

# Physical Education

## INTENT, IMPLEMENTATION, IMPACT

East Sheen Primary School	Intent	Implementation	Impact
<p><b>Reception</b></p> <p><b><u>Dance-</u></b> <b>'Ourselves'</b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To respond to words and music using their bodies and props.</li> <li>To explore movements such as creeping, tiptoeing and hiding as they try becoming different characters.</li> <li>To explore creating simple movement sequences.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Learning new movements</li> <li>Listening and responding to music</li> <li>Adding different actions together</li> <li>Sharing ideas for movements</li> <li>Learning to move with control</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will move their bodies with big actions linked to the idea of 'ourselves'.</li> <li>Pupils will develop their curiosity and imagination as they experiment moving in different ways.</li> <li>Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</li> <li>Pupils will develop their self belief as they move and travel with confidence.</li> </ul> <p>Key values: Curiosity, empathy, self-belief, imagination, fairness</p> <p><i>Key vocabulary: control, rhythm, space, beat, moving, sequence, timing, opposite</i></p>
<p><b><u>Gymnastics -</u></b> <b>'High, low, over,</b> <b>under'</b></p> <p><b>and</b></p> <p><b>'Moving'</b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>Create movements and balances in high and low ways on the floor and on apparatus.</li> <li>To self-select where to work, exploring movements and balances and start to identify</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Learning different ways of moving their bodies</li> <li>Exploring rolling, crawling, jumping and other movements</li> <li>Making shapes with their bodies</li> <li>Transitioning between high and low on apparatus</li> <li>Making different shapes on the apparatus</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.</li> <li>Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</li> </ul>

	<p>features of other pupil's work.</p>		<ul style="list-style-type: none"> <li>• Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.</li> <li>• Pupils will begin to show self-belief as they travel with confidence, over, under and through apparatus.</li> </ul> <p>Key values: curiosity, gratitude, self-belief, empathy, imagination</p> <p><i>Key vocabulary: champion gymnast, shapes- star, straight, tuck, star, straddle, pike, apparatus, balance</i></p>
<p><b><u>Fundamental Skills - Walking</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To explore walking using different body parts in different directions, at different levels and at different speeds.</li> <li>• To learn how to apply their walking skills into games.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• To walk forwards, backwards and sideways</li> <li>• To walk at different speeds</li> <li>• To walk using different parts of their feet</li> <li>• To explore walking in different scenarios e.g under a low bridge, through a spooky forest</li> <li>• To walk in straight lines, zigzags and circles. Fast, slow, low and high.</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>• Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders.</li> <li>• Pupils will develop an understanding of why we move into space as they explore moving and walking.</li> <li>• Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.</li> <li>• Pupils will develop their own self belief as they move and travel with confidence.</li> </ul> <p>Key values: curiosity, empathy self-belief, fairness, honesty</p> <p><i>Key vocabulary: fast, slow, low, high, space, forwards, backwards, sideways, change of direction, speed, tag</i></p>

<p><b><u>Fundamental Ball Skills – Hands</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To explore different ways of using our hands to move with a ball, keeping control.</li> <li>To explore rolling, pushing and bouncing a ball with a partner.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Moving around keeping the ball close</li> <li>Explore rolling, bouncing and throwing the ball</li> <li>Rolling the ball towards a target</li> <li>Bounce the ball softly and quickly</li> <li>Develop bouncing the ball whilst avoiding obstacles</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.</li> <li>Pupils will develop their concentration skills by focusing on the ball as they move it.</li> <li>Pupils will use their imagination as they take part in game activities.</li> <li>Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.</li> <li>Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.</li> </ul> <p>Key values: concentration, trust, courage, gratitude, imagination</p> <p><i>Key vocabulary: control, target, push, roll, bounce</i></p>
<p><b><u>Fundamental Ball Skills – Feet</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To enable pupils to explore moving with a ball using their feet.</li> <li>Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>To explore moving with a ball using feet</li> <li>To dribble ball through gates keeping control</li> <li>To keep control of the ball when changing speed and stopping it</li> <li>To understand what a 'defender' is and follow rules of the game</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will develop their ability to dribble the ball keeping control.</li> <li>Pupils will move the ball into spaces avoiding any defenders.</li> <li>Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.</li> </ul>

			<ul style="list-style-type: none"> <li>• Pupils will develop life skills such as fairness and empathy as they encourage and support each other.</li> <li>• Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</li> </ul> <p>Key values: empathy, concentration, courage, honesty, fairness</p> <p><i>Key vocabulary: control, target, kick, dribble, defender, score, rules, opponent</i></p>
<p><b><u>Fundamental Skills – Jumping</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To explore jumping, in different directions, at different speeds, different levels, heights and distances.</li> <li>• How to and why we jump, using our head, arms and feet, applying the basic jumping technique.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• Jumping forwards backwards and sideways</li> <li>• Jumping high, low, fast and slow</li> <li>• Exploring jumping in everyday life scenarios such as jumping in puddles, over a fence, up to reach something etc</li> <li>• Jumping in their own space avoiding each other</li> <li>• Develop jumping high into hopping</li> <li>• Following instructions and applying hopping and jumping into a game</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>• Pupils will develop their ability to jump and land safely.</li> <li>• Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.</li> <li>• Pupils will explore their curiosity as they try jumping in a variety of different ways.</li> <li>• Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.</li> <li>• Pupils will show courage as they apply developing confidence while exploring their jumping skills.</li> </ul> <p>Key values: curiosity, fairness, empathy, courage</p> <p><i>Key vocabulary: jump, land, speeds, levels, direction, distance, height, space</i></p>
<p><b><u>Games for Understanding – Attack v Defence</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To understand why it is important to take turns when playing a game</li> <li>• To understand why we need to keep score when playing a game</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• Applying their understanding of attacking and defending, applying it into a competitive game.</li> <li>• Playing simple games involving attackers and defenders</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>• The importance of keeping score during a game</li> <li>• To play by the rules and why this is important</li> </ul>

