

PE Medium Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<p>Dance: Nursery Rhymes</p> <p>The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explore character movements with a partner.</p> <p>Key Vocabulary: Champion Dancers, Rhythm, Timing, Beat, Control, Sequence, Tempo</p>	<p>Locomotion: Jumping 1</p> <p>The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p> <p>Key Vocabulary: Jumping, Space, Distance, Height, Speed, Landing</p>	<p>Ball Skills: Feet 1</p> <p>The unit of work will enable pupils to explore moving with a ball using their feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</p> <p>Key Vocabulary: Space, Attacker, Defender, Passing, Receiving, Dribbling, Control</p>	<p>Gym: High, low, under, over</p> <p>The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work.</p> <p>Key Vocabulary: Champion gymnasts, shapes, high, low, over, under, apparatus, transition</p>	<p>Ball Skills: Hands 1</p> <p>The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.</p> <p>Key Vocabulary: Space, control, defender, attacker, bouncing, rolling, throwing, pushing</p>	<p>Games for understanding</p> <p>The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games.</p> <p>Key Vocabulary: Attacker, defender, space, rules, Tag/tagging, sharing</p>
knowledge	<p>Pupils will move their bodies with big actions linked to the nursery rhymes. Pupils will develop their curiosity and imagination as they experiment moving in different ways. Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform. Pupils will develop their self belief as they move and travel with confidence.</p>	<p>Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders. Pupils will explore their curiosity as they try jumping in a variety of different Ways. Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils. Pupils will show courage as they apply developing confidence while exploring their jumping skills.</p>	<p>Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders. Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions. Pupils will develop life skills such as fairness and empathy as they encourage and support each other. Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p>	<p>Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus. Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus. Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work. Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</p>	<p>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. Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities. Pupils will develop life skills such as gratitude and empathy as they encourage and support each other. Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p>	<p>Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils. Pupils will experiment moving in different ways, moving confidently. Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others. Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is important to try our hardest.</p>

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YR			<p>Gym: High, low, under, over The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work.</p> <p>Key Vocabulary: Champion gymnasts, shapes, high, low, over, under, apparatus, transition</p>	<p>Ball Skills: Feet 1 The unit of work will enable pupils to explore moving with a ball using their feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</p> <p>Key Vocabulary: Space, Attacker, Defender, Passing, Receiving, Dribbling, Control</p>	<p>Gym: High, low, under, over The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work.</p> <p>Key Vocabulary: Champion gymnasts, shapes, high, low, over, under, apparatus, transition</p>	
Knowledge			<p>Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus. Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus. Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work. Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</p>	<p>Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders. Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions. Pupils will develop life skills such as fairness and empathy as they encourage and support each other. Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p>	<p>Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus. Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus. Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work. Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR			<p>Ball Skills: Hands 1 The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.</p> <p>Key Vocabulary: Space, control, defender, attacker, bouncing, rolling, throwing, pushing</p>	<p>Ball Skills: Hands 1 The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.</p> <p>Key Vocabulary: Space, control, defender, attacker, bouncing, rolling, throwing, pushing</p>	<p>Ball Skills: Feet 1 The unit of work will enable pupils to explore moving with a ball using their feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</p> <p>Key Vocabulary: Space, Attacker, Defender, Passing, Receiving, Dribbling, Control</p>	
knowledge			<p>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. Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities. Pupils will develop life skills such as gratitude and empathy as they encourage and support each other. Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p>	<p>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. Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities. Pupils will develop life skills such as gratitude and empathy as they encourage and support each other. Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p>	<p>Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders. Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions. Pupils will develop life skills such as fairness and empathy as they encourage and support each other. Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p>	

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Y1	<p>Locomotion: Running 1</p> <p>The unit of work will develop pupils' ability to run using different parts of their bodies. Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</p> <p>Key Vocabulary: Attacker, Defender, Space, Speed, Acceleration, Tagging or Tag</p>	<p>Locomotion: Jumping 1</p> <p>The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique. Pupils will begin to understand the different reasons when, where and why we jump in different ways.</p> <p>Key Vocabulary: Jumping, Distance, Space, Attacker, Defender, Skipping, Leap, Landing</p>	<p>Ball Skills: Feet 1</p> <p>The unit of work will develop pupils' ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.</p> <p>Key Vocabulary: Space, Attacker, Defender, Passing, Receiving, Dribbling, Control</p>	<p>Dance: Zoo</p> <p>The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression. Pupils will learn how to coordinate and control their bodies to perform movements, creating a sequence.</p> <p>Key Vocabulary: Champion Dancers, Beat, Moving, Control, Rhythm, Sequence, Motif, Expression</p>	<p>Ball Skills: Hands 2</p> <p>The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p> <p>Key Vocabulary: Batter, Fielder, Opponent, Throwing, Aiming, Accuracy/Accurate, Catching, Receiver, Rolling</p>	<p>Team Building</p> <p>The unit of work will introduce teamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p> <p>Key Vocabulary: Teamwork, Inclusion, Co-operation, Communication, Trust, Team member, Fairness</p>
Knowledge	<ul style="list-style-type: none"> * I know how to apply the correct running technique to ensure maximum speed. * I know how to find space, avoiding defenders. * I can demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games. * I can demonstrate a growing understanding of the difference between attack and defence. 	<ul style="list-style-type: none"> * I can apply the correct technique for jumping * I can explore skipping * I can use jumping skills to move into spaces to avoid defenders. * I can understand why, when, how and where we jump in a game. * I can begin to give and receive feedback concerning the jumping technique. * I can apply fairness in games and follow rules 	<ul style="list-style-type: none"> * I can dribble the ball, keeping control and moving into spaces. * I can develop my ability to pass the ball accurately. * I can apply fairness when playing with others and play by the rules. * I can show how I am trying to improve my performance 	<ul style="list-style-type: none"> * I can move in relation to the music and respond with appropriate movements and actions. * I can make my movements big and clear. * I can demonstrate fairness and empathy when working with others * I can help create sequences including more advanced compositional elements. 	<ul style="list-style-type: none"> * I can send a ball towards a target, applying the correct technique. * I can aim carefully in order to score a point to beat an opponent. * I can display fairness and empathy as they work well with others, playing by the rules. * I can show/explain how I am trying to improve my performance 	<ul style="list-style-type: none"> * I can use developing teamwork skills in pairs and small teams to complete all of the challenges successfully. * I can begin to understand what makes an effective team and why we must include everyone. * I can display fairness and empathy as they work well with others, playing by the rules.

