

**MANOR ROAD PRIMARY SCHOOL**



# **PHYSICAL EDUCATION POLICY**

**October 2023**





**Manor Road Primary School**

**Physical Education Policy**

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## **MANOR ROAD PRIMARY SCHOOL PHYSICAL EDUCATION POLICY**

### **INTRODUCTION**

Physical education (P.E.) is a foundation subject within the National Curriculum, and requires the children's involvement in the continuous process of planning, performing, and evaluating, with emphasis on evaluating and improving performance within the following areas of activity:

- Key Stage 1 – fundamental movement skills (throwing under-arm, throwing over-arm, catching, bouncing, running at speed, hopping, skipping, balancing & rolling) gymnastic activities, dance
- Key Stage 2 - invasion games, net and wall games, striking and fielding, athletics, gymnastic activities, dance, swimming, outdoor and adventurous pursuits.

This policy outlines the purpose, nature and management of P.E. within our school. The school policy for P.E. reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body. We believe that P.E. has an important and crucial role in the curriculum, contributing initially to the physical development of our children, and secondly to the whole development of the children in terms of learning social skills and awareness, and in furthering general educational development, through links with other areas of the curriculum, for example language skills, and aesthetic awareness.

### **AIMS**

Manor Road Primary School's physical education forms an important part of the education of each child. We aim to promote an active, healthy and enjoyable lifestyle and encourage our children to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

PE is about introducing children to the world of sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy, active lifestyle.

Through PE we aim to:

- deliver a balanced program which promotes physical activity, physical development, and a healthy lifestyle, and provides opportunities for all children to achieve their full potential.
- develop social co-operation and positive attitudes in our children so that they may participate and compete with a sense of fair play, show tolerance and understanding to other children, and develop their self-esteem and confidence.
- build the children's problem-solving skills which arise through playing games, devising their own games, and in improving their own performances.
- promote and develop safe practice in PE, and to provide equal opportunities for all our children regardless of gender, race, background or ability.

- develop artistic and aesthetic awareness, and linguistic understanding, through participation in and observing and evaluating performance, and by encouraging evaluation and development of skills to improve performance.

## **ENTITLEMENT**

During each school year, all children take part in the National Curriculum areas of activity outlined above.

P.E. for Foundation Stage children is carried out in line with the Early Learning Goals. P.E. comes under the heading of physical development with a focus on moving and handling and health and self-care. The children are engaged in physical activity throughout the week in outdoor play activities in the form of gross motor skill development through balance bikes, climbing, balancing, crawling etc. They are also continually developing manipulative and fine motor skills through a wide range of activities including threading, painting, building and cutting.

Children in Key Stage One follow a progression of lessons focusing on fundamental movement skills, gymnastic activities, dance and swimming (Year One), with each class receiving two-hour long sessions per week.

Children in Key Stage Two also have two weekly sessions totaling two hours where they are involved in a wide-variety of activities: gymnastics; striking and fielding; net and wall; invasion games; dance; athletics; outdoor and adventurous pursuits; swimming (Year One).

## **Active Break Times**

During lunchtimes, physical activity, team work and co-operation are developed through the variety of equipment that is available for use, weather permitting. The lunchtime staff encourage the children to participate in a variety of activities, allowing the older children the opportunity to work with, coach and support younger children.

Additionally, the teachers have access to Les Mills which is an online platform which helps children to become physically active.

## **School Sports Partnership**

Our school is supported by the Chorley School Sports Partnership. This entitles us to a range of training courses and cluster school activities for groups of children to participate in. This widens their experience of competing against other teams and enables them to participate in a range of organised sports activities, such as football, netball, rugby tournaments, athletics and cross-country events, swimming, dance, gymnastics and 'multi-skills'. The staff from the partnership play a large part in the development of P.E. at Manor Road and support staff with continued up-to-date C.P.D. and training. Often, teachers are asked which areas of P.E. they would like to develop and this links in with their C.P.D. with Chorley School Sports Partnership.

## **CURRICULUM AND CLASS ORGANISATION**

The implementation of this policy is the responsibility of all the teaching staff. Physical Development is one of the six areas of learning for children in the Foundation Stage where it is integrated into the curriculum with a range of outdoor activities on offer at all times. In Key Stage 1 and 2, teaching will mainly follow the Lancashire scheme of work which is planned and taught progressively throughout year groups and across the Key Stages.

Children in Key Stage 1 will be taught and encouraged to develop and practice the Fundamental Movement Skills required to help them become confident and proficient in a variety of sports. In Key Stage 2 the children will be expected to apply a range of sporting skills as well as plan, perform and evaluate their performance. Each lesson should provide an opportunity to develop and reflect on each element within this process. The use of the appropriate language and terminology associated with the various aspects of physical education will be given high priority in the children's planning and evaluating. Children will also be encouraged to make the links between physical activity, making good health choices and developing healthy lifestyles.

The children are taught by their class teacher and may be supported by a Teaching Assistant. We also have links with Lancashire Football Association Sports Apprentice Scheme. The role of the apprentice is support the class teacher during sessions, plan and implement specific sessions, support children with Special Education Needs and to integrate them fully into the class lesson.

Our children regularly benefit from visiting specialists and coaches. Three qualified swimming teachers implement the teaching of swimming for Y1.

In teaching Gymnastics, we follow a progressive approach across key stages, building up skills and developing sequences and performances. As mentioned earlier, there is a skill-based emphasis in the teaching of Games at Key Stage 1 which then progresses into specific sports in Key Stage 2.

Athletics is taught to both Key Stages during the summer months with emphasis placed upon each child improving its own level of performance and level of participation.