	<ul style="list-style-type: none"> <li>To understand why games have rules and to understand the consequences if the rules aren't followed</li> </ul>	<ul style="list-style-type: none"> <li>Playing simple games involving a time limit</li> <li>Working together as a team</li> </ul>	<ul style="list-style-type: none"> <li>To know there are consequences for not following the rules</li> </ul> <p>Key values: concentration, fairness, honesty</p> <p><i>Key vocabulary: rules, attack, defence, score, competitive, teamwork</i></p>
<p><b><u>Sports Day Activities</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To use the previous knowledge and skills learned in units throughout the year and apply them to the different sports day activities</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Throwing beanbags towards a target</li> <li>Throwing a javelin</li> <li>Jump while zig zagging on splat spots</li> <li>Jumping over a speed bounce</li> <li>Weave in and out of obstacles</li> <li>Running and jumping over hurdles</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>How to run in a straight line</li> <li>How to jump higher and faster</li> <li>How to throw over a distance</li> <li>How to throw towards a set target</li> <li>The importance of good sportsmanship and following the rules</li> </ul> <p>Key values: concentration, fairness, honesty, teamwork</p> <p><i>Key vocabulary: sportsmanship, fairness, rules, teamwork, sports day, scores, results</i></p>
<p><b>Year 1</b></p> <p><b><u>Dance-</u></b> <b>'The Zoo'</b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression.</li> <li>To learn how to co-ordinate and control their bodies to perform</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Exploring ways of moving making their bodies as big as possible</li> <li>Exploring ways of moving making their bodies as small as possible</li> <li>Using facial expressions to show how the animals are feeling</li> <li>How to develop and perform a motif</li> <li>Practising moving around space responding to a rhythm being</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils can move in relation to the music and respond with appropriate movements and actions.</li> <li>Pupils can ensure their movements are big and clear.</li> <li>Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</li> </ul>

	<p>movements, creating a sequence</p>	<p>tapped out (e.g on a drum or tambourine)</p> <ul style="list-style-type: none"> <li>Explore and think of actions that a zoo keeper might perform.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences</li> <li>Pupils will develop life skills such as self-belief and courage as they create their sequences including more advanced compositional elements</li> </ul> <p><i>Key values:</i> imagination, empathy, courage</p> <p><i>Key vocabulary:</i> expression, control, movements, observe, champion dancer, motif, sequence, rhythm</p>
<p><b>Gymnastics</b> <b>'Body Parts'</b></p> <p><b>and</b></p> <p><b>'Wide, Narrow and Curled'</b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To develop their ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus.</li> <li>To transition between the theme words as they link movements together developing simple sequences.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Explore making wide, narrow and curled shapes with their bodies.</li> <li>Explore moving in these different ways (wide, narrow and curled) including rolling, jumping, balancing and different locomotions.</li> <li>Explore these different ways of moving using different apparatus.</li> <li>Transitioning between wide, narrow and curled movements on the apparatus</li> <li>Linking two or more movements together on the apparatus</li> <li>Making different shapes with their bodies</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics' and start to link movements.</li> <li>Pupils will experiment moving in a variety of ways understanding the differences between each type of movement.</li> <li>Pupils will be creative as they link movements.</li> <li>Pupils will demonstrate life skills such as empathy and fairness as they work safely with each other. Pupils will support each other and share apparatus.</li> </ul> <p><i>Key values:</i> curiosity, empathy, imagination, self-belief</p> <p><i>Key vocabulary:</i> champion gymnastics, wide, narrow, curled, big, small, linking</p>