	<p>Gym: Wide, Narrow, Curled The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> <p>Key Vocabulary: Champion Gymnastics, Wide, Narrow, Curled, Transition, Linking</p>	<p>Dance: Starry Skies (Twinkl) The unit will develop pupil's children to dance on their own, with partners and in groups. They experiment with dancing with objects and pretending to dance with them. They make shapes with objects, their bodies and others, hold them and move in them. The unit draws upon exciting stimuli that link well to cross-curricular themes.</p> <p>Key Vocabulary: Perform, Shapes, Movements, Sequence, Patterns, Unison, Canon, Express/Expression,</p>	<p>Gym: Body parts The unit of work will develop pupils' 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. Pupils will transition between the theme words as they link movements together developing simple sequences.</p> <p>Key Vocabulary: Champion Gymnastics, Wide, Curled, Big, Small, Small, Creative, Linking</p>	<p>Ball Skills: Hands 1 The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>Key Vocabulary: Possession, Space, Control, Attacker, Dribbling, Accuracy, Power</p>	<p>Games 4 Understanding 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.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Rules, Tactics, Team/Teamwork,</p>	<p>Health + Wellbeing The unit of work will introduce pupils to agility, balance and co-ordination, understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Agility, Balance, Co-ordination, Hand-eye coordination, Throwing, Aiming, Accuracy,</p>
Knowledge	<ul style="list-style-type: none"> * I know how to move and balance in wide, narrow and curled ways, * I know how to apply champion gymnastics criteria, on the floor and on apparatus. * I know how to move in a variety of wide, narrow and curled ways, understanding the differences between each type of movement. 	<ul style="list-style-type: none"> * I can move in relation to the music and respond with appropriate movements and actions. * I can make my movements big and clear. * I can demonstrate fairness when working with others * I can help create sequences 	<ul style="list-style-type: none"> * I can move and balance using big and small body parts in wide narrow and curled ways, * I can applying 'champion gymnastics' * I am starting to link movements. * I can experiment moving in a variety of ways * I can be creative in linking movements. * I can move safely using apparatus 	<ul style="list-style-type: none"> * I can send a ball towards a target, applying the correct technique and aiming carefully. * I can receive and stop a ball. * I can demonstrate fairness and empathy as they work well with others and play by the rules. * I can show/explain how to improve my own performance 	<ul style="list-style-type: none"> * I can run and stay in a space, changing direction and speed to avoid the defenders. * * I can make a tag when defending * I can begin to create and apply simple tactics for attacking and defending. * I understand why rules are important in a game. * I can demonstrate fairness and empathy as they work well with others and play by the rules. * I can show/explain how to improve my own performance 	<ul style="list-style-type: none"> * I can move showing agility, balance and apply coordination in activities and within circuit challenges. * I can demonstrate a basic understanding of agility, balance and coordination. * I can demonstrate fairness and empathy as they work well with others and play by the rules. * I can show/explain how to improve my own performance

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Y2	<p>Locomotion: Jumping (All) The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps. Pupils will continue to develop their ability to apply jumping in games.</p> <p>Key Vocabulary: Jumping, Hopping, Leaping, Space, Distance, Attacker/Attacking, Defender/Defending, Speed, Landing, Balance</p>	<p>Dance: Plants Twinkl The unit helps children to explore movements based on working in the garden, different types of seeds and how plants grow. The final two lessons of the unit are based on the traditional story of Jack and the Beanstalk. Throughout the unit, children will dance on their own, with partners and in groups.</p> <p>Key Vocabulary: Movement, Pattern, Sequence, Control, Rhythm, Motif, Stimulus, Expression, Unison, Canon</p>	<p>Dance: Toys (Twinkl) The Dance – Toys Unit for Year 2 encourages children to think about the speed, weight and size of their movements in the context of toys from the past and present.</p> <p>Key Vocabulary: Perform, movement, pattern, sequence, motif, formation, rhythm, duet, synchronise,</p>	<p>Ball Skills: Hands 2 (All) The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents. Pupils will further extend their understanding of why we need to be accurate when we throw.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Batter/Batting, Fielder/Fielding, Throwing, Catching</p>	<p>Games for Understanding (All) The unit of work will challenge pupils to 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.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Tactics, Transition</p>	<p>Rackets, Bats & Balls (All) The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Opponent, Accuracy, Power, Batting, Fielding</p>
Knowledge	<ul style="list-style-type: none"> * I can apply the correct technique for jumping. * I can accurately apply jumping skills in combination and within games. * I can demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping. * I can give and receive feedback on jumping techniques showing fairness and empathy to others. 	<ul style="list-style-type: none"> * I can perform dances using simple movement patterns * I can understand how dance can be used to communicate * I can use different dance movements to communicate an idea. * I dance in different formations to communicate different ideas. * I can refine and improve my movements. * I can change the rhythm of my movement to communicate different ideas. 	<ul style="list-style-type: none"> * I can change the speed, weight and size of my movements. * I can dance in different formations. * I can move in response to stimuli. * I can move to a rhythm. * I can dance a duet. * I can synchronise movement in different formations. 	<ul style="list-style-type: none"> * I can throw accurately underarm * I can execute a developing understanding of overarm throwing * I can work collaboratively with team members * I can show/explain how to improve my own performance 	<ul style="list-style-type: none"> * I can move between attack and defence as the game changes. * I can move into space when attacking * I can tag the opposition when defending. * I understand the difference between attack and defence. * I can use collaboration skills by working with a team effectively and playing fairly against the opposition. * I can explain/show how to improve my own performance 	<ul style="list-style-type: none"> * I can use a bat safely to strike (hit) a ball * I can use a bat safely to strike (hit) a ball into space, directing the ball away from fielders. * I can explain why it is important to hit the ball into space and apply this understanding to outwit their opponents. * I can explain what being a good team member is. * I can explain how to improve my own performance

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Y2	<p>Beijing: Gym Linking The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p>Key Vocabulary: Champion Gymnastics, Linking, Flow, Transition, Jump, Roll, Sequence</p>	<p>Beijing: Ball Skills: Feet 1 The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Opponent, Team, Dribbling, Chest pass, Receive/Receiver, Possession</p>	<p>Beijing: Dodging The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. 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.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Dodge, Tagging/Tag/Tagger</p>	<p>Beijing: Gym: Pathways The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</p> <p>Key Vocabulary: Champion Gymnastics, Linking, Flow, Zig-Zag, Curved, Sequence</p>	<p>Beijing: Health + Wellbeing The unit of work will consolidate pupils' understanding of agility, balance and co-ordination, applying these elements of fitness in a variety of activities. Pupils will perform circuits, understanding how motivation can enhance performance.</p> <p>Key Vocabulary: Attacker, Defender, Agility, Balance, Coordination, Dribbling, Warm Up</p>	<p>Beijing: Team Building The unit of work will introduce teamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p> <p>Key Vocabulary: Teamwork, Inclusion, Communication, Cooperation, Strategy, Courage, Motivation</p>
Knowledge	<ul style="list-style-type: none"> * I can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. * I can demonstrate an understanding of the concept of flow and apply this to their developing sequences. 	<ul style="list-style-type: none"> * I can apply passing and dribbling skills in order to keep possession and score a point. * I can use communication and empathy with a partner and team members and work collaboratively together. * I can play fairly * I can explain/show how to improve my own performance 	<ul style="list-style-type: none"> * I can dodge based on scanning * I can run, dodge and stay in a space avoiding defenders. * I can demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations. * I can play by the rules and congratulate others * I can keep the score in games. 	<ul style="list-style-type: none"> * I can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. * I can demonstrate an understanding of the concept of flow and apply this to their developing sequences. * I can work safely with others. * I can create my own sequences and challenge myself to try a range of movements and balances. 	<ul style="list-style-type: none"> * I can move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges. * I can demonstrate a strong understanding of agility, balance and coordination * I can collaborate with a partner and motivate others to complete the circuits. * I can continue to improve my performances and keep score. 	<ul style="list-style-type: none"> * I can use developing teamwork skills in pairs and small teams to complete all of the challenges successfully. * I can begin to understand what makes an effective team and why we must include everyone. * I am beginning to create simple tactics. * I can explain/show how to improve my own performance