All the children take part in our Health and Fitness Week, and there are opportunities for both Key Stage 1 and Key Stage 2 children to compete in school and out of school competitions and festivals.

Opportunities for Outdoor and Adventurous Pursuits occur during educational visits, residential courses and through cross-curricular links with orienteering. We also use our extensive school grounds where we have a permanent orienteering course mapped out. We also give the children the opportunity to make and use maps in Geography and topic work.

## **LINKS WITH OTHER SUBJECTS**

Children learn about how to maintain a healthy body in science and P.S.H.E. lessons. We also organise an annual Health and Fitness Week during which the children can experience a wider variety of sports and activities related to healthy bodies and minds.

## **HEALTH AND SAFETY**

The safety of our children is of paramount importance in all areas of P.E. The school Health and Safety Policy Document, and the publication 'Safe Practice in Physical Education' details guidance for all members of staff. This can be accessed in the Staff Library.

Children throughout the school are taught to follow basic rules when taking part in activities to ensure the safety of themselves and others. There is a specific health and safety code for the children when using the swimming pool and goggles are not to be worn; please refer to the County Council guidelines – these can be accessed by visiting <http://www.lancsngfl.ac.uk/curriculum/pe/download/file/Swimming%20Guidelines%202012.pdf>

The safe use of equipment will be encouraged at all times, and the children are taught to move and store equipment in a safe manner. The handling of the large P.E. apparatus must always be under the close supervision of an adult; and each teacher has the responsibility for checking this equipment before use, and reporting any defects which need attention. There is a regular servicing contract in operation.

All children must change into shorts and t-shirts, and have pumps for indoor P.E. activities. Trainers may be worn for outdoor activities as they offer increased grip and support, as well as warmer outdoor sports clothing if needed. No jewellery is to be worn and long hair must be tied back. Parents are regularly updated regarding these rules, and all children are expected to comply.

Parents must provide a written note (or send a message on ClassDojo) if children are not participating in P.E. lessons for medical reasons, and these children will be included in a purposeful, if not physical, manner when at all possible.

Spare P.E. clothes can be borrowed if kit is forgotten, but all children are encouraged to have their P.E. kits in school every day and fully named.

## **INCLUSION**

At our school, we teach P.E. to all children, whatever their ability and individual needs. P.E. complements the school curriculum policy of providing a broad and balanced education to all children. Through our P.E. teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Every attempt will be made to ensure that the special needs of children are catered for through the use of differentiated equipment and adaptation of games. More-able children will be given challenges to extend and broaden their ability. Children work at their individual levels and are fully integrated into participating on equal terms with the other children.

## **EQUAL OPPORTUNITIES**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

We try to ensure an equal interest level in our P.E. activities for both boys and girls. All our children learn skills for a wide range games and sporting activities. Equally we try to encourage enjoyment and participation in sports regardless of ability level.

There are a wide-variety of extra-curricular clubs for all children to enjoy and build their skills at their individual levels. We offer many opportunities for the children to take part in competitions, festivals and matches against other schools.

## **ASSESSMENT**

Assessment is used to inform future planning and to provide information about individuals at regular stages in their development. In Key Stage One, this is based on regular observation and challenges that focus on the development of the ten fundamental movements skills. The children are assessed across Key Stage One in stages: immature, developing and mature. Key Stage Two children are assessed using the core tasks at the end of each unit but also on a lesson by lesson basis.

Assessment techniques will ensure that teachers assess the on-going learning process and not just the finished outcomes.

These techniques should include:

- Teachers' observation of children.
- Teacher – child discussion and teacher questioning.
- Children's drawings, notes, models, comments and written work.
- Children's on-going analysis of their achievements.
- Photographs of children engaged in PE activities.
- Use of ICT as appropriate, for example for recording parts of the lesson or taking photographs.

Assessment must match statutory requirements for the subject: teacher assessment is statutory.

Work will be assessed in line with the Assessment, Recording and Reporting Policy.

## **RECORD KEEPING AND REPORTING**

Records of children's achievements are kept to:

- Plan children's future learning.
- Report progress to parents.

- Maintain a written record of children's learning.
- Fulfil legal requirements.

Information on a child's progress in P.E. will be communicated to parents in a written report at the end of each academic year.

## **SUBJECT LEADER ROLE**

The teacher responsible for leading P.E. is Joshua Astley and his role is described in his job description. This may include the following:

- Review teacher planning.
- Prepare policy and scheme of work.
- Develop policy and scheme of work with staff.
- Liaise with transfer school staff.
- Prepare a subject development plan.
- Leading staff meetings.
- Specifying and ordering resources in consultation with staff.
- Monitoring and maintaining condition and availability of resources.
- Monitoring teaching and learning in P.E.
- Responsibility for the safe and accessible storage of equipment.
- Responsibility to replace and update P.E. equipment as necessary.
- Organise and evaluate outside coaching staff both voluntary and paid, and ensure all appropriate checks and paper work is logged.
- Work effectively with Carol Valiant (Sports Admin.).

## **EVALUATION**

The P.E. Subject Leader gives the Headteacher and governors an annual report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The Subject Leader, if time allows, will review evidence of the quality of teaching and learning across the school according to the priority schedule of foundation subjects.

Such evidence should take into account:

- Children's achievements.
- Coverage of programmes of study.
- Analysis of teacher planning.
- Staff development.
- Classroom observation.
- External inspection/advice.

## **COVID-19**

Children now come to school in their P.E. kits on days where they have P.E. lessons. This is to help minimize the spread of COVID-19. One of the benefits of this is that minimal lesson time is missed.