<p><b><u>Fundamental Ball Skills – Hands</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To develop pupils’ sending and receiving skills, applying and developing understanding of where we send a ball and why.</li> <li>To combine their sending and receiving skills to keep possession.</li> <li>To explore stopping the ball.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Bouncing balls with control avoiding defenders</li> <li>Aiming with accuracy</li> <li>Rolling a ball with control and accuracy towards a target</li> <li>Successfully stopping a moving ball</li> <li>Using prior learning to stop a moving ball with control and accuracy</li> <li>To work together with a partner</li> <li>Piggy in the middle (2V1)</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully.</li> <li>Pupils will also be able to receive and stop a ball.</li> <li>Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</li> <li>Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</li> <li>Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly</li> </ul> <p><i>Key values: concentration, empathy, honesty, communication, fairness</i></p> <p><i>Key vocabulary: possession, space, control, attacker, dribbling, accuracy, power</i></p>
<p><b><u>Fundamental Skills – Jumping</u></b></p>	<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>To understand how and why we jump, using our head, arms and feet, applying the correct jumping technique.</li> <li>To begin to understand the different reasons when, where and why we jump in different ways</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Recap the jumping technique</li> <li>Lily Pads and Snakes</li> <li>Jumping competitions (distance/speed)</li> <li>Jumping circuit</li> <li>Explore skipping and play games such as traffic lights.</li> </ul> <p>(See CP plans).</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will apply the correct technique for jumping and explore skipping.</li> <li>Pupils will develop their jumping skills and jump into spaces to avoid the defenders.</li> <li>Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.</li> <li>Pupils will start to give and receive feedback concerning the</li> </ul>

			<p>jumping technique. Fairness will be applied as pupils play by the rules.</p> <ul style="list-style-type: none"> <li>Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.</li> </ul> <p>Key values: fairness, concentration, honesty, empathy, imagination</p> <p><i>Key vocabulary: jumping, distance, space, attacker, defender, skipping, landing</i></p>
<p><b><u>Fundamental Skills – Running</u></b></p>	<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>To develop their ability to run using different parts of their bodies.</li> <li>To begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Domes and Dishes</li> <li>Follow my Leader</li> <li>Sticky glue / avoid the defenders</li> <li>Traffic lights- running at different speeds</li> <li>Fishes and sharks</li> </ul> <p>(See CP plans).</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will be able to run applying the correct technique to ensure maximum speed.</li> <li>Pupils will run and stay in a space avoiding the defenders.</li> <li>Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.</li> <li>Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.</li> <li>Pupils will develop life skills such as honesty and self belief as they strive to run as fast as possible, ensuring they are playing by the rules.</li> </ul> <p>Key values: honesty, fairness, concentration, gratitude, courage</p> <p><i>Key vocabulary: speed, acceleration, tagging, attacker, defender, space</i></p>
	<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>To develop pupils' ability to apply the principles of attack vs defence,</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Avoiding/dodging defenders</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p>



<p><b><u>Games for Understanding – Attack v Defence</u></b></p>	<p>with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<ul style="list-style-type: none"> <li>• Galaxy stars</li> <li>• Stuck in the mud</li> <li>• Protect the zone</li> </ul> <p>(See CP plans)</p>	<ul style="list-style-type: none"> <li>• Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.</li> <li>• Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.</li> <li>• Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.</li> <li>• Pupils will continue to develop and apply honesty as they play by the rules and keep the score.</li> </ul> <p>Key values: curiosity, empathy, courage, fairness, creativity</p> <p><i>Key vocabulary: attack, defend, consequences, fairness, competition, rules, tactic, team</i></p>
<p><b><u>Sports Day Activities</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To use the previous knowledge and skills learned in units throughout the year and apply them to the different sports day activities</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• Throwing beanbags towards a target</li> <li>• Throwing a javelin</li> <li>• Jump while zig zagging on splat spots</li> <li>• Jumping over a speed bounce</li> <li>• Weave in and out of obstacles</li> <li>• Running and jumping over hurdles</li> </ul>	<p>Pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>• How to run in a straight line</li> <li>• How to jump higher and faster</li> <li>• How to throw over a distance</li> <li>• How to throw towards a set target</li> <li>• The importance of good sportsmanship and following the rules</li> </ul> <p>Key values: concentration, fairness, honesty, teamwork</p> <p><i>Key vocabulary: sportsmanship, fairness, rules, teamwork, sports day, scores, results</i></p>
	<p>Pupils will learn:</p>	<p>Key activities in the unit of work are:</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p>

<p><b><u>Health and Wellbeing</u></b></p>	<ul style="list-style-type: none"> <li>To understand the meaning of agility, balance and co-ordination, n and why they are important.</li> <li>Pupils will perform circuits to develop their application and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>To explore agility – quick feet, races, monsters</li> <li>Introduce and explore balance-number balance, sporting balances</li> <li>Introduce and explore coordination-bouncing, rolling and throwing</li> <li>Agility circuit</li> <li>Balance circuit</li> <li>Coordination circuit</li> </ul> <p>(See CP plans)</p>	<ul style="list-style-type: none"> <li>Pupils will move showing agility, be able to remain balanced and apply coordination in activities and within circuit challenges.</li> <li>Pupils will demonstrate a basic understanding of agility, balance and coordination and why they are important.</li> <li>Pupils will develop life skills such as empathy and fairness as they collaborate with their partners and support each other to complete the circuits.</li> <li>Pupils will demonstrate honesty and self belief as they try their hardest to improve their performances and keep their score.</li> </ul> <p>Key values: honesty, fairness, empathy, creativity, self belief</p> <p><i>Key vocabulary: agility, balance, coordination, wellbeing, hand eye coordination</i></p>
<p><b>Year 2</b></p> <p><b><u>Dance-</u></b> <b><u>'Explorers'</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To develop their ability to create and develop their characters, adding movements, expression and emotion to their performance.</li> <li>Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Prepare for an expedition</li> <li>Create a motif</li> <li>Add movements together to represent the journey</li> <li>Create two movements that represent how they are going to travel, exploring the island or planet.</li> <li>Create movements that represent an explorer making a discovery</li> <li>Develop motifs in unison and with a partner</li> <li>Perform sequences in front of an audience.</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils can respond to the music with appropriate movements and actions, using their whole body.</li> <li>Pupils can ensure their movements are big and clear.</li> <li>Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.</li> <li>Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.</li> <li>Pupils will develop life skills such as courage and honesty, as they try their best to create sequences,</li> </ul>