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Y2	<p>Santiago: Dodging The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. 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.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Dodge, Tagging/Tag/Tagger</p>	<p>Santiago: Gym: Linking The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p>Key Vocabulary: Champion Gymnastics, Linking, Flow, Transition, Jump, Roll, Sequence</p>	<p>Santiago: Ball Skills: Feet 1 The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Opponent, Team, Dribbling, Chest pass, Receive/Receiver, Possession</p>	<p>Santiago: Team Building The unit of work will introduce teamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p> <p>Key Vocabulary: Teamwork, Inclusion, Communication, Cooperation, Strategy, Courage, Motivation</p>	<p>Santiago: Gym: Pathways The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</p> <p>Key Vocabulary: Champion Gymnastics, Linking, Flow, Transition, Zig-Zag, Curved, Sequence</p>	<p>Santiago: Health + Wellbeing The unit of work will consolidate pupils' understanding of agility, balance and co-ordination, applying these elements of fitness in a variety of activities. Pupils will perform circuits, understanding how motivation can enhance performance.</p> <p>Key Vocabulary: Attacker, Defender, Agility, Balance, Coordination, Dribbling, Warm Up</p>
Knowledge	<ul style="list-style-type: none"> * I can dodge based on scanning * I can run, dodge and stay in a space avoiding defenders. * I can demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations. * I can play by the rules and congratulate others * I can keep the score in games. 	<ul style="list-style-type: none"> * I can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. * I can demonstrate an understanding of the concept of flow and apply this to their developing sequences 	<ul style="list-style-type: none"> * I can apply passing and dribbling skills in order to keep possession and score a point. * I can use communication and empathy with a partner and team members and work collaboratively together. * I can play fairly * I can explain/show how to improve my own performance 	<ul style="list-style-type: none"> * I can use developing teamwork skills in pairs and small teams to complete all of the challenges successfully. * I can begin to understand what makes an effective team and why we must include everyone. * I am beginning to create simple tactics. * I can explain/show how to improve my own performance 	<ul style="list-style-type: none"> * I can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. * I can demonstrate an understanding of the concept of flow and apply this to their developing sequences. * I can work safely with each others * I can support others and share apparatus. * I can challenge myself to try a range of movement and balances 	<ul style="list-style-type: none"> * I can move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges. * I can demonstrate a strong understanding of agility, balance and coordination * I can collaborate with a partner and motivate others to complete the circuits. * I can continue to improve my performances and keep score.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	<p>Helsinki: Ball Skills: Feet 1</p> <p>The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Opponent, Receive/Receiver, Possession</p>	<p>Helsinki: Dodging</p> <p>The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. 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.</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Dodge, Tagging/Tag/Tagger</p>	<p>Helsinki: Gym: Linking</p> <p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p>Key Vocabulary: Champion Gymnastics, Linking, Flow, Transition, Jump, Roll, Sequence</p>	<p>Helsinki: Health + Wellbeing</p> <p>The unit of work will consolidate pupils' understanding of agility, balance and co-ordination, applying these elements of fitness in a variety of activities. Pupils will perform circuits, understanding how motivation can enhance performance.</p> <p>Key Vocabulary: Attacker, Defender, Agility, Balance, Coordination, Dribbling, Warm Up</p>	<p>Helsinki: Team Building</p> <p>The unit of work will introduce teamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p> <p>Key Vocabulary: Teamwork, Inclusion, Communication, Cooperation, Strategy, Courage, Motivation</p>	<p>Helsinki: Gym: Pathways</p> <p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</p> <p>Key Vocabulary: Champion Gymnastics, Linking, Flow, Transition, Zig-Zag, Curved, Sequence</p>
Knowledge	<ul style="list-style-type: none"> * I can apply passing and dribbling skills in order to keep possession and score a point. * I can use communication and empathy with a partner and team members and work collaboratively together. * I can play fairly * I can explain/show how to improve my own performance 	<ul style="list-style-type: none"> * I can dodge based on scanning * I can run, dodge and stay in a space avoiding defenders. * I can demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations. * I can play by the rules and congratulate others * I can keep the score in games. 	<ul style="list-style-type: none"> * I can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. * I can demonstrate an understanding of the concept of flow and apply this to their developing sequences 	<ul style="list-style-type: none"> * I can move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges. * I can demonstrate a strong understanding of agility, balance and coordination * I can collaborate with a partner and motivate others to complete the circuits. * I can continue to improve my performances and keep score. 	<ul style="list-style-type: none"> * I can use developing teamwork skills in pairs and small teams to complete all of the challenges successfully. * I can begin to understand what makes an effective team and why we must include everyone. * I am beginning to create simple tactics. * I can explain/show how to improve my own performance 	<ul style="list-style-type: none"> * I can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. * I can demonstrate an understanding of the concept of flow and apply this to their developing sequences. * I can work safely with each others * I can support others and share apparatus. * I can challenge myself to try a range of movement and balances

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>Game Sense (Invasion) (All) The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>Key Vocabulary: Attacker, Defender, Space, Possession, Passing, Control, Shooting</p>	<p>Handball (All) (Football next year) 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>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Opponent, Receive/Receiver, Possession, Marking</p>	<p>Dance: Extreme Weather (All) The unit will explore improvisation; children will design their own dance moves; link and combine movements; perform with expression; respond to different stimuli and create and perform a dance phrase applying their newly developed skills.</p> <p>Key Vocabulary: Movement, combine, link, phrases and patterns, precision, control, performance, montage</p>	<p>Tag Rugby (All) The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking.</p> <p>Key Vocabulary: Attacker, Defender, Dodge/Evade, Tag, Mark, Possession, Ball Carrier, Space</p>	<p>Basketball (All) The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game</p> <p>Key Vocabulary: Attacker/Attacking, Defender/Defending, Space, Opponent, Receive/Receiver, Possession, Marking, Triple Threat</p>	<p>Dodgeball (All) The unit of work will explore how to apply the principles of attack vs defence in dodgeball. Pupils will develop an understanding of when, where and why we need to dodge, throw, catch and change direction during a game.</p> <p>Key Vocabulary: Attacker, Defender, Dodge/Evade, Possession,</p>
Knowledge	<ul style="list-style-type: none"> * I can develop passing and moving skills to outwit opponents and keep possession of the ball. * I can apply an understanding of where, when and why we pass and move, in order to score points against another team. * I can collaborate with others including 	<ul style="list-style-type: none"> * I can develop my passing and moving skills to outwit opponents and keep possession of the ball. * I can apply an understanding of where, when and why we pass and move, in order to score points against another team. * I can develop communication skills to collaborate with others 	<ul style="list-style-type: none"> * I can improvise and create movements with a partner. * I can create and perform imaginative movements to fit with different stimuli. * I can develop new actions whilst working in a small group. * I can show awareness of others when moving. * I can work with a partner to create and perform a dance to show feelings and emotions. * I can work in a group to link actions to create a dance montage. 	<ul style="list-style-type: none"> * I can develop passing and moving skills to outwit opponents and keep possession of the ball. * I can tag an opponent and follow the relevant rules once a tag is made * I can apply an understanding of where, when and why we pass and move, in order to score a try. * I understand the importance of tagging. 	<ul style="list-style-type: none"> * I can develop passing and moving, dribbling and shooting skills to outwit opponents and keep possession of the ball and score. * I can apply an understanding of where, when and why we pass, dribble and shoot in order to score points against another team. * I can use communication as I collaborate with others 	<ul style="list-style-type: none"> * I can develop dodging, throwing and catching skills to outwit opponents and win the game. * I can apply an understanding of where, when and why we dodge, throw and catch, in order to beat an opponent. * I can cooperate when I collaborate with others, including their opponents.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>Kampala: Gym: Symmetry & Asymmetry</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>Key Vocabulary: Excellent gymnastics, Linking, Flow, Interesting, Extension, Symmetrical, Asymmetrical</p>	<p>OAA: Problem Solving</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 skills essential to working within a team.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Problem Solving, Cooperation</p>	<p>OAA: Communication & Tactics</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>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Attacker, Defender, Tag</p>	<p>Athletics</p> <p>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> <p>Key Vocabulary: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over</p>	<p>Tennis</p> <p>The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques</p> <p>Key Vocabulary: Outwit, Space, Return, Recover, Baseline, Forehand, Rally</p>	<p>Dance: Weather</p> <p>The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Rhythm, Timing, Stage presence, Motif</p>
