

EYFS

Introduction to Ball Skills – Feet	Introduction to Ball Skills – Hands	Introduction to Ball Skills – Hands 2	Introduction to KS1 Dance	Introduction to KS1 Gymnastics	Introduction and Development of Locomotion - Walking	Introduction and Development of Locomotion 2 - Jumping	Introduction and Development of KS1 Understanding of Attacking and Defending
<p>Context: Dribbling Drills, Basic Possessional Games</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build an understanding of dribbling (which part of the foot to use, how hard to kick the ball, etc.) which prepares for competitive dribbling situations</p> <p>Build an understanding of how we control a ball and why it is important to prevent it rolling too far away from us.</p> <p>Build an understanding of where to dribble when you have the ball, and why it is best to dribble into these ‘spaces’.</p> <p>Build an understanding of how to work with a partner or in a small group</p> <p>Build an understanding of how to work with a partner, with only one ball between them.</p> <p>Corporal/Physical: Explore and develop the process of moving a ball with your feet (what happens when different parts of the foot come into contact with the ball) to develop dribbling skill.</p> <p>Demonstrate dribbling into spaces (away from others) during drills, mini-games and mini-competitions</p> <p>Participate in dribbling competitions against peers, to help develop both kicking and dribbling skills.</p> <p>Participate in Ball Skill games with a partner and/or small groups, and work together to win or achieve a ‘target/goal’.</p> <p>Competition: Combine learning so far, within the Ball Skills – Feet unit, in a small-scale competition consisting of possession games or dribbling/kicking drills, judged by Teachers, Teaching Assistants or Peers.</p>	<p>Context: Rolling Practice, Bouncing Practice, Bouncing/Dribbling Drills, Basic Possessional Games</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build an understanding of pushing (how many hands to use, which part of the hand/s to use, how hard to push the ball in order to keep control of it, etc.)</p> <p>Build an understanding of rolling (how many hands to use, which part of the hand/s to use, how hard to roll the ball in order to keep control of it, which direction to roll the ball in etc.)</p> <p>Build an understanding of bouncing (how many hands to use, which part of the hand/s to use, how hard to bounce the ball in order to keep control of it, which direction to bounce the ball in etc.)</p> <p>Build an understanding of how we control a ball with our hands and why it is important to prevent it rolling too far away from us.</p> <p>Build an understanding of where to roll or bounce the ball, and why it is best to roll and bounce the ball into ‘spaces’.</p> <p>Build an understanding of how to combine pushing, rolling and bouncing, and develop this understanding to help us design a way of dribbling (bouncing or rolling) around defenders (fixed and moving).</p> <p>Build an understanding of what ‘defenders’ are and what their role is.</p> <p>Build an understanding of how to work with a partner or in a small group</p> <p>Build an understanding of how to work with a partner, with only one ball between them.</p> <p>Corporal/Physical: Explore and develop the process of pushing a ball with your hands (what happens when different parts of the hand come into contact with the ball) to develop pushing skill and control.</p> <p>Explore and develop the process of rolling a ball with your hands (what happens when different parts of the hand come into contact with the ball) to develop rolling skill and control, so that accuracy and power improves and we can begin to roll objects towards targets.</p> <p>Explore and develop the process of rolling a ball with your hands (what happens when different parts of the hand come into contact with the ball, when you bounce at different speeds, etc.) to develop rolling skill and control, so that accuracy improves and we can begin to bounce balls for longer without them bouncing too far away from us.</p>	<p>Context: Throwing Practice, Throwing Drills, Mini-competitions</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build an understanding of throwing (how many hands to use, how hard to throw the object, how high to throw it, how high to throw it, which direction to throw it, overarm/underarm, etc.) when throwing into spaces or even aiming for a target.</p> <p>Build an understanding of how we throw an object accurately towards a target and why it is important to aim, in order to successfully do so</p> <p>Build an understanding of how we throw an object <i>for distance</i>, and what we can do with the rest of our body (i.e. step forwards, rotate bodies, lean back) to maximise the size of our throws</p> <p>Build an understanding of rolling (how many hands to use, which part of the hand/s to use, how hard to roll the ball in order to keep control of it, which direction to roll the ball in etc.)</p> <p>Build an understanding of how to stop a ball (how many hands to use, which part of the hand/s to use, where to place hands in order to keep control of it, why may we need to stop a ball, etc.) and relate this to some sports</p> <p>Build an understanding of catching (how many hands to use, which part of the hand/s to use, how to track object with your eyes, etc.)</p> <p>Build an understanding of how to work with a partner or in a small group</p> <p>Build an understanding of how to work with a partner, with only one ball between them.