			<p>giving feedback to others following their performances.</p> <p>Key values: curiosity, gratitude, honesty, cooperation, resourcefulness</p> <p><i>Key vocabulary: dance, control, rhythm, expression, emotion, unison, motif</i></p>
<p><b><u>Gymnastics</u></b> <b>'Linking'</b></p> <p><b>and</b></p> <p><b>'Pathways'</b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To challenge themselves to explore different ways that they can link movements and balances together while travelling along a variety of pathways.</li> <li>To apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>To link a movement or a balance to a roll</li> <li>Explore different ways of moving in a roll</li> <li>Work with a partner to watch each other's combinations and comment on other gymnasts' performances</li> <li>Explore different ways of moving into a roll on apparatus</li> <li>Perform a mini sequence on mats incorporating flow</li> <li>To create own movement ideas on apparatus</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> <li>Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other.</li> <li>Pupils will support each other and share apparatus.</li> <li>Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.</li> </ul> <p>Key values: imagination, empathy, self-belief, evaluation, self-motivation</p> <p><i>Key vocabulary: champion gymnastics, linking, transition, flow, zig-zag, curved, sequence</i></p>
<p><b><u>Fundamental</u></b> <b><u>Ball Skills-</u></b></p> <p><b>Feet</b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>Be challenged to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Developing dribbling – keeping possession</li> <li>Developing passing and receiving</li> <li>Combining dribbling, passing and receiving and keeping possession</li> <li>Developing dribbling to score a point</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.</li> </ul>

		<ul style="list-style-type: none"> <li>Combining dribbling, passing and receiving to score a point</li> <li>Activities- 'Through the Gate' and 'Mud Monsters'</li> </ul> <p>(See CP Plans)</p>	<ul style="list-style-type: none"> <li>Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</li> <li>Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.</li> <li>Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.</li> </ul> <p>Key values: concentration, empathy, self-belief, communication, respect</p> <p><i>Key vocabulary: attacker, defender, space, possession, dribbling, passing</i></p>
<p><b><u>Locomotion</u></b> <b><u>'Dodging'</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>How to apply their knowledge of how, where and why to dodge.</li> <li>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Exploring dodging – avoiding the opposition</li> <li>Tennis ball tag- avoiding the tagger</li> <li>Applying dodging- explore attacking and defending</li> <li>Avoid the defender – protect the treasure</li> <li>Danger dodgeball / team dodgeball</li> </ul> <p>(See CP plans)</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.</li> <li>Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</li> <li>Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.</li> <li>Pupils will develop life skills such as honesty and self-belief as they strive to dodge effectively and keep the score in their games.</li> </ul> <p>Key values: courage, gratitude, problem-solving, respect, integrity</p>

			<i>Key vocabulary: attacker, defender, space, dodge, tag</i>
<b><u>Health and Wellbeing</u></b>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To consolidate their understanding of agility, balance and co-ordination, applying these elements of fitness in a variety of activities.</li> <li>To will perform circuits, understanding how motivation can enhance performance.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Consolidate agility – colour combinations</li> <li>Consolidating balancing- exploring on apparatus</li> <li>Introduce and explore coordination – dribbling and kicking</li> <li>Agility circuit</li> <li>Balance circuit</li> <li>Coordination circuit</li> </ul> <p>(See CP plans)</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.</li> <li>Pupils will demonstrate a strong understanding of agility, balance and coordination and why they are important.</li> <li>Pupils will apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits.</li> <li>Pupils will apply honesty and self-belief as they continue to improve their performances and keep their score.</li> </ul> <p>Key values: honesty, fairness, concentration, encouragement, integrity</p> <p><i>Key vocabulary: agility, balance, coordination, wellbeing</i></p>
<b><u>Team Building</u></b>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To develop their ability to apply effective teamwork, ensuring that everyone is included and understands their role.</li> <li>To begin to develop and apply simple strategies to solve problems.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>To create and apply tactics to complete simple challenges</li> <li>Magic Hoops</li> <li>Cross the Swamp</li> <li>Treasure Island</li> <li>Avoid the Traps – building trust</li> <li>Pupils to communicate with their partner to complete the challenge</li> </ul> <p>(See CP plans)</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully.</li> <li>Pupils will demonstrate a strong understanding of what makes an effective team.</li> <li>Pupils will create and apply simple tactics.</li> <li>Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges.</li> </ul>