Knowledge	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. * I can link movements and balances together. * I can create sequences in a pair, making any adaptations when necessary * I can collaborate showing cooperation skills with a partner * I can show/demonstrate perseverance 	<ul style="list-style-type: none"> * I can work within a team to complete different problem solving challenges successfully. * I can apply an understanding of what makes an effective team and understand how important a role is within the team * I can begin to show leadership attributes 	<ul style="list-style-type: none"> * I can work within teams to complete the different problem solving challenges successfully. * I can apply an understanding of what makes an effective team and understand how important their role is within the team. * I can collaborate and communicate effectively with teammates * I can begin to show leadership attributes 	<ul style="list-style-type: none"> * I can develop the ability to run and jump as fast/far as possible with the correct techniques and * I can throw for distance exploring the most effective technique. * I can 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. * I can strive to improve my performances, saying what it is I need to improve 	<ul style="list-style-type: none"> * I can throw/hit the ball into space on their opponents side of the court. * I can play a shot and then recover to a ready position * I can develop an understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court. * I can play fairly against others, keeping the score. 	<ul style="list-style-type: none"> * I can ensure movements are big and clear * I can perform with expression and emotion as they tell a story. * I can say/show what makes an 'excellent dance'. * I can apply creativity as they try a range of movement options. * I can create and execute sequences in unison

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>St Georges: OAA: Communication & Tactics 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 skills essential to working within a team.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Problem Solving, Cooperation</p>	<p>Gym: Symmetry & Asymmetry 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>Key Vocabulary: Excellent gymnastics, Linking, Flow, Interesting, Extension, Symmetrical, Asymmetrical</p>	<p>OAA: Problem Solving 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 skills essential to working within a team.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Problem Solving, Cooperation</p>	<p>Tennis The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques</p> <p>Key Vocabulary: Outwit, Space, Return, Recover, Baseline, Forehand, Rally</p> <p>Key Vocabulary: Outwit, Space, Return, Recover, Baseline, Forehand, Rally</p>	<p>Dance: Weather The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Rhythm, Timing, Stage presence, Motif</p>	<p>Athletics 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> <p>Key Vocabulary: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over</p>
Knowledge	<ul style="list-style-type: none"> * I can work within a team to complete different problem solving challenges successfully. * I can apply an understanding of what makes an effective team and understand how important a role is within the team * I can begin to show leadership attributes 	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. * I can link movements and balances together. * I can create sequences in a pair, making any adaptations when necessary * I can collaborate showing cooperation skills with a partner * I can show/demonstrate perseverance 	<ul style="list-style-type: none"> * I can work within a team to complete different problem solving challenges successfully. * I can apply an understanding of what makes an effective team and understand how important a role is within the team * I can begin to show leadership attributes 	<ul style="list-style-type: none"> * I can throw/hit the ball into space on their opponents side of the court. * I can play a shot and then recover to a ready position * I can develop an understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court. * I can play fairly against others, keeping the score. 	<ul style="list-style-type: none"> * I can ensure movements are big and clear * I can perform with expression and emotion as they tell a story. * I can say/show what makes an 'excellent dance'. * I can apply creativity as they try a range of movement options. * I can create and execute sequences in unison 	<ul style="list-style-type: none"> * I can ensure movements are big and clear * I can perform with expression and emotion as they tell a story. * I can say/show what makes an 'excellent dance'. * I can apply creativity as they try a range of movement options. * I can create and execute sequences in unison

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>Tirana: OAA: Problem Solving</p> <p>Key Vocabulary:</p>	<p>OAA: Communication & Tactics</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 skills essential to working within a team.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Problem Solving, Cooperation</p>	<p>Gym: Symmetry & Asymmetry</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>Key Vocabulary: Excellent gymnastics, Linking, Flow, Interesting, Extension, Symmetrical, Asymmetrical</p>	<p>Dance: Weather</p> <p>The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Rhythm, Timing, Stage presence, Motif</p>	<p>Athletics</p> <p>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> <p>Key Vocabulary: Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over</p>	<p>Tennis</p> <p>The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques</p> <p>Key Vocabulary: Outwit, Space, Return, Recover, Baseline, Forehand, Rally</p> <p>Key Vocabulary: Outwit, Space, Return, Recover, Baseline, Forehand, Rally</p>
Knowledge	<ul style="list-style-type: none"> * I can work within a team to complete different problem solving challenges successfully. * I can apply an understanding of what makes an effective team and understand how important a role is within the team * I can begin to show leadership attributes 	<ul style="list-style-type: none"> * I can work within a team to complete different problem solving challenges successfully. * I can apply an understanding of what makes an effective team and understand how important a role is within the team * I can begin to show leadership attributes 	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. * I can link movements and balances together. * I can create sequences in a pair, making any adaptations when necessary * I can collaborate showing cooperation skills with a partner * I can show/demonstrate perseverance 	<ul style="list-style-type: none"> * I can ensure movements are big and clear * I can perform with expression and emotion as they tell a story. * I can say/show what makes an 'excellent dance'. * I can apply creativity as they try a range of movement options. * I can create and execute sequences in unison 	<ul style="list-style-type: none"> * I can ensure movements are big and clear * I can perform with expression and emotion as they tell a story. * I can say/show what makes an 'excellent dance'. * I can apply creativity as they try a range of movement options. * I can create and execute sequences in unison 	<ul style="list-style-type: none"> * I can throw/hit the ball into space on their opponents side of the court. * I can play a shot and then recover to a ready position * I can develop an understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court. * I can play fairly against others, keeping the score.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>Game Sense Invasion (All)</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a focus on effectively using their passing, moving and dribbling skills to create an attack that results in a shooting opportunity. Pupils will be introduced to defensive principles including marking.</p> <p>Key Vocabulary: Attacker, Defender, Dribbling, Space, Marking, Control</p>	<p>Basketball (All)</p> <p>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.</p> <p>Key Vocabulary: Possession, Marking, Space, Bounce Pass, Pivot</p>	<p>Hockey (All)</p> <p>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.</p> <p>Key Vocabulary: Attacker, defender, dribbling (Indian dribbling), marker/ marking, tackling, blocking, free hit</p>	<p>Tag Rugby (All)</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p> <p>Key Vocabulary: Space, Attacker, Defender, Forward Pass, Offside</p>	<p>Athletics (All)</p> <p>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.</p> <p>Key Vocabulary: Tactics, Speed, Distance, Pace, Power, Stride Pattern</p>	<p>Tennis (All)</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p>Key Vocabulary: Outwit, Space, Accuracy, Power, Baseline, Forehand, Backhand, Rally,</p>