## **Background Documentation**

This policy was informed by reference to the new National Curriculum for Physical Education, and the Foundation Stage Guidance Document.

Policy written by: Joshua Astley

Policy written: July 2021

Policy reviewed: October 2023

Policy reviewed: as required

# Physical Education Long Term Overview

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Reception						
<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	<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	<b>Jack and the beanstalk</b> Experiment with different ways of moving. Use increasing control over an object by	<b>Transport</b> Perform a variety of gymnastic rolls. Show increasing control over an object pushing it. Over arm throw for	<b>Seaside</b> To show increasing control over an object pushing and patting it. To underarm throw with some accuracy. Perform a variety of

	accuracy. jump and land appropriately. practise throwing overarm.		climbing equipment. Balance on a range of body parts. Throw under arm. Roll in a variety of ways.	touching, pushing, 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.	distance.	gymnastic rolls.
<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</b>  <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>	<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	<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>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	<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	<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
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	<p><b>Key Skills</b></p> <p>Underarm throwing and hopping</p> <p>Overarm throwing and skipping</p> <p>Catching and bouncing a ball</p> <p>Running and jumping</p> <p>Kicking and Rolling a ball.</p>	<p>Show a jump 2 feet to 2 feet with a straight shape</p> <p>Demonstrate travelling actions i.e. frog &amp; bunny hop.</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><b>Key Skills</b></p> <p>Demonstrate an overarm throw with some accuracy. 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>shape</p> <p>Climb with confidence</p> <p>Throw overarm with some accuracy.</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>some accuracy.</p> <p>Demonstrate a side gallop.</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 overarm throw with some accuracy.</p> <p>Demonstrate sending an object three different ways with some accuracy.</p>	<p>changing direction quickly.</p> <p>Demonstrate throwing underarm 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,	travel, roll, jump, apparatus sequence	running, accuracy, tactic, overarm,	perform, control, travelling, rolling,	accuracy, demonstrate, throw, underarm, gallop,	rolling, posture, accuracy, running, jumping, landing

	throw		attacking, defending, demonstrate	jumping, overarm, straight jump	tactic,	safely, control
Unit 2 and skills	<b>Zog – FMS</b> <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>	<b>Dance- Robots</b> <b>NC Objective</b> <i>*Perform dances using simple movement patterns.</i> Explore the qualities of Robots and copy and repeat movements precisely. Explore travelling, use of levels and different settings as a robot and try mirroring with a partner Create a mirroring dance with your partner perform it to the class. Remember the Robot dance without any help from a teacher. Explore transformers characters and work with others to create interesting transformers shapes. Link all our dances together and perform all our robot ideas as a whole class.	<b>Gymnastics 2</b> <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> Demonstrate different shapes in a sequence. Demonstrate a sequence using travelling, and 3 balances. Demonstrate a sequence using travelling, and 2 balances on large body parts. Demonstrate a sequence using travelling, balance and 2 rolling actions. Show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. Show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus.	<b>Dance- Toy Story</b> <b>NC Objective</b> <i>*Perform dances using simple movement patterns.</i> Link movements to show different character of a variety of different toys. Convey the different emotions within a relationship. Link travel, turn and stillness within a sequence depicting a different mood. Travel from one space to another using different pathways and levels. Work in a group to create a sequence. Combine all the dance sequences in order to retell aspects of the story.	<b>FMS- Catching and Bouncing a Ball</b> <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> <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</b> <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> <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.
	Perform the skill of running and changing direction quickly. Jump as far as possible, landing safely with control. Demonstrate an overarm throw and hopping. Demonstrate travelling on feet and hands and feet on apparatus.					
Personalisation and Subject Links	English					

Key Vocabulary	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.
Year Two						
Unit 1 and skills	<p>Gymnastics <b>NC Objective:</b> 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</p> <ul style="list-style-type: none"> <li>demonstrate jumping actions with different shapes in the air.</li> <li><b>Character</b> - Courage – overcome the challenge of jumping high with a shape.</li> <li>show travelling actions using hands and feet.</li> <li>demonstrate balancing on large body parts.</li> <li><b>Character</b> - Concentration - focus on keeping still in my balances</li> <li>show an egg roll, pencil and teddy</li> </ul>	<p>Playground Games in the 20<sup>th</sup> Century <b>NC Objective:</b> 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</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"> <li>develop the skill of dodging/changing direction when playing a tig game.</li> <li><b>Character</b> - Curiosity - explore different ways of playing tig games.</li> <li>develop the skill of hopping when playing a game.</li> <li><b>Character</b> - Curiosity - explore different ways of playing playground games.</li> <li>demonstrate catching a ball with some control. To throw</li> </ul>	<p>Games: Net and Wall <b>NC Objective:</b> 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</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"> <li>demonstrate how to catch a ball.</li> <li>show a side gallop with some rhythm.</li> <li><b>Character</b> - Concentration - focus on the performing the skills of side gallop and catching.</li> <li>show the ready position</li> <li>demonstrate how catch a ball</li> <li><b>Character</b> - Concentration - focus on getting into the ready position.</li> <li>show how to hold a</li> </ul>	<p>Bounceball <b>NC Objective:</b> 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</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"> <li>demonstrate bouncing a ball with some control.</li> <li><b>Character</b> - Resilience –improve my performance in bouncing a ball and not worry about what other people can do.</li> <li>demonstrate bouncing a ball with some control while moving.</li> <li><b>Character</b> - Resilience - persevere and try to improve dribbling a</li> </ul>	<p>Athletics <b>NC Objective:</b> 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</p> <ul style="list-style-type: none"> <li>throw underarm accurately into a target.</li> <li>throw as far as possible.</li> <li>throw overarm accurately.</li> <li>throw overarm for distance.</li> <li>throw using a push and two handed throw for distance.</li> <li>jump for distance with control.</li> <li>throw using an underarm and overarm throw for distance and accuracy.</li> <li>throw underarm for accuracy.</li> <li>throw overarm for distance.</li> <li>complete an obstacle</li> </ul>	<p>Dance: Seaside <b>NC Objective:</b> perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> <li>explore a range of actions related to activities at the seaside.</li> <li>Compose and perform a dance phrase showing the movement of the ocean</li> <li>Respond to a stimulus</li> <li>Select appropriate movements and body shapes to communicate ideas in relation to the texture and shape of a variety of shells</li> <li>Explore body shapes and movements which communicate the different creatures they can find at the seaside</li> <li>Explore movements to depict life in a seaside village</li> </ul> <p>Remember, repeat and perform a short dance to represent life in a seaside village</p>