			<ul style="list-style-type: none"> <li>Pupils will develop life skills such as courage and self-belief as they strive to complete the different challenges, adapting strategies and never giving up.</li> </ul> <p>Key values: fairness, concentration, self-belief, problem solving, respect</p> <p><i>Key vocabulary: teamwork, inclusion, communication, cooperation, strategy, courage, motivation</i></p>
<p><b><u>Games for Understanding – Attack v Defence</u></b></p>	<p>Pupils will be challenged to:</p> <ul style="list-style-type: none"> <li>create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games.</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Galaxy Attackers – to learn to apply attacking as a team into a game</li> <li>Treasure Chest</li> <li>Galaxy Defenders – to learn to apply defending as a team into a game</li> <li>Galaxy Stars- understanding the constant transition between attack and defence</li> </ul> <p>(See CP plans)</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag the opposition when defending.</li> <li>Pupils will understand the consequences of breaking the rules and not applying tactics successfully.</li> <li>Pupils will understand the difference between attack and defence.</li> <li>Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.</li> <li>Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self-discipline.</li> </ul> <p>Key values: creativity, fairness, honesty, collaboration, self-discipline</p> <p><i>Key vocabulary: attacker, defender, space, tactics, transition, team</i></p>

<p><b><u>Sports Day Activities</u></b></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To use the previous knowledge and skills learned in units throughout the year and apply them to the different sports day activities</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Throwing beanbags towards a target</li> <li>Throwing a javelin</li> <li>Jump while zig zagging on splat spots</li> <li>Jumping over a speed bounce</li> <li>Weave in and out of obstacles</li> <li>Running and jumping over hurdles</li> </ul>	<p>Pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>How to run in a straight line</li> <li>How to jump higher and faster</li> <li>How to throw over a distance</li> <li>How to throw towards a set target</li> <li>The importance of good sportsmanship and following the rules</li> </ul> <p>Key values: concentration, fairness, honesty, teamwork</p> <p><i>Key vocabulary: sportsmanship, fairness, rules, teamwork, sports day, scores, results</i></p>
<p><b>Year 3</b></p>	<p>Pupils will learn:</p>	<p>Key activities in the unit of work are:</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p><b>Physical</b> <b>Cognitive</b> <b>Social</b> <b>Wellbeing</b></p>
<p><b><u>Gymnastics Symmetry and Assymetry</u></b></p>	<p>The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p>	<p><b>Key activities in the unit of work are:</b></p> <ol style="list-style-type: none"> <li>Introduction to asymmetry</li> <li>Application on Apparatus</li> <li>Sequence formation</li> <li>Sequence completion</li> </ol>	<p><b>P:</b> Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</p> <p><b>C:</b> Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.</p> <p><b>S:</b> Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.</p> <p><b>W:</b> Pupils will develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.</p>

<p><b><u>Communications and Tactics</u></b></p>	<p>The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing their communication skills, essential to working within a team to complete the activities.</p>	<p><b>Key activities in the unit of work are:</b></p> <ol style="list-style-type: none"> <li>1. Create simple tactics</li> <li>2. Develop communication skills</li> <li>3. Develop collaboration skills</li> <li>4. Develop leadership skills</li> <li>5. Develop evaluation skills</li> </ol>	<p>P: Pupils will work within teams to complete the different problem-solving challenges successfully.  C: Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team.  S: Pupils will develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams.  W: Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.</p>
<p><b>Dance - Wildlife</b></p>	<p><b>Pupils will learn:</b></p> <p>The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.</p>	<p><b>Key activities in the unit of work are:</b></p> <ol style="list-style-type: none"> <li>1. Wild animals responding to stimuli</li> <li>2. Developing character dance into a motif</li> <li>3. Extending sequences with a partner in character</li> <li>4. developing sequences with a partner in character that show relationships</li> <li>5. Extending dance skills in choreography</li> </ol>	<p><b>When assessed, pupils will demonstrate the following sticky knowledge:</b></p> <p>P: Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.  C: Pupils will understand what makes an ‘excellent dance’. Pupils will apply creativity as they try a range of movement options  <b>S:</b> Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.  W: Pupils will strive to ensure their sequences are performed precisely and accurately showing self-motivation to want to improve.</p>
<p><b>Games – Handball</b></p>	<p><b>Pupils will learn:</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p><b>Key activities in the unit of work are:</b></p> <p>Introduce passing and receiving.  Creating space by passing and receiving.  Develop passing and moving.  Combine passing and moving.  Introduce shooting.</p>	<p><b>When assessed, pupils will demonstrate the following sticky knowledge:</b></p> <p>P: Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.</p>