Knowledge	<ul style="list-style-type: none"> * I can apply a secure understanding of passing, moving and shooting whilst developing dribbling skills in order to score points against another team. * I can demonstrate a growing understanding of the difference between attack and defence. * I know where and when to attack and when to defend. * I can apply the rules of a game * I can strive to improve my own performance and understanding. 	<ul style="list-style-type: none"> * I can apply a secure understanding of passing, moving, dribbling and shooting in order to score points against another team. * I can demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. * I can apply the rules of a game. * I can strive to improve my own performance and understanding. 	<ul style="list-style-type: none"> * I can apply a secure understanding of passing, moving, dribbling and develop blocking and tackling, to prevent attacks. * I can demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. * I can apply the rules of the game. I can show resilience and self motivation as I strive to improve performance and understanding. 	<ul style="list-style-type: none"> * I can apply a secure understanding of passing, moving to create space and score. * I can apply tagging to prevent an attacker scoring * I can demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills. * I can show resilience and strive to improve performance and understanding. 	<ul style="list-style-type: none"> * I can apply the correct technique for sprinting. * I can pacing and the correct technique for triple jump and javelin. * I can apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important. * I can develop skills such as communication and encouragement as they collaborate with others and support each other to improve and develop. 	<ul style="list-style-type: none"> * I can hit the ball into space on their opponents side of the court, creating space for the next shot that will win the next point. * I can apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court. * I can develop skills such as trust and cooperation as they collaborate with others, applying the rules of the game. * I can show perseverance and strive to improve their own performance and understanding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>Accra: Gym: Bridges</p> <p>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.</p> <p>Key Vocabulary: Excellent gymnastics, Extension, Control, Interesting, Bridge, Levels, Flow</p>	<p>Handball</p> <p>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.</p> <p>Key Vocabulary: Attacker, Defender, Transition, Marking, Free Pass/Throw, Intercepting, Space, Tactics</p>	<p>OAA: Communication & Tactics</p> <p>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 applying effective communication skills, essential to working within a team to complete the activities.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Responsibility, Trust, Listening</p>	<p>Dance: Cats</p> <p>The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Motif, Flow, Character, Improvisation</p>	<p>OAA: Problem Solving</p> <p>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.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Responsibility, Trust, Listening, Non-verbal communication, Verbal communication</p>	<p>Tennis</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p>Key Vocabulary: Outwit, Space, Accuracy, Power, Baseline, Forehand, Backhand, Rally,</p>
Knowledge	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements within the 'bridges' theme. * I can apply flow when linking movements and balances together. * I can evaluate my sequences, making adaptations when necessary. * I can strive to improve sequences even when I find it hard. 	<ul style="list-style-type: none"> * I can apply a secure understanding of passing, moving and shooting in order to score points against another team. * I can demonstrate a growing understanding of the difference between attack and defence. * I know where and when to shoot and when to defend. * I can strive to improve sequences even when I find it hard. 	<ul style="list-style-type: none"> * I can work within teams to find effective strategies and tactics in order to complete the different challenges successfully. * I can apply an ability to evaluate and improve strategies to solve the problems. * I can demonstrate leadership attributes as they take responsibility for their team members. 	<ul style="list-style-type: none"> * I can perform with big and clear movements that flow. * I can perform with expression and stay in character. * I can develop the ability to evaluate my own and others' performances. * I can problem solve and apply resourcefulness as I construct sequences. * I can work with others to execute sequences in canon and unison. * I can strive to improve my performance even when I find it hard. 	<ul style="list-style-type: none"> * I can work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully. * I can apply an ability to evaluate and improve strategies to solve the problems. * I can work effectively with team mates to complete challenges. * I can demonstrate leadership attributes and take responsibility for team members. 	<ul style="list-style-type: none"> * I can hit the ball into space on their opponents side of the court, creating space for the next shot that will win the next point. * I can apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court. * I can develop skills such as trust and cooperation as they collaborate with others, applying the rules of the game. * I can show perseverance and strive to improve their own performance and understanding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>Colombo: OAA: Communication & Tactics 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 applying effective communication skills, essential to working within a team to complete the activities.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Responsibility, Trust, Listening</p>	<p>Gym: Bridges 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.</p> <p>Key Vocabulary: Excellent gymnastics, Extension, Control, Interesting, Bridge, Levels, Flow</p>	<p>Handball 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.</p> <p>Key Vocabulary: Attacker, Defender, Transition, Marking, Free Pass/Throw, Intercepting, Space, Tactics</p>	<p>Tennis The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p>Key Vocabulary: Outwit, Space, Accuracy, Power, Baseline, Forehead, Backhand, Rally, Out</p>	<p>Dance: Cats The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Motif, Flow, Character, Improvisation</p>	<p>OAA: Problem Solving 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.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Responsibility, Trust, Listening, Non-verbal communication, Verbal communication</p>
Knowledge	<ul style="list-style-type: none"> * I can work within teams to find effective strategies and tactics in order to complete the different challenges successfully. * I can apply an ability to evaluate and improve strategies to solve the problems. * I can demonstrate leadership attributes and take responsibility 	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements within the 'bridges' theme. * I can apply flow when linking movements and balances together. * I can evaluate my sequences, making adaptations when necessary. * I can strive to improve sequences even when I find it hard. 	<ul style="list-style-type: none"> * I can apply a secure understanding of passing, moving and shooting in order to score points against another team. * I can demonstrate a growing understanding of the difference between attack and defence. * I know where and when to shoot and when to defend. * I can strive to improve even when I find it hard. 	<ul style="list-style-type: none"> * I can hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point. * I can apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court. * I can strive to improve even when I find it hard. 	<ul style="list-style-type: none"> * I can perform with big and clear movements that flow. * I can perform with expression and stay in character. * I can develop the ability to evaluate my own and others' performances. * I can problem solve and apply resourcefulness as I construct sequences. * I can work with others to execute sequences in canon and unison. * I can strive to improve my performance even when I find it hard. 	<ul style="list-style-type: none"> * I can work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully. * I can apply an ability to evaluate and improve strategies to solve the problems. * I can work effectively with team mates to complete challenges. * I can demonstrate leadership attributes and take responsibility for team members.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>Rome: Handball</p> <p>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.</p> <p>Key Vocabulary: Attacker, Defender, Transition, Marking, Free Pass/Throw, Intercepting, Space, Tactics</p>	<p>OAA: Communication & Tactics</p> <p>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 applying effective communication skills, essential to working within a team to complete the activities.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Responsibility, Trust, Listening</p>	<p>Gym: Bridges</p> <p>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.</p> <p>Key Vocabulary: Excellent gymnastics, Extension, Control, Interesting, Bridge, Levels, Flow</p>	<p>OAA: Problem Solving</p> <p>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.</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Responsibility, Trust, Listening, Non-verbal communication, Verbal communication</p>	<p>Tennis</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p>Key Vocabulary: Outwit, Space, Accuracy, Power, Baseline, Forehead, Backhand, Rally, Out</p>	<p>Dance: Cats</p> <p>The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Motif, Flow, Character, Improvisation</p>
