Gymnastics Activities 2</u></b> <b>NC Objective</b> <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>  To demonstrate a part weight bearing balance. To create a sequence of gymnastic actions, paired and group balances using apparatus.	<b>Year 5/6 Invasion Games – Rugby 2</b> <b>NC Objective</b> <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i>  <i>Use running, jumping, throwing and catching in isolation and in combination.</i>  Pass the ball backwards with accuracy.	<b><u>Year 5/6 – Net and Wall Tennis</u></b> <b>NC Objective</b> <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i> <i>Use running, jumping, throwing and catching in isolation and in combination.</i>  Demonstrate a forehand shot with some consistency.	<b><u>Year 5/6 Striking and Fielding – Rounders</u></b> <b>NC Objective</b> <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i> <i>Use running, jumping, throwing and catching in isolation and in combination.</i>  Demonstrate bowling underarm with accuracy. Catch a ball when fielding. (Character – encouragement – offer practical solutions to help teammates improve.)

	<p>where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>To develop dribbling with a ball</p> <p>To develop sending skills</p> <p>Character</p> <p>Fairness – To understand how to play fairly</p> <p>To develop travelling with a ball</p> <p>To develop sending skills</p> <p>Character</p> <p>Fairness – To understand why it might be fair to give someone an extra advantage so they feel included?</p> <p>To develop travelling with a ball</p> <p>To develop sending skills</p> <p>To develop shooting skills</p> <p>Character</p> <p>Fairness – To understand why is important to play fairly when working with a friend</p> <p>To develop tactics in a modified invasion game</p>	<p>To demonstrate a group counter balance.</p> <p>To create a gymnastic sequence with counter balances and counter tension in a group.</p> <p>To create a gymnastic sequence with counter balances and counter tension with a partner.</p> <p>To demonstrate paired and group counter balances in unison.</p> <p>To create a sequence of gymnastic actions, paired and group balances.</p> <p>To create a sequence of gymnastic actions, paired and group balances.</p>	<p>To create and perform a sequence of gymnastic actions, paired and group balances using apparatus.</p> <p>To create and perform a group sequence using apparatus.</p>	<p>(Character – encouragement – support and praise others when practising a new skills and playing a game.)</p> <p>Apply tactics when playing a rugby-type game.</p> <p>(Character – encouragement – positive attitude and offer positive feedback to teammates.)</p> <p>Apply simple attacking tactics when playing a rugby-type game.</p> <p>(Character – encouragement – support others in my team when playing a game.)</p> <p>Kick a ball with some accuracy and confidence.</p> <p>(Character – determination – trying to kick the ball even if it is difficult.)</p> <p>Apply simple attacking and defending tactics when playing a rugby-type game.</p> <p>(Character – evaluation – identify the strengths of the attacking team.)</p> <p>Apply simple tactics when playing a competitive rugby-type game.</p> <p>(Character – evaluation – evaluate work and suggest ways to improve.)</p>	<p>Demonstrate a backhand shot with some consistency.</p> <p>Direct the ball reasonably well to their partner to continue a rally.</p> <p>Hit the ball to targets away from their partner.</p> <p>To play a game (core task) and incorporate some tactics.</p>	<p>Strike a ball with a bat.</p> <p>Throw a ball overarm when fielding.</p> <p>Strike a ball with a bat off a tee.</p> <p>(Character – self-motivation – set myself a goal when practising bowling and practice to improve.)</p> <p>Demonstrate an overarm throw.</p> <p>Explain where to strike a ball.</p> <p>(Character – decision making – make a definite choice of where to strike the ball.)</p> <p>Bowl with accuracy.</p> <p>Strike a ball with a bat.</p> <p>Use tactics in a rounders type game.</p> <p>(Character – evaluation – evaluate a performance.)</p> <p>(Character – evaluation – identify strengths and areas for development.)</p>
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	To evaluate success					
<b>Personalisation and Subject Links</b>	Links with school football team			Teacher has a lot of rugby experience		Chosen Summer for the weather
<b>Key Vocabulary</b>	Possession; free kick; foul; zone; attack; mark; pass; control; shoot; shot	Mirrored balance; matched balance; counter-tension balance; sequence; gymnast; counter balance	Mirrored balance; matched balance; counter-tension balance; sequence; gymnast; counter balance	Competitive; rugby-type; kick; grubber; chip; punt; breadbasket; hands in a 'W'	Forehand; backhand; shot; consistency; direct; rally; tactic; target; net	Forehand; backhand; shot; consistency; direct; rally; tactic; target; net; tactics; attacking; defending