	<p>bear roll.</p> <ul style="list-style-type: none"> <li>• create and demonstrate a sequence using rolling, jumping and travelling</li> <li>• <b>Character</b> - Courage - control my fears when trying a new roll. perform jumping and rolling actions.</li> <li>• create a sequence using rolling, jumping and travelling.</li> <li>• <b>Character</b> - Self-belief - recognise that I can improve my sequence if I try.</li> <li>• create a sequence using travelling, balancing rolling, and jumping.</li> <li>• <b>Character</b> - Concentration - focus on the task of creating a sequence of a travel, roll and jumps and large body part balance</li> <li>• create a sequence using travelling, balancing rolling, and jumping.</li> <li>• <b>Character</b> - Concentration - focus on the task</li> </ul>	<p>underarm with some accuracy.</p> <ul style="list-style-type: none"> <li>• <b>Character</b> - Co-operation - work together in a game.</li> <li>• throw a ball underarm to a partner with some accuracy.</li> <li>• catch a ball.</li> <li>• demonstrate a side gallop.</li> <li>• <b>Character</b> - Determination - keep trying at a skill I find difficult.</li> <li>• show the ready position</li> <li>• catch a ball</li> <li>• perform a side gallop.</li> <li>• <b>Character</b> - Co-operation - work in a small group cooperatively to make as many passes as possible.</li> <li>• catch a ball from the ready position.</li> <li>• strike a ball to a partner</li> <li>• <b>Character</b> - Co-operation - work in a small group cooperatively and encourage each other</li> <li>• strike a ball with some accuracy.</li> <li>• apply a simple tactic in a net/wall</li> </ul> <p><b>Character</b> - Concentration - focus on applying a tactic in a game to outwit an</p>	<p>bat</p> <ul style="list-style-type: none"> <li>• demonstrating catching a ball from the ready position.</li> <li>• strike a ball to a partner</li> <li>• <b>Character</b> - Concentration - listen carefully to instructions and focus on the task.</li> <li>• strike a ball with some accuracy.</li> <li>• show a simple tactic in competitive fours.</li> <li>• <b>Character</b> - Self-belief - recognise that I can learn new things and improve if I practice.</li> <li>• strike a ball with accuracy.</li> <li>• apply a simple tactic in a net/wall game.</li> <li>• <b>Character</b> - Self-belief - recognise improve striking a ball into space if I practice.</li> <li>• demonstrate a simple tactic in a net/wall game to outwit an opponent.</li> <li>• <b>Character</b> - Self-belief - focus on applying a tactic in a game to outwit an opponent</li> </ul>	<p>ball through sustained effort.</p> <ul style="list-style-type: none"> <li>• demonstrate bouncing a ball and passing in a simple game.</li> <li>• <b>Character</b> - Resilience - willingly have a go at dribbling a ball and persevere when things get hard.</li> <li>• demonstrate throwing a ball at a target with some accuracy.</li> <li>• <b>Character</b> - Resilience - learn from my mistakes and ask for feedback so that I can improve.</li> <li>• demonstrate passing a ball with accuracy then move into a space.</li> <li>• use a simple tactic in a game</li> <li>• <b>Character</b> - Resilience - keep trying in a game even if things aren't working.</li> <li>• show a simple tactic in a game.</li> </ul> <p><b>Character</b> - Resilience - keep trying in a game even if things aren't working.</p>	<p>course with speed and agility.</p> <ul style="list-style-type: none"> <li>• throw underarm for accuracy.</li> </ul> <p>throw overarm for distance.</p>	
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	of creating a sequence of a travel, roll and jumps and large body part balance	opponent. game.				
<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	History: Victorian seaside holidays, Growth Mindset: Creative Crocodile
<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	Dance phrase, movement, shape, compose, perform, texture, shape,
<b>Unit 2 and skills</b>	<p><b>NC Objective:</b> 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</p> <ul style="list-style-type: none"> <li>• Explore actions related to work</li> <li>• Link two travelling actions to a gesture</li> <li>• Explore contrasting gestures and travelling actions</li> <li>• Explore and travel along different pathways</li> <li>• Explore fighting actions</li> </ul>	<p>Y2 Games: Piggy in the Middle</p> <p><b>NC Objective:</b> 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</p> <ul style="list-style-type: none"> <li>• demonstrate an underarm throw with some accuracy.</li> <li>• show catching a ball with control.</li> <li>• <b>Character</b> - Co-operation –help others improve their skills of throwing and catching.</li> <li>• throw underarm with accuracy then move into a space.</li> <li>• catch a ball with</li> </ul>	<p>Dance: Explorers</p> <p><b>NC Objective:</b> perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> <li>• become their own explorer, being able to seek and find objects</li> <li>• learn basic dance movements and develop key travelling skills</li> <li>• <b>Character</b> -Curiosity - work with a friend to explore different ways of moving across the space.</li> <li>• demonstrate imagination in the environments task and try to move in new and interesting ways.</li> <li>• develop movement memory in the Backpack Dance.</li> <li>• <b>Character</b> -Curiosity - explore using your imagination an</li> </ul>	<p>Games: striking and fielding</p> <p><b>NC Objective:</b> 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</p> <p><b>participate in team games, developing simple tactics for attacking and defending</b></p> <ul style="list-style-type: none"> <li>• demonstrate an overarm throw for distance.</li> <li>• strike a ball for distance.</li> <li>• play a simple striking and fielding game.</li> <li>• strike a ball for</li> </ul>	<p>Dance: Wind in the Willows</p> <p><b>NC Objective:</b> perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> <li>• explore different habitats from The Wind in the Willows story and understand and describe the differences.</li> <li>• <b>Character</b> - Encouragement - motivate all group members to share ideas and create movement ideas.</li> <li>• learn about the three main characters and work as a class to create short dances for each one.</li> <li>• Develop teamwork skills by working in groups, share appropriate movement ideas and create a</li> </ul>	<p>OAA The Great Outdoors</p> <p><b>NC Objective:</b> engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> <li>• Able to take responsibility for self and others.</li> <li>• Able to respect, trust and care for each other.</li> <li>• Can remember objects on a trail.</li> <li>• cooperate and work together as a team.</li> <li>• Can work with a partner to undertake an adventurous journey.</li> <li>• Can work with others to complete a journey within the school grounds.</li> <li>• Can work collaboratively to record answers.</li> <li>• Can work with others to complete a journey within</li> </ul>