			<p>C: Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.</p> <p>S: Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>W: Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</p>
<b><u>Swimming</u></b>	The focus is water safety and striving to swim 25m	20 weeks of expert led swimming sessions over the year	Water safety badge. 100% of Year 3 children to achieve.
<b><u>Athletics</u></b>	The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.	<p><b>Key activities in the unit of work are:</b></p> <ol style="list-style-type: none"> <li>1. Explore running for speed</li> <li>2. Explore acceleration</li> <li>3. Relay: Running for speed in a team</li> <li>4. Throwing Accuracy V distance</li> <li>5. Jumping for distance</li> </ol>	<p><b>P:</b> Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.</p> <p><b>C:</b> Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p><b>S:</b> Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.</p> <p><b>W:</b> Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</p>
<b><u>Striking and fielding: Rounders</u></b>	<p><b>Pupils will learn:</b></p> <p>The unit of work will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p>	<p><b>Key activities in the unit of work are:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to rounders</li> <li>2. Introduce overarm throw</li> <li>3. Apply overarm and underarm throw</li> <li>4. Introduce stopping the ball</li> <li>5. Apply stopping the ball in a game</li> </ol>	<p><b>P:</b> Pupils will develop their ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills</p> <p><b>C:</b> Pupils will apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters.</p> <p><b>S:</b> Pupils will develop life skills such as respect and cooperation as they collaborate effectively with others including their opponents.</p>

			W: Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination.
<b>Year 4</b>	<p>Pupils will learn:</p> <p>Pupils will be given the opportunity to develop the following skills:</p>	Key activities in the unit of work are:	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p><b>Physical</b> <b>Cognitive</b> <b>Social</b> <b>Wellbeing</b></p>
<u>Invasion Handball</u>	The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity	<ol style="list-style-type: none"> <li>1. Refine passing and receiving</li> <li>2. Refine passing and creating space</li> <li>3. Develop passing moving and shooting</li> <li>4. Combine passing and shooting</li> <li>5. Introduce defending</li> </ol>	<p>P: Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team.</p> <p>C: Pupils will demonstrate a growing understanding of the difference between attack and defence. Pupils will know where and when to shoot and when to defend.</p> <p>W: Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>
<u>Swimming</u>	The focus in Year 4 is extending all swimming strokes to swim 25 m.	10 weeks of swimming sessions.	25m badge
<u>Problem Solving</u>	The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics.	<ol style="list-style-type: none"> <li>1. Apply leadership skills</li> <li>2. Apply communication skills</li> <li>3. Develop problem solving tactics</li> <li>4. Apply tactics and strategies</li> <li>5. Evaluate and improve tactics and strategies</li> </ol>	<p>P: Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully.</p> <p>C: Pupils will apply an ability to evaluate and improve strategies to solve the problems.</p> <p>S: Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges.</p>

			W:Pupils will demonstrate leadership attributes as they take responsibility for their team members.
<b><u>Dance</u></b> <b><u>World War II</u></b>	The unit of work will challenge pupils to create movements that tell the story of World War II. Pupils will explore the full duration of the war, from when it first started to VE Day. Pupils will perform with emotion, timing, rhythm and be able to sustain their characters.	<ol style="list-style-type: none"> <li>1. Create sequences in small groups whilst in character</li> <li>2. Explore the behaviours of children, men and women in 1939 (Pre World War II)</li> <li>3. The Blitz: Extending sequences in small groups with clear character emotion</li> <li>4. Developing sequences in a small group that show character emotion</li> <li>5. Battle of Britain: Creating movements that interconnect</li> </ol>	<p>P: Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p>C: Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.</p> <p>S: Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their sequences.</p> <p>W: Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</p>
<b>Gymnastics –</b> <b>Bridges</b>	The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.	<ol style="list-style-type: none"> <li>1. Introduction to bridges</li> <li>2. Application on apparatus</li> <li>3. Develop sequence ideas with bridges</li> <li>4. Sequence formation</li> <li>5. Sequence completion.</li> </ol>	<p>P: Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.</p> <p>C: Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.</p> <p>S: Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.</p> <p>S: Pupils will develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.</p>
<b>Invasion:</b> <b>Dodgeball</b>	The unit of work will develop pupils' ability to apply the principles of attack vs defence in games. Pupils will apply their throwing, catching and dodging skills combining	<ol style="list-style-type: none"> <li>1. Introduce jumping and ducking</li> <li>2. Develop throwing with accuracy and power</li> <li>3. Develop catching</li> </ol>	P: Pupils will be able to apply a secure understanding of dodging, throwing, jumping, ducking and catching skills to

	these with their understanding of team work to try and win the game.	<ol style="list-style-type: none"> <li>4. Consolidate jumping ducking and dodging in game situations.</li> <li>5. Combining dodging, catching and throwing.</li> </ol>	<p>outwit their opponents and win the game.</p> <p>C: Pupils will demonstrate an understanding of the importance of apply skills at the right time (where, when and why) in order to win a game.</p> <p>S: Pupils will develop life skills such as encouragement and cooperation as they collaborate with others and apply the rules of the game.</p> <p>W: Pupils will continue to develop and apply life skills such as integrity and self-motivation as they strive to improve their own performance and understanding.</p>
<b>Rounders</b>	Pupils will learn: ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.	<p>Develop fielding bowling and backstop</p> <p>Introduce batting</p> <p>Develop batting</p> <p>Introduce and apply basic fielding tactics</p> <p>Level 1 tournament</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>P: Pupils will be able to apply developing batting skills in order to score points. Pupils will continue to develop accurate throwing, catching and retrieving skills.</p> <p>C: Pupils will understand the difference between batting and fielding. Pupils will understand why batters need to aim at space when striking the ball.</p> <p>W: Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>
<b>Athletics</b>	The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.	<ol style="list-style-type: none"> <li>1. Develop running at speed</li> <li>2. Running for pace</li> <li>3. Understand and apply tactics whilst running</li> <li>4. Throwing for distance</li> <li>5. Jumping for distance</li> </ol>	<p>P: Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.</p> <p>C: Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.</p>