Knowledge	<ul style="list-style-type: none"> * I can apply a secure understanding of passing, moving and shooting in order to score points against another team. * I can demonstrate a growing understanding of the difference between attack and defence. * I know where and when to shoot and when to defend. * I can strive to improve sequences even when I find it hard. 	<ul style="list-style-type: none"> * I can work within teams to find effective strategies and tactics in order to complete the different challenges successfully. * I can apply an ability to evaluate and improve strategies to solve the problems. * I can demonstrate leadership attributes and take responsibility 	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements within the 'bridges' theme. * I can apply flow when linking movements and balances together. * I can evaluate my sequences, making adaptations when necessary. * I can strive to improve sequences even when I find it hard. 	<ul style="list-style-type: none"> * I can work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully. * I can apply an ability to evaluate and improve strategies to solve the problems. * I can work effectively with team mates to complete challenges. * I can demonstrate leadership attributes and take responsibility for team members. 	<ul style="list-style-type: none"> * I can hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point. * I can apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court. * I can strive to improve even when I find it hard. 	<ul style="list-style-type: none"> * I can perform with big and clear movements that flow. * I can perform with expression and stay in character. * I can develop the ability to evaluate my own and others' performances. * I can problem solve and apply resourcefulness as I construct sequences. * I can work with others to execute sequences in canon and unison. * I can strive to improve my performance even when I find it hard.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>Game Sense Invasion (All)</p> <p>The unit of work will challenge pupils to refine their attacking skills. Pupils will have a clear understanding of when, where and why they apply these skills during a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team</p> <p>Key Vocabulary: Tactics, Transition, Counter Attack, Pressure, 1 to 1 Marking (Shadow Marking), Referee/Umpire</p>	<p>Tag Rugby</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 to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking.</p> <p>Key Vocabulary: Attacker, Defender, Defensive Line, Possession, Pressure Dodge/Evade/Evasion, Try, Tagging or Tag, Ball Carrier,</p>	<p>Hockey</p> <p>The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p>Key Vocabulary: Tactics, Marking, Attack, Counter Attack, Transition, 1 to 1 Marking, Goal Side</p>	<p>Athletics</p> <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> <p>Key Vocabulary: Tactics, Speed, Distance, Evaluation, Change Over, Personal Best (PB), Lap</p>	<p>Cricket</p> <p>The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p> <p>Key Vocabulary: Tactics, Bowler/Bowling, Run Out, Wickets, Wicket-keeper, No ball, Wide, Bye</p>	<p>Dodgeball</p> <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> <p>Key Vocabulary: Tactics, Transition, Accuracy, Power, Dodge, Blocking, Eliminated</p>
Knowledge	<ul style="list-style-type: none"> * I can pass, move, dribble and shoot accurately and consistently. * I can switch fluidly between attack and defence as possession changes. * I can apply a refined understanding of passing and moving as well as an understanding of basic defensive strategies and tactics. 	<ul style="list-style-type: none"> * I can develop passing and moving skills to outwit their opponents and keep possession of the ball. * I can complete a tag sequence. * I can apply an understanding of where, when and why we pass and move, in order to score a try * I can play my part in a team 	<ul style="list-style-type: none"> * I can pass, move, dribble, shoot, tackle and block accurately and consistently * I can transition fluidly between attack and defence as possession changes. * I can begin to create and apply tactics that can be adapted depending on the game situation. * I can develop communication skills * I can start to show leadership and manage their games. 	<ul style="list-style-type: none"> * I can apply the correct technique for sprinting individually and within a team * I can develop my technique for hurdling * I can develop my technique for throwing the shot put. * I can demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important * I can strive to improve my own technique 	<ul style="list-style-type: none"> * I can refine my bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents. * I can create, apply and refine tactics for batting, bowling and fielding * I can reflect on the tactics and make any necessary adaptations 	<ul style="list-style-type: none"> * I can consolidate the application of dodging, throwing, jumping, ducking and catching. * I can create and apply attacking and defending tactics * I can develop communication skills and support team mates in games and suggest ways to improve their performances.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>Madrid: Gym: Counterbalance & Counter tension</p> <p>The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. 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> <p>Key Vocabulary: Excellent gymnastics, Interesting, Flow, Levels, Counter Balance, Counter Tension, Unison, Canon</p>	<p>Handball</p> <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 tactics for both attacking and defending and apply these successfully within their team.</p> <p>Key Vocabulary: Tactics, Transition, 1 to 1 Marking, Goal Side (Marking,Defending), Bounce Pass, Shoulder Pass, Possession, Interception, Anticipation</p>	<p>Health Related Exercise</p> <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> <p>Key Vocabulary: Cardiovascular System, Strength, Flexibility, Fitness, Circuits, Fitness Assessment/Test</p>	<p>Dance: Greeks</p> <p>The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Motif, Character, Unison</p>	<p>OAA: Communication & Tactics</p> <p>The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils refining effective communication skills, essential to working within a team to complete the challenges</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Adapt, Motivation, Cooperation</p>	<p>Tennis</p> <p>The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.</p> <p>Key Vocabulary: Tactics, Outwit, Space, Accuracy, Forehand, Backhand, Volley, Serve</p>
Knowledge	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement. * I can apply self evaluation and reflection in recognising strengths and weaknesses in sequences and find ways to improve them. * I can demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve. 	<ul style="list-style-type: none"> * I can pass, move and shoot accurately and consistently. * I can switch fluidly between attack and defence as possession changes. * I can apply a refined understanding of passing and moving as well as an understanding of defensive strategies. * I can develop communication skills as I officiate in game based scenarios. 	<ul style="list-style-type: none"> * I can complete fitness assessments and participate in circuits that will develop their fitness. * I understand the impact of exercise on the body and the importance of developing aerobic capacity, strength and flexibility. * I can show responsibility and encourage others through the circuits. * I can demonstrate self motivation, resilience and determination as I strive to improve performances. 	<ul style="list-style-type: none"> * I can perform accurately and convincingly in character with big bold actions. * I can perform with flow and include a change of level and dynamic * I can consolidate the ability to evaluate their own and others' performances. * I can apply effective decision making as they construct their sequences. * I can demonstrate self motivation, resilience and determination as I strive to improve performances. 	<ul style="list-style-type: none"> * I can work within teams to refine effective strategies and tactics in order to complete the different problem solving challenges successfully. * I can think tactically and communicate these ideas for completing the challenges to team members * I can refine skills such as collaboration and communicate effectively * I can apply effective leadership skills as they control their own emotions and take responsibility for their team members 	<ul style="list-style-type: none"> * I can execute a wide range of shots and play the ball into space. * I can serve the ball accurately to start the game. * I can understand where to serve and why. * I can begin to create, understand and apply tactics in games. * I can apply effective communication and cooperative skills in doubles games

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>Valletta: Health Related Exercise</p> <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> <p>Key Vocabulary: Cardiovascular System, Strength, Flexibility, Fitness, Circuits, Fitness Assessment/Test</p>	<p>Gym: Counterbalance & Counter tension</p> <p>The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. 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> <p>Key Vocabulary: Excellent gymnastics, Interesting, Flow, Levels, Counter Balance, Counter Tension, Unison, Canon</p>	<p>Handball</p> <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 tactics for both attacking and defending and apply these successfully within their team.</p> <p>Key Vocabulary: Tactics, Transition, 1 to 1 Marking, Goal Side (Marking.Defending), Bounce Pass, Shoulder Pass, Possession, Interception, Anticipation</p>	<p>Tennis</p> <p>The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.</p> <p>Key Vocabulary: Tactics, Outwit, Space, Accuracy, Forehand, Backhand, Volley, Serve</p>	<p>Dance: Greeks</p> <p>The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Motif, Character, Unison</p>	<p>OAA: Communication & Tactics</p> <p>The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils refining effective communication skills, essential to working within a team to complete the challenges</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Adapt, Motivation, Cooperation</p>