	<ul style="list-style-type: none"> <li>• Link movement through travel, jump, turn, gesture and stillness</li> </ul> <p>Work as individuals, pairs, small groups and a class to convey the story through movement using travel, turn, jump, gesture and stillness</p>	<p>control.</p> <ul style="list-style-type: none"> <li>• <b>Character</b> - Co-operation - help others improve their skills of throwing and catching.</li> <li>• demonstrate passing a ball with some accuracy then moving into a space.</li> <li>• <b>Character</b> - Honesty - be honest about the number of passes made as a group.</li> <li>• show a simple tactic in a game</li> <li>• pass a ball with some accuracy then move into a space.</li> <li>• <b>Character</b> - Self-belief –focus on what I can do to improve.</li> <li>• use a simple tactic in a game.</li> <li>• Character - Self-belief - focus on applying a tactic in a game to outwit an opponent.</li> </ul>	<p>unknown environment.</p> <ul style="list-style-type: none"> <li>• learn about and replicate animals from the rainforest through movement</li> <li>• create a short dance in a group using ideas from their chosen animal</li> <li>• <b>Character</b> -Curiosity - work as a group to explore how animals might move to create a short sequence.</li> <li>• experiment with movement ideas and create a duet using contact</li> <li>• guide others in movement through given environments</li> <li>• <b>Character</b> -Curiosity - be curious about the environment you are exploring, using a range of interesting movements to bring the environment to life.</li> <li>• work in pairs to create interesting shapes with your bodies</li> <li>• <b>Character</b> -Curiosity - use curiosity to explore unknown environments.</li> <li>• develop increased awareness of relating movement to images/locations</li> <li>• share ideas, create and learn a new unison dance</li> </ul>	<p>distance.</p> <ul style="list-style-type: none"> <li>• play a simple striking and fielding game.</li> <li>• strike a ball with accuracy for distance.</li> <li>• play a simple striking and fielding game and use a simple tactic.</li> </ul> <p>play a simple striking and fielding game applying a simple tactic.</p>	<p>short dance.</p> <ul style="list-style-type: none"> <li>• <b>Character</b> -</li> <li>• Encouragement - support and reassure others to create a group sequence.</li> <li>• use a set of instructions to create your own solo travelling dance exploring The Wild Wood and perform to the class.</li> <li>• <b>Character-</b></li> <li>• Encouragement - support others to create a sequence and give constructive feedback.</li> <li>• create a solo based on action words, interpreting the ideas in their own way.</li> <li>• work as a group to create 4 freeze frames demonstrating Toads adventures.</li> <li>• recognise what is fair and unfair and make reasoned choices about the characters.</li> <li>• <b>Character</b> -</li> <li>• Encouragement - support and motivate each other to rehearse and refine group dance.</li> <li>• develop a group dance with interesting movements and use perfect timing.</li> <li>• work as a whole class to make exciting</li> </ul>	<p>the school grounds and mark a control card correctly.</p> <p>Can make decisions about how to navigate safely, to a control site.</p>
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			performed travelling along your own pathway <b>Character</b> -Curiosity - understand that being curious can help you learn.		creative decisions about the transition and final position. • <b>Character</b> Encouragement - support and motivate each other to rehearse, refine and perform the dance.	
<b>Personalisation and Subject Links</b>	English: Fairy Tales	Growth Mindset: Collaborative Cat	History: British Space Exploration	Growth Mindset: Collaborative Cat	Growth Mindset: Collaborative Cat, English: The Wind in the Willows	Growth Mindset: Collaborative Cat, Participator Penguin, Resourceful Robin
<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	Strike, catch, throw, tactic, field,	Dance, sequence, timing, movement, transition, rehearse, refine	Responsibility, respect, trust, cooperate, collaborate, navigate