			<p>S: Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.</p> <p>W: Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>
<b>Year 5</b>	<p>Pupils will learn:</p> <p>Pupils will be given the opportunity to develop the following skills:</p>	Key activities in the unit of work are:	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p><b>Physical</b> <b>Cognitive</b> <b>Social</b> <b>Wellbeing</b></p>
<p><u>Gymnastics</u></p> <p><u>Counter balance &amp; Counter Tension</u></p>	<p>Pupils will learn:</p> <p>Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p>	<ol style="list-style-type: none"> <li>1. Introduction to counter balance</li> <li>2. Application of counter balance onto the apparatus</li> <li>3. Sequence formation</li> <li>4. Introduction to counter tension</li> <li>5. Sequence completion.</li> </ol>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>P: Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p>C: Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.</p> <p>S: Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.</p> <p>W: Pupils will apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.</p>
<p><u>Invasion</u></p> <p><u>Netball</u></p>	<p>Pupils will learn:</p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<ol style="list-style-type: none"> <li>1. Develop and apply an understanding of the rules</li> <li>2. Develop understanding of positions in the game.</li> <li>3. Evaluate and improve attacking tactics</li> <li>4. Evaluate and improve defensive tactics</li> <li>5. Refine passing and moving skills</li> </ol>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>P: Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes</p> <p>C: Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will</p>

			<p>create, apply, evaluate and improve tactics.</p> <p>S: Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>W: By facilitating learning through game-based scenarios, pupils' self-discipline will be challenged as they focus on trying their best, even when their team is losing.</p>
<u>Dance Carnival</u>	<p>The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p>	<ol style="list-style-type: none"> <li>1. Performing with technical control and rhythm.</li> <li>2. Creating rhythmic patterns using our bodies</li> <li>3. Experiencing dance from a different culture.</li> <li>4. Consolidating choreography</li> <li>5. Creating a carnival day.</li> </ol>	<p>P: Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.</p> <p>C: Pupils will make effective evaluations of an individual, pairs' or groups' strengths and weaknesses. Pupils will reflect on their own performances.</p> <p>S: Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.</p> <p>W: Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.</p>
<u>Health Related Exercise</u>	<p>The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.</p>	<ol style="list-style-type: none"> <li>1. Understand the cardiovascular system</li> <li>2. Introduce and understand cardio fitness</li> <li>3. Introduce and understand strength</li> <li>4. Introduce and understand flexibility</li> <li>5. Fitness assessment analysis.</li> </ol>	<p>Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.</p> <p>C: Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.</p> <p>S: Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits.</p> <p>W: Pupils will develop life skills such as self-motivation, resilience and integrity as they strive to improve their own performances.</p>
<u>Invasion Dodgeball</u>	<p>The unit of work will consolidate pupils' ability to apply the principles of attack vs defence in games. Pupils will consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending.</p>	<ol style="list-style-type: none"> <li>1. Introduce blocking</li> <li>2. Consolidate catching</li> <li>3. Throwing with accuracy and power</li> <li>4. Basic attacking tactics</li> <li>5. Explore basic defensive tactics.</li> </ol>	<p>P: Pupils will consolidate their application of dodging, throwing, jumping, ducking and catching. Pupils will begin to explore blocking and apply this in games.</p> <p>C: Pupils will create and apply attacking and defending tactics. Pupils will understand how</p>

			<p>important effective decision making is and begin to evaluate others.</p> <p>S: Pupils will develop communication skills as they support their team mates in games and suggesting ways to improve their performances.</p> <p>W: Pupils will consolidate their application of life skills such as integrity and responsibility as they strive to improve their own performances.</p>
<u>Athletics</u>	<p>The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.</p>	<ol style="list-style-type: none"> <li>1. Sprinting; finishing a race.</li> <li>2. Sprinting: Evaluate and improve.</li> <li>3. Sprinting in teams: relay changeovers</li> <li>4. Throwing for distance (shotput)</li> <li>5. Introduce the hurdles.</li> </ol>	<p>P: Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>C: Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p> <p>S: Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</p> <p>W: Pupils will strive to improve their own technique, ensuring they always apply maximum effort.</p>
<u>Striking and fielding Rounders</u>	<p>The unit of work will challenge pupils to apply fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will be able to explore the skill set of each team and tactically select players to play in positions that utilise their skills.</p>	<ol style="list-style-type: none"> <li>1. Develop fielder tactics.</li> <li>2. Understand what happens when a bowled ball is missed.</li> <li>3. Refine fielding tactics.</li> <li>4. Apply tactics in mini games</li> <li>5. Level 1 tournament</li> </ol>	<p>P: Pupils will be able to apply refined fielding skills, (accurate throwing, catching and retrieving skills) will be in order to prevent the batters from scoring.</p> <p>C: Pupils will apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play.</p> <p>S: Pupils will work positively with their team members to find success demonstrating effective collaborative skills, leading their team.</p> <p>W: By facilitating learning through game situations, pupils will be challenged to always try their best, even when they find it difficult and when their team is losing.</p>
<u>Net Tennis</u>	<p>The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop</p>	<ol style="list-style-type: none"> <li>1. Develop and apply and understanding of the rules</li> <li>2. Develop understanding of positions in the game.</li> </ol>	<p>P: Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. C: Pupils will begin to</p>