Knowledge	<ul style="list-style-type: none"> * I can complete fitness assessments and participate in circuits that will develop their fitness. * I understand the impact of exercise on the body and the importance of developing aerobic capacity, strength and flexibility. * I can show responsibility and encourage others through the circuits. * I can demonstrate self motivation, resilience and determination as I strive to improve performances. 	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement. * I can apply self evaluation and reflection in recognising strengths and weaknesses in sequences and find ways to improve them. * I can demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve. 	<ul style="list-style-type: none"> * I can pass, move and shoot accurately and consistently. * I can switch fluidly between attack and defence as possession changes. * I can apply a refined understanding of passing and moving as well as an understanding of defensive strategies. * I can develop communication skills as I officiate in game based scenarios. 	<ul style="list-style-type: none"> * I can execute a wide range of shots and play the ball into space. * I can serve the ball accurately to start the game. * I can understand where to serve and why. * I can begin to create, understand and apply tactics in games. * I can apply effective communication and cooperative skills in doubles games 	<ul style="list-style-type: none"> * I can perform accurately and convincingly in character with big bold actions. * I can perform with flow and include a change of level and dynamic * I can consolidate the ability to evaluate their own and others' performances. * I can apply effective decision making as they construct their sequences. * I can demonstrate self motivation, resilience and determination as I strive to improve performances. 	<ul style="list-style-type: none"> * I can work within teams to refine effective strategies and tactics in order to complete the different problem solving challenges successfully. * I can think tactically and communicate these ideas for completing the challenges to team members * I can refine skills such as collaboration and communicate effectively * I can apply effective leadership skills as they control their own emotions and take responsibility for their team members

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>Lisbon: Handball 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 tactics for both attacking and defending and apply these successfully within their team.</p> <p>Key Vocabulary: Tactics, Transition, 1 to 1 Marking, Goal Side (Marking.Defending), Bounce Pass, Shoulder Pass, Possession, Interception, Anticipation</p>	<p>Health Related Exercise 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> <p>Key Vocabulary: Cardiovascular System, Strength, Flexibility, Fitness, Circuits, Fitness Assessment/Test</p>	<p>Gym: Counterbalance & Counter tension The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. 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> <p>Key Vocabulary: Excellent gymnastics, Interesting, Flow, Levels, Counter Balance, Counter Tension, Unison, Canon</p>	<p>OAA: Communication & Tactic The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils refining effective communication skills, essential to working within a team to complete the challenges</p> <p>Key Vocabulary: Communication, Tactics, Teamwork, Strategy, Adapt, Motivation, Cooperation</p>	<p>Tennis The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.</p> <p>Key Vocabulary: Tactics, Outwit, Space, Accuracy, Forehand, Backhand, Volley, Serve</p>	<p>Dance: Greeks The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group</p> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Motif, Character, Unison</p>
Knowledge	<ul style="list-style-type: none"> * I can pass, move and shoot accurately and consistently. * I can switch fluidly between attack and defence as possession changes. * I can apply a refined understanding of passing and moving as well as an understanding of defensive strategies. * I can develop communication skills as I officiate in game based scenarios. 	<ul style="list-style-type: none"> * I can complete fitness assessments and participate in circuits that will develop their fitness. * I understand the impact of exercise on the body and the importance of developing aerobic capacity, strength and flexibility. * I can show responsibility and encourage others through the circuits. * I can demonstrate self motivation, resilience and determination as I strive to improve performances. 	<ul style="list-style-type: none"> * I can execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement. * I can apply self evaluation and reflection in recognising strengths and weaknesses in sequences and find ways to improve them. * I can demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve. 	<ul style="list-style-type: none"> * I can work within teams to refine effective strategies and tactics in order to complete the different problem solving challenges successfully. * I can think tactically and communicate these ideas for completing the challenges to team members * I can refine skills such as collaboration and communicate effectively * I can apply effective leadership skills as they control their own emotions and take responsibility for their team members 	<ul style="list-style-type: none"> * I can execute a wide range of shots and play the ball into space. * I can serve the ball accurately to start the game. * I can understand where to serve and why. * I can begin to create, understand and apply tactics in games. * I can apply effective communication and cooperative skills in doubles games 	<ul style="list-style-type: none"> * I can perform accurately and convincingly in character with big bold actions. * I can perform with flow and include a change of level and dynamic * I can consolidate the ability to evaluate their own and others' performances. * I can apply effective decision making as they construct their sequences. * I can demonstrate self motivation, resilience and determination as I strive to improve performances.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>Game Sense Invasion (All) Pupils will consistently apply effective attacking and defensive skills and be able to apply these in a variety of game based scenarios. Pupils will create and apply tactics in games, adapting them as the game situation changes, in order to beat the opposition.</p> <p>Key Vocabulary: Tactics, Transition, Counter Attack, Pressure, 1 to 1 Marking, Referee/Umpire</p>	<p>Tag Rugby (All) Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p> <p>Key Vocabulary: Tactics, Transition, Offside, Formations, Knock on, Advantage</p>	<p>Basketball (All) Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>Key Vocabulary: Tactics, Transition, Counter Attack, High Press, Backcourt Violation, 1 to 1 Marking</p>	<p>Athletics (All) 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.</p> <p>Key Vocabulary: Tactics, Teamwork, Speed, Distance, Evaluation, False Start, Events</p>	<p>Cricket (All) Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.</p> <p>Key Vocabulary: Tactics, Umpire, Boundary, Four, Six, Over</p>	<p>Quidditch (All) The focus of the learning is to consolidate pupils' understanding and application of attacking and defensive skills into game play. Pupils will work in their teams to create attacking and defensive tactics and apply these to different game scenarios. Pupils will learn to manage and officiate the games within their teams and groups.</p> <p>Key Vocabulary: Tactics, Transition, Counter Attack, Snitch, Seeker</p>
Knowledge	<ul style="list-style-type: none"> * I can apply a refined understanding of attacking skills to score points against another team, and defensive skills to regain possession. * I can demonstrate resourcefulness and reflective skills as I create a range of attacking and defending tactics, applying these to their games. * I can effectively apply tactics, demonstrating a clear understanding of the role each team member will perform, ensuring each team member is motivated. 	<ul style="list-style-type: none"> * I can apply a refined understanding of the skills required for both attacking and defending. * I can transition quickly between attack and defence as possession changes. * I can demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games. * I can effectively apply tactics, demonstrating a clear understanding of the role each team member will perform 	<ul style="list-style-type: none"> * I can apply a refined understanding of passing and moving and dribbling to score points against another team. * I can demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games. * I can effectively apply tactics, demonstrating a clear understanding of the role each team member will perform * I can apply skills such as integrity and self discipline by playing by the rules. 	<ul style="list-style-type: none"> * I can apply a refined understanding of running for speed, pacing, throwing and jumping for distance. * I can demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important. * I can refine the ability to encourage and collaborate with others, communicating developmental feedback and showing respect. 	<p>Pupils will consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games. Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p>	<p>Pupils will be able to apply their advanced attacking and defensive skills into various game scenarios and react as the game situations change. Pupils will create and apply a variety of attacking and defensive tactics, ensuring everyone in the team understands their roles and responsibilities. Pupils will develop life skills such as trust and co-operation as they effectively collaborate with others including their opponents. Pupils will effectively apply life skills such as self motivation and responsibility as they strive to improve their own performance and understanding.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>Manilla: : Gym: Match & Mirror</p> <p>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.</p> <p>Key Vocabulary: Excellent gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon</p>	<p>OAA: Leadership (All)</p> <p>The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the 'STEP' principles, pupils will be able to apply their developing understanding as they lead others. Pupils will be able to identify the different attributes that make an effective leader.</p> <p>Key Vocabulary: Communication, Leadership, Cooperation, Responsibility, Space, Task, Equipment</p>	<p>Health Related Exercise</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> <p>Key Vocabulary: Cardiovascular System, Strength, Flexibility, Fitness, Circuits, Fitness Assessment/Test</p>	<p>Dance: Carnival</p> <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> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Stimulus, Choreography, Rhythm</p>	<p>Dodgeball</p> <p>Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.</p> <p>Key Vocabulary: Tactics, Transition, Referee, Back/End Line, Centre Line, Retrievers</p>	<p>Tennis</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> <p>Key Vocabulary: Tactics, Space, Outwit, Forehand, Backhand, Volley, Serve, Fault, Doubles</p>