#### Year Three

<b>Unit 1 and skills</b>	<b>Invasion Games – Netball NC Link</b>	<b>Gymnastics Activities 1 NC Link</b>	<b>Dance – Ironman NC Link</b>	<b>Creative Games - Tag and Target NC Link</b>	<b>Athletic Activities NC Link</b>	<b>Striking and Fielding Games – Rounders NC Link</b>
	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  demonstrate passing a ball using a chest and bounce pass. move into space after passing in a	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.  demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. demonstrate basic rolls with accuracy and control.	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.  copy movements accurately and work as a team to create a still, connected shape with their bodies. articulate their ideas well. suggest verbs (actions) in order to perform their	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Perform the fundamental moving skill of dodging. Character – co-operation – share my ideas and work	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Throw using pull action. Explore different running techniques. Character – resilience – willingly have a go at the activities. Improve my performance and not worry about other people.	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  demonstrate underarm throw with accuracy. Character – communication – explain a skill to other children with confidence. Demonstrate how to throw a ball underarm with some

	<p>game. apply a feint when passing to outwit a defender. apply a simple tactic to outwit a defender. perform a pass in an invasion game using a chest pass or bounce pass. apply a simple tactic to outwit a defender. 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>move from one action to another smoothly. demonstrate jumping and landing safely. create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. adapt and demonstrate the sequence with a change of direction and speed.</p> <p><b>Character Trust</b> willingly accept feedback from my partner to help me improve. <b>Evaluation</b> recognise strengths and areas for improvement in a partner's performance.</p>	<p>own interpretation of these. teach a movement to others. demonstrate unusual movement and keep in time with others and the music. perform a well-structured duet which expresses character and explores patterning and timing.</p> <p><b>Character: Resilience</b> work together to create, rehearse and perform a group dance</p>	<p>towards making a tag game with my team. Perform the fundamental movement skill of dodging in a tag game. Demonstrate aiming skills using the FMS of throwing and rolling a ball. Character – co-operation – work in a group to play a target game. Demonstrate aiming skills using the FMS of throwing a rolling a ball to a target. Send an object in a target game with accuracy. Character – work in a group co-operatively to evaluate a target game.</p>	<p>Perform a sling throwing action Character – resilience – persevere and try to improve my throwing and jumping skills. Throw using a push action. throw for distance using a pull, push and sling throw. pass a quoit/baton to a teammate in a relay. perform a hop, step and jump. perform pull, push and sling throw. perform a combination of 5 jumps.</p> <p><b>Character Resilience</b> learn from mistakes and ask for feedback in order to improve.</p> <p><b>Evaluation</b> recognise strengths and areas for improvement in own performance.</p>	<p>accuracy. Catch a ball in a striking and fielding game. Character – communication – adapt my style of communication when I umpire. Strike a ball from a tee or a drop feed. Character – explain skills to others with confidence. Apply simple tactics in a striking and fielding game. Character – adapt my style of communication when in a game. Demonstrate bowling a ball underarm with accuracy. 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
<b>Unit 2 and skills</b>	<b>Dance - Myths and Legends</b>	<b>Gymnastics Activities 2</b>	<b>Invasion Games - Handball</b>	<b>Dance - Rock and Roll</b>	<b>Games - Net and Wall Unit Core Task 1</b>	<b>OAA - Trust and Trails NC Link</b>

	<p><b>NC Link</b></p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>select travelling actions to convey different characters, along varied pathways.</p> <p>use a range of traveling steps following a planned pathway.</p> <p>create a sequence with a partner that tells a story</p> <p>link sequences together.</p> <p>explore the qualities of different characters.</p> <p>create a full performance from the sequences made and demonstrate strong character skills throughout.</p> <p><b>Character Reflection</b></p> <p>think about what you have heard and seen stop and think</p>	<p><b>NC Link</b></p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</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.</p> <p>show different travelling and balancing actions using the apparatus.</p> <p>use the apparatus to perform jumping and rolling actions.</p> <p>evaluate successful transitions between actions.</p> <p>demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p> <p>evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p> <p><b>Character</b></p>	<p><b>NC Link</b></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>demonstrate passing a ball using a handball pass.</p> <p>move into space after using a handball pass in a game.</p> <p><b>Character</b></p> <p>Honesty</p> <p>give the actual number of passes made with a partner / group.</p> <p>Demonstrate passing a ball using a bounce pass.</p> <p>Move into space after passing in a game.</p> <p>Character</p> <p>Honesty – give the actual number of passes made with a partner.</p> <p>Perform a one-handed pass and a bounce pass in a game.</p> <p>Apply a feint when passing to outwit an opponent.</p> <p>Perform a pass in a game using a one-handed pass or one-handed bounce pass.</p>	<p><b>NC Link</b></p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>demonstrate shapes as a team using bodies in interesting ways.</p> <p>sequence movement together into a structure.</p> <p>create a travelling solo, following a defined pathway.</p> <p>effectively use stillness in their performance.</p> <p>create effective travelling movements.</p> <p>create a rhythmic circle dance performed in unison.</p> <p>demonstrate increased movement ideas</p> <p>perform with increased confidence and timing in the class circle.</p> <p><b>Character</b></p> <p>Co-operation</p> <p>work in a small group to create a short sequence and group dance, sharing their ideas and taking on</p>	<p><b>NC Link</b></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>explore and consolidate different throwing actions and practise catching.</p> <p>consolidate catching skills.</p> <p>suggest ideas and practices to improve their play.</p> <p>strike the ball using their hand or small bat.</p> <p>improve movement skills and body positions.</p> <p>practise striking skills using a racquet.</p> <p>devise their own game.</p> <p>consolidate striking and ball control skills.</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>demonstrate with a partner how to solve trust challenges.</p> <p>work with others to complete a journey within the school grounds.</p> <p>know how to use a control card.</p> <p>navigate safely to each control site.</p> <p>show how to keep a map “set” or “orientated”.</p> <p>know some of the symbols on an orienteering map.</p> <p><b>Character</b></p> <p><b>Trust</b></p> <p>believe your partner will keep you safe.</p> <p><b>Communication</b></p> <p>share responsibilities for the task with others in a group</p> <p><b>Self-discipline</b></p> <p>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.	<b>Evaluation</b> recognise strengths and areas for improvement 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.	board ideas of others. 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