	tactics for both attacking and defending and apply these successfully within their teams.	<ol style="list-style-type: none"> <li>3. Evaluate and improve attacking tactics.</li> <li>4. Evaluate and improve defensive tactics.</li> <li>5. Refine passing and moving skills.</li> </ol>	<p>understand the different positions, applying their role effectively within the game.</p> <p>S: Pupils will create, apply, evaluate and improve tactics. Pupils will develop communication skills as they officiate in game-based scenarios.</p> <p>W: Pupils will also start to lead their team and manage their games. By facilitating learning through game-based scenarios, pupils' self-discipline will be challenged as they focus on trying their best, even when their team is losing.</p>
<b>Year 6</b>	<p>Pupils will learn:</p> <p>Pupils will be given the opportunity to develop the following skills:</p>	Key activities in the unit of work are:	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p><b>Physical</b> <b>Cognitive</b> <b>Social</b> <b>Wellbeing</b></p>
<u>Invasion Games</u> <u>Netball</u>	<p>Pupils will learn:</p> <p>Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p>	<p>Key activities in the unit of work are:</p> <ol style="list-style-type: none"> <li>1. Evaluate and improve tactics</li> <li>2. Consolidate shooting skills</li> <li>3. Consolidate passing and moving skills</li> <li>4. Consolidate marking skills</li> <li>5. Apply effective leadership skills</li> </ol>	<p>P: Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics.</p> <p>S: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. W: Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.</p>
<u>Invasion Football</u>	Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and	<ol style="list-style-type: none"> <li>1. Consolidate keeping possession</li> <li>2. Develop officiating</li> <li>3. Consolidate defending</li> </ol>	P: Pupils will apply a refined understanding of passing and moving and



	score. Pupils will in turn apply pressure when defending to regain possession effectively.	<ol style="list-style-type: none"> <li>4. Organise formations and manage teams</li> <li>5. Create, apply and adapt tactics</li> </ol>	<p>dribbling to score points against another team</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p> <p>S: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. W: Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.</p>
<u>Gymnastics</u> <u>Mirroring and matching</u>	The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.	<ol style="list-style-type: none"> <li>1. Introduce matching</li> <li>2. Apply matching on apparatus</li> <li>3. Introduce mirroring</li> <li>4. Mirroring on apparatus.</li> <li>5. Sequence developing</li> </ol>	<p>P: Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p>C: Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve. S: Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.</p> <p>W: Pupils will consistently apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.</p>
<u>Athletics</u>	The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.	<ol style="list-style-type: none"> <li>1. Level 1: competition throwing</li> <li>2. Level 1: Competition running for distance</li> <li>3. Level 1: Competition running for speed.</li> <li>4. Level 1: competition: jumping</li> <li>5. Level 1: Mini Olympics.</li> </ol>	<p>P: Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.</p> <p>C: Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.</p> <p>S: Pupils will refine their ability to encourage and collaborate with other,</p>

			<p>communicating developmental feedback and showing respect.</p> <p>W: Pupils will constantly apply life skills such as responsibility and self-discipline by applying their best effort every time and leading others by example.</p>
<p><u>Health Related Exercise</u></p>	<p>The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p>	<ol style="list-style-type: none"> <li>1. Baseline fitness test</li> <li>2. Consolidate understanding of cardio fitness</li> <li>3. Consolidate understanding of strength fitness</li> <li>4. Consolidate understanding of flexibility.</li> <li>5. Fitness assessment analysis.</li> </ol>	<p>Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.</p> <p>C: Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.</p> <p>S: Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits.</p> <p>W: Pupils will refine life skills such as self-motivation, resilience and self discipline as they strive to improve their own performances.</p>
<p><u>Striking and fielding Rounders</u></p>	<p>Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p>	<ol style="list-style-type: none"> <li>1. Introduce full rounders</li> <li>2. Consolidate fielding tactics</li> <li>3. Refine understanding for when the batter misses a bowl</li> <li>4. Batting considerations</li> <li>5. Level 1 tournament.</li> </ol>	<p>P: Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.</p> <p>S: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. W: Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.</p>
<p><u>Net and wall Tennis</u></p>	<p>Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games.</p>	<ol style="list-style-type: none"> <li>1. Consolidate shot technique</li> <li>2. Create and apply effective singles tactics</li> <li>3. Collaborative as a team in doubles</li> <li>4. Create and apply effective doubles tactics</li> <li>5. Evaluate and improve performance.</li> </ol>	<p>P: Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points.</p> <p>C: Pupils will demonstrate resourcefulness and problem solving skills</p>

			<p>by creating a range of tactics, applying these to their games.</p> <p>S: Pupils will collaborate effectively with their partner, communicating and supporting each other.</p> <p>W: Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.</p>
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