</p> <p>Corporal/Physical: Explore and develop the process of throwing (overarm, underarm, up high, forwards, backwards, down towards the ground) to develop aim towards a target</p> <p>Specifically explore and develop the processes of underarm and overarm throwing, so that accuracy and power improves and we can begin to throw objects towards targets accurately.</p> <p>Explore and develop the process of rolling (forwards, sideways, backwards, fast, slow) to develop aim towards a target/partner</p> <p>Introduce and explore the process of stopping a ball using our hands</p> <p>Explore and develop the process of catching (with multiple bounces, with one bounce, without bouncing, after throwing up high, after throwing a few centimetres), both individually and in a pair.</p>	<p>Context: Movement Exploration and Creation, Basic Sequence Creation, Basic ‘Character’ Exploration and Performance, Movement Exploration using Props,</p> <p>Collaborative: Begin to learn about ‘opposite’ words and use ‘opposite’ examples to perform ‘opposite’ movements</p> <p>Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with/alongside peers (building social learning and communication skill), work together to make decisions (i.e. which movements to do, how, and when) and in different roles (i.e. as a leader or follower) within a group</p> <p>Opportunities for pupils to encourage each other, respect each other, offer comments to peer’s about what they are doing well</p> <p>Cognitive: Create and perform Individual, Pair and Group movements in dance patterns/sequences</p> <p>Be introduced to “super/champion movements” which would be used by “super/champion dancers” and begin to try performing our own “super/champion movements” (controlled movements and movements that responds to a rhythm or piece of music) using different parts of our bodies</p> <p>Begin to understand and develop our ability to imagine journeys and real-life series of events (i.e. putting clothes on) and bring them to life via movement sequences, in which we move in <u>various ways, with confidence.</u></p> <p>Memorise movement patterns created from combined individual movements</p> <p>Use given topics and focuses (such as specific “animals” and “times of day”) as inspiration/stimuli for dance pattern creation and to help build a basic character-based dances</p> <p>Be briefly introduced to some dance elements such as Control, Rhythm, Change of direction, Change of speed, Change of level, Collaboration (working together), expression (i.e. facial), Flow (when linking movements) and Use of character</p> <p>Be introduced to, and recreate Teacher Demonstrated sequences, which can be used to inspire own ideas for sequence creation</p> <p>Be introduced to pieces of music and/or Teacher Created beats using instruments and/or vocals, and learn how to respond to them differently (i.e. tambourine representing gentle movements, whilst drum represents strong, loud movements)</p> <p>Explore travelling movements such as walking on tiptoes, twirling and creeping, then begin to link these actions into movement sequences involving pretending to be something ‘using them’ (i.e. animals, plants)</p> <p>Comment on peer’s performances and point out actions that were the most enjoyable/impressive</p> <p>Corporal/Physical: Explore dance patterns/sequences (both Established + Self-Created) that demonstrate correct basic ‘response to the music’, controlled movement, improvisation, and clear, linked actions, both singly and with a partner/group.</p> <p>Display evidence of ‘use of given words, topics and focuses’ (i.e. using actions such as sliding/skating, which correlate with focuses such as ‘winter’) within movement patterns/sequences, in which we move in <u>various ways, with confidence</u></p>	<p>Context: Movement Exploration and Creation, Shape Exploration and Creation, Floor work, Apparatus Introduction and Use, Partnerwork</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with/alongside peers (building social learning and communication skill), work together to make decisions (i.e. which movements to do, how, and when) and in different roles (i.e. as a leader or follower) within a group</p> <p>Opportunities for pupils to encourage each other, respect each other, offer comments to peer’s about what they are doing well</p> <p>Cognitive: Be introduced to “super/champion movements and shapes” which would be used by “super/champion gymnasts” and begin to try performing our own “super/champion movements and shapes” (silent, still, movements and shapes performed with fingers and toes pointed/stretched) using different parts of our bodies, in different ways</p> <p>Be introduced to and develop an understanding of high, low, big and small travelling movements and shapes that we can use within gymnastics, on the floor, and to travel under, over and through apparatus, then apply this understanding into our work.</p> <p>Be introduced to the concept of ‘leading and following’ within gymnastics, as well as concepts like ‘copying’ and apply them into work with a partner</p> <p>Be introduced to the concept of how to ‘maggie’ ideas from others and put our own spin on them to make them fit into our own work.</p> <p>Briefly comment on peer’s work and point out actions that were ‘super/champion movements’ and whether they were low, high, big or small</p> <p>Corporal/Physical: Be introduced to apparatus, and begin to discover the different ways in which we can use it safely, through ‘guided discovery’ opportunities</p> <p>Explore ‘floor’ movement and movement ‘using apparatus’ (both Established + Self-Created/improvised) in different directions, using different body parts in a controlled, confident way.