Unit 1 and skills	Year 3/4 Athletics Activities	The Plague Dance Lesson Objective	Gymnastics 2 Lesson Objective	Dodgeball Lesson Objective	Basketball Lesson Objective	Cricket and Fielding Lesson Objective
	To throw using a pull action.  To explore different running techniques. To throw using a push action. To perform the sling throwing action. To develop jumping actions ( <i>two feet to two feet for distance</i> ). To perform pull, push and sling throw.	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. <b>Character</b> Responsibility - To perform the dance to the best of your ability, organising yourself and others.	To demonstrate passing a ball using a handball pass. To move into space after using a handball pass in a game. <b>Character</b> - Honesty - To give the actual number of passes made with a partner / group.	To demonstrate throwing a ball at a target using a one handed pass. <b>Character</b> Self-discipline - To manage my emotions. <b>Lesson Objective</b> To demonstrate throwing a ball at a target using a one handed pass <b>Character</b> Self-discipline - To manage my emotions and think about the	To demonstrate passing a ball using a chest pass and bounce pass accurately. To move into space after using a chest pass and/or bounce pass in a game. <b>Character</b> Determination - To show determination by simply not giving up. <b>Lesson Objective</b> To demonstrate dribbling a basketball with some control.	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. <b>Character</b> Communication - To adapt my style of communication when playing Team Run. <b>Lesson Objective</b> To demonstrate how to throw a ball underarm with some accuracy. To catch a ball in a striking

	<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.</p> <p>Pupils will demonstrate teamwork skills. 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>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.</p> <p>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.</p> <p>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</p>	<p>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>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						
Unit 2 and skills	<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</p>	<p><b>Gymnastics 1</b></p> <p><b>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</p>	<p><b>Sparks Might Fly Dance</b></p> <p><b>Lesson Objective</b> 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</p>	<p><b>Net and Wall 1</b></p> <p><b>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>Handball</b></p> <p><b>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</p>	<p><b>Net and Wall 2</b></p> <p><b>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</p>

	<p>solutions without fear of failure.</p> <p><b>Character</b> Problem Solving - To try different ways of solving the problem without fear of failure.</p>	<p>gymnastics sequence of 6 actions. To teach a sequence to a partner 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>support and reassure others to create a group sequence.</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.</p> <p>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><b>Learning Objective</b> To devise their own game. Consolidate striking and ball control skills.</p>	<p>a pass.</p> <p><b>Character</b> 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>	<p>tactics to score points.</p>
Personalisation and Subject Links						



Key Vocabulary						
<b>Year Five</b>						
<b>Unit 1 and skills</b>	<b>Year 5/6 Invasion Games – Netball</b>  <b>NC Objective</b> 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.  <b>Use running, jumping, throwing and catching in isolation and in combination.</b>  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	<b>Year 5 Gymnastics Activities 1</b>  <b>NC Objective</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b>  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	<b>Year 5 Dance – Robin Hood</b>  <b>NC Objective</b> Perform dances using a range of movement patterns.  <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b>  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.	<b>Year 5 Invasion Games/Target Games - Dodgeball</b>  <b>NC Objective</b>  <b>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.</b>  <b>Use running, jumping, throwing and catching in isolation and in combination.</b>  Demonstrate throwing and catching a dodgeball with consistency, accuracy and control. (Character - Decision Making - Make a definite conclusion of when to throw the ball.) Demonstrate a shoulder pass. Throw a dodgeball with some accuracy.	<b>Year 5/6 Athletics</b>  <b>NC Objective</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b>  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.	<b>Year 5/6 Striking and Fielding – Rounders</b>  <b>NC Objective</b> 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.  <b>Use running, jumping, throwing and catching in isolation and in combination.</b>  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