Knowledge	<ul style="list-style-type: none"> * I can create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus * I can effectively apply skills such as evaluation and find ways to improve * I can demonstrate respect and trust as I give and receive constructive feedback 	<ul style="list-style-type: none"> * I can apply effective leadership skills to support and guide other pupils in order to play games and complete challenges. * I can apply understanding of what makes an effective leader as well as effectively evaluating others leadership efforts and give constructive feedback 	<ul style="list-style-type: none"> * I can complete fitness assessments and participate in circuits that will enhance their fitness * I can refine my understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. * I can refine skills such as communication and respect as I encourage others through the circuits. * I can demonstrate self motivation, resilience and self discipline as I strive to improve their own performances 	<ul style="list-style-type: none"> * I can perform with clarity, fluency, accuracy and consistency as part of a big group * I can perform with high energy * I can make effective evaluations of an individual, pairs' or groups' strengths and weaknesses * I can reflect on my own performances 	<ul style="list-style-type: none"> * I can refine the skills of dodging, throwing, jumping, ducking and catching. * I can transition between attacking and defending. * I can demonstrate resourcefulness and reflective skills by creating a range of attacking and defending tactics and adapting these when necessary. * I can refine and use communication skills as I support team mates in games and suggest ways to improve their performances. 	<ul style="list-style-type: none"> * I can apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points. * I can demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games * I can collaborate effectively with partners, communicating and supporting each other.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>Nairobi: Health Related Exercise 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> <p>Key Vocabulary: Cardiovascular System, Strength, Flexibility, Fitness, Circuits, Fitness Assessment/Test</p>	<p>Gym: Match & Mirror 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.</p> <p>Key Vocabulary: Excellent gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon</p>	<p>OAA: Leadership The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the 'STEP' principles, pupils will be able to apply their developing understanding as they lead others. Pupils will be able to identify the different attributes that make an effective leader.</p> <p>Key Vocabulary: Communication, Leadership, Cooperation, Responsibility, Space, Task, Equipment</p>	<p>Tennis 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> <p>Key Vocabulary: Tactics, Space, Outwit, Forehand, Backhand, Volley, Serve, Fault, Doubles</p>	<p>Dance: Carnival 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> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Stimulus, Choreography, Rhythm</p>	<p>Dodgeball (All) Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.</p> <p>Key Vocabulary: Tactics, Transition, Referee, Back/End Line, Centre Line, Retrievers</p>
Knowledge	<ul style="list-style-type: none"> * I can complete fitness assessments and participate in circuits that will enhance their fitness * I can refine my understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. * I can refine skills such as communication and respect as I encourage others through the circuits. * I can demonstrate self motivation, resilience and self discipline as I strive to improve their own performances 	<ul style="list-style-type: none"> * I can create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus * I can effectively apply skills such as evaluation and find ways to improve * I can demonstrate respect and trust as I give and receive constructive feedback 	<ul style="list-style-type: none"> * I can apply effective leadership skills to support and guide other pupils in order to play games and complete challenges. * I can apply understanding of what makes an effective leader as well as effectively evaluating others leadership efforts and give constructive feedback 	<ul style="list-style-type: none"> * I can apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points. * I can demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games * I can collaborate effectively with partners, communicating and supporting each other. 	<ul style="list-style-type: none"> * I can perform with clarity, fluency, accuracy and consistency as part of a big group * I can perform with high energy * I can make effective evaluations of an individual, pairs' or groups' strengths and weaknesses * I can reflect on my own performances 	<ul style="list-style-type: none"> * I can refine the skills of dodging, throwing, jumping, ducking and catching. * I can transition between attacking and defending. * I can demonstrate resourcefulness and reflective skills by creating a range of attacking and defending tactics and adapting these when necessary. * I can refine and use communication skills as I support team mates in games and suggest ways to improve their performances.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>Ottawa: OAA: Leadership The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the 'STEP' principles, pupils will be able to apply their developing understanding as they lead others. Pupils will be able to identify the different attributes that make an effective leader.</p> <p>Key Vocabulary: Communication, Leadership, Cooperation, Responsibility, Space, Task, Equipment</p>	<p>Health Related Exercise 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> <p>Key Vocabulary: Cardiovascular System, Strength, Flexibility, Fitness, Circuits, Fitness Assessment/Test</p>	<p>Gym: Match & Mirror 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.</p> <p>Key Vocabulary: Excellent gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon</p>	<p>Dodgeball Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.</p> <p>Key Vocabulary: Tactics, Transition, Referee, Back/End Line, Centre Line, Retrievers</p>	<p>Tennis 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> <p>Key Vocabulary: Tactics, Space, Outwit, Forehand, Backhand, Volley, Serve, Fault, Doubles</p>	<p>Dance: Carnival 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> <p>Key Vocabulary: Excellent Dancers, Expression, Creativity, Emotion, Stimulus, Choreography, Rhythm</p>
Knowledge	<ul style="list-style-type: none"> * I can apply effective leadership skills to support and guide other pupils in order to play games and complete challenges. * I can apply understanding of what makes an effective leader as well as effectively evaluating others leadership efforts and give constructive feedback 	<ul style="list-style-type: none"> * I can complete fitness assessments and participate in circuits that will enhance their fitness * I can refine my understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. * I can refine skills such as communication and respect as I encourage others through the circuits. * I can demonstrate self motivation, resilience and self discipline as I strive to improve their own performances 	<ul style="list-style-type: none"> * I can create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus * I can effectively apply skills such as evaluation and find ways to improve * I can demonstrate respect and trust as I give and receive constructive feedback 	<ul style="list-style-type: none"> * I can refine the skills of dodging, throwing, jumping, ducking and catching. * I can transition between attacking and defending. * I can demonstrate resourcefulness and reflective skills by creating a range of attacking and defending tactics and adapting these when necessary. * I can refine and use communication skills as I support team mates in games and suggest ways to improve their performances. 	<ul style="list-style-type: none"> * I can apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points. * I can demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games * I can collaborate effectively with partners, communicating and supporting each other. 	<ul style="list-style-type: none"> * I can perform with clarity, fluency, accuracy and consistency as part of a big group * I can perform with high energy * I can make effective evaluations of an individual, pairs' or groups' strengths and weaknesses * I can reflect on my own performances