	netball type game. Apply simple tactics with and without the ball when playing a netball-type game. (Character - Evaluation - Identify strengths and areas for improvement when playing a netball-type game.) Apply simple tactics when playing a netball-type game, including defending. (Character - Evaluate own work and that of others, and suggest ways to improve.) Apply simple attacking and defending tactics when playing a netball-type game.	balance and counter tension. Perform a range of counter-tension actions with a partner. 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.) Create a gymnastic sequence with counter balances and counter tension with a partner. Evaluate and recognise their own success.		Apply simple tactics when playing a dodgeball type game. Apply simple tactics with and without the ball when playing a dodgeball-type game. (Character - Evaluation - Identify strengths and areas for improvement when playing a dodgeball-type game.) Apply simple tactics when playing a dodgeball-type game, including defending. (Character - Evaluate own work and that of others, and suggest ways to improve.) Apply simple attacking and defending tactics when playing a dodgeball-type game.	(Character - Self-motivation - Set a goal and be committed to practice to improve my performance.) 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.) 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.)	choice of where to strike the ball.) Bowl with accuracy. Strike a ball with a bat. Use tactics in a rounders type game. (Character – evaluation – evaluate a performance.) (Character – evaluation – identify strengths and areas for development.)
<b>Personalisation and Subject Links</b>	Focus on teamwork.			Focus on teamwork.	Sports Day	
<b>Key Vocabulary</b> Unison; duo; rehearse; performance; spatial awareness; solo; depicting	Shoulder pass; tactics; attacking; defending	Mirrored balance; matched balance; counter-tension balance; sequence; gymnast; counter balance	Quality; character; convey; emotions; sequences; story dance	Overarm; tactics; attacking; defending	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	Underarm; catch; ball; bat; tee; practical; solution; improve; encouragement; fielding; fielder; self-motivation; strike; definite; choice; accurate; rounders; performance; bowling; bowl
<b>Unit 2 and skills</b>	<b>Year 5/6 Dance – Earthlings</b>	<b>Year 5 Gymnastics activities 2</b>	<b>Year 5/6 Invasion Games – Hockey</b>	<b>Year 5/6 Invasion Games – Rugby 1</b>	<b>Year 5/6 Invasion Games – Rugby 2</b>	<b>Year 5/6 – Net and Wall Tennis</b>

	<p><b>NC Objective</b> <b>Perform dances using a range of movement patterns.</b></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.) Create dances using different formations and performed in unison. Demonstrate</p>	<p><b>NC Objective</b> <b>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</b></p> <p><b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></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 tension with a partner in canon and unison using apparatus.</p>	<p><b>NC Objective</b> <b>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.</b></p> <p><b>Use running, jumping, throwing and catching in isolation and in combination.</b></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. Select attacking tactics when playing a hockey type game. (Character - Decision Making - Make a definite conclusion of when to pass and /or shoot when</p>	<p><b>NC Objective</b> <b>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.</b></p> <p><b>Use running, jumping, throwing and catching in isolation and in combination.</b></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 others and suggest ways to improve.) Apply simple attacking and defending tactics when playing a rugby type game.</p>	<p><b>NC Objective</b> <b>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.</b></p> <p><b>Use running, jumping, throwing and catching in isolation and in combination.</b></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. (Character – encouragement – support others in my team when playing a game.) Kick a ball with some accuracy and</p>	<p><b>NC Objective</b> <b>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.</b></p> <p><b>Use running, jumping, throwing and catching in isolation and in combination.</b></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>
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	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		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.)		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.)	
<b>Personalisation and Subject Links</b>			Focus on teamwork.	Focus on teamwork.	Focus on teamwork.	Focus on teamwork.
	Unison; duo; rehearse; performance; spatial awareness; solo; depicting	Canon; unison; apparatus; mirrored balance; matched balance; counter-tension balance; sequence; gymnast; counter balance	Hockey; dribbling; attacking; defending; tactics; decision making; hockey stick; equipment.	Rugby; ball; consistency; accuracy; control; pass; catch; swing pass	Competitive; rugby-type; kick; grubber; chip; punt; breadbasket; hands in a 'W'	Forehand; backhand; shot; consistency; direct; rally; tactic; target; net
<b>Year Six</b>						
<b>Unit 1 and</b>	<b>Year 5/6 Invasion</b>	<b><u>Invasion Games –</u></b>	<b><u>Year 5/6 Dance (The</u></b>	<b><u>Year 5/6 OAA</u></b>	<b><u>Striking and fielding –</u></b>	<b><u>Year 5/6 Athletics</u></b>

skills	Games – Rugby 1	<u>Netball</u> NC Objective	<u>Highway Man</u> NC Objective	NC Objective	cricket NC Objective	NC Objective
	<p><b>NC Objective</b> 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.</p> <p><b>Use running, jumping, throwing and catching in isolation and in combination.</b></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 –</p>	<p><b>NC Objective</b> 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. <b>Use running, jumping, throwing and catching in isolation and in combination.</b></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 tactics when playing a netball-type game.</p>	<p><b>NC Objective</b> Perform dances using a range of movement patterns <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></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>NC Objective</b> <b>Take part in outdoor and adventurous activity challenges both individually and within a team</b> 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. Work effectively as part of a team. Recognise the important role played by all team members Organise time and</p>	<p><b>NC Objective</b> 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.</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>NC Objective</b> <b>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</b> <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></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>

	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.			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> <u>NC Objective</u> 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 where appropriate [for example, badminton,	<u><b>Gymnastics Activities 1</b></u> <b>NC Objective</b> <b>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</b> <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b>  To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To demonstrate a group counter balance. To create a gymnastic	<u><b>Gymnastics Activities 2</b></u> <b>NC Objective</b> <b>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</b> <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b>  To demonstrate a part weight bearing balance. To create a sequence of gymnastic actions, paired and group balances using apparatus. To create and perform a sequence of gymnastic	<b>Year 5/6 Invasion Games – Rugby 2</b>  <b>NC Objective</b> <b>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.</b>  <b>Use running, jumping, throwing and catching in isolation and in combination.</b>  Pass the ball backwards with accuracy.	<u><b>Year 5/6 – Net and Wall Tennis</b></u> <b>NC Objective</b> <b>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.</b> <b>Use running, jumping, throwing and catching in isolation and in combination.</b>  Demonstrate a forehand shot with some consistency. Demonstrate a backhand shot with some consistency. Direct the ball	<u><b>Year 5/6 Striking and Fielding – Rounders</b></u> <b>NC Objective</b> <b>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.</b> <b>Use running, jumping, throwing and catching in isolation and in combination.</b>  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

<p>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 evaluate success</p>	<p>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>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</p>	<p>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>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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<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