</p> <p>Explore ‘movement in pairs’ (i.e. copying movements at the same time, leading and following) both on the ‘floor’ and ‘using apparatus’</p> <p>Explore and create big/stretched, small/tucked, high and low movements and shapes both on the ‘floor’ and ‘using apparatus’ (i.e. jumping, tucks, sliding, star shapes, basic rolling, crawling, tall stretches, hopping) using different body parts, in different ways.</p> <p>Explore ‘creating shapes in pairs’ (i.e. copying movements at the same time, connecting body parts) both on the ‘floor’ and ‘using apparatus’</p> <p>Develop our use of big/stretched, small/tucked, high and low movements and shapes, and apply them to both labelled ‘floor’ and ‘apparatus’ zones of the hall, varying the movement and shape depending on the apparatus available in each area</p> <p>Exhibit “super/champion movements and shapes” (silent, still, movements and shapes performed with fingers and toes pointed/stretched) using different parts of our bodies, in different ways, within our work</p>	<p>Context: Walking Drills, Walking Games, Activity Circuit, Marching Drills, Marching Games, Jogging Practice</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build an understanding of walking and its many differentiations (on tiptoes, on balls of feet, standard flat foot, on heels, backwards, sideways, forwards, fast, slow) and apply these walks to different scenarios (walking through a really small tunnel, up a really steep hill) and games.</p> <p>Build an understanding of how to walk with the most efficient technique (heads up, looking forwards, swinging arms gently by our sides, feet pointing forwards)</p> <p>Build an understanding of how our bodies respond to <u>sustained</u> exercise, such as in the Walking Circuit and Walking beanbag games, and understand how we can move ‘with confidence’ in different ways</p> <p>Build an understanding of marching (swinging arms, high knees, back straight, head up, looking forwards) in time with a song/beat</p> <p>Build an understanding of how to work with a partner or in a small group</p> <p>Corporal/Physical: Explore and develop the process of walking in a variety of directions, speeds and heights/levels, whilst paying attention to our surroundings and not bumping into other pupils, and apply this skill into games and competitions.</p> <p>Explore and develop the process of walking efficiently (using head, arms, feet to our advantage) along different pathways (i.e. zig-zag, circles, triangles)</p> <p>Participate in a ‘Walking Circuit’, involving <u>sustained</u> physical activities such as walking and jogging, following a set pathway (circle) and experiment with the different types of movement.</p> <p>Explore and develop the process of marching in a variety of directions, speeds and heights/levels, and apply this skill in time with music/songs and in a game.</p> <p>Participate in walking and marching games with a partner and/or small groups, and work together to win or achieve a ‘target/goal’.</p> <p>Competition: Combine learning so far, within the Walking unit, in a small-scale competition consisting of mini-games and mini-competitions judged by Teachers, Teaching Assistants or Peers.</p>	<p>Context: Jumping Drills, Hopping Drills, Jumping Games, Jumping Competitions, Hopping Games, Hopping Competitions</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build an understanding of jumping (how to stand, bend knees, swing arms, create momentum) in order to prepare yourself for competitive situations</p> <p>Build an understanding of hopping (how to stand, bend knee, swing arms, create momentum) in order to prepare yourself for competitive situations</p> <p>Build an understanding of how to work with a partner or in a small group</p> <p>Corporal/Physical: Explore and develop the process of jumping in a variety of directions, speeds and heights/levels, and apply this skill into games and competitions.</p> <p>Explore and develop the process of hopping in a variety of directions, speeds and heights/levels, and apply this skill into games and competitions.</p> <p>Specifically explore and develop jumping techniques to help you travel as far as possible, then as high as possible, and apply these into separate <i>jumping for height</i> and <i>jumping for distance</i> competitions.</p> <p>Apply efficient jumping techniques in mini-games and in practice drills (heads up, swinging arms, bending legs on take-off and landing)</p> <p>Participate in jumping games with a partner and/or small groups, and work together to win or achieve a ‘target/goal’.</p> <p>Competition: Combine learning so far, within the Jumping unit, in a small-scale competition consisting of mini jumping and hopping competitions, judged by Teachers, Teaching Assistants or Peers.</p>	<p>Context: Attacking Drills, Defending Drills, Turn-Based Games, Attack VS Defence Games, Tag Games</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build an understanding of why we take turns when playing certain games</p> <p>Build an understanding of when we need to run into spaces when playing Attacking and Defending games like Tag, as well as why and when we need to run faster</p> <p>Build an understanding of why we need to keep score during certain games, and develop our ability of keeping score whilst playing</p> <p>Build an understanding of why games require rules, and what happens (in terms of player/team consequences, and the effects on the score and game) if the rules are not abided by.</p> <p>Build an understanding of what the consequences are of being ‘caught’ by a defender are, in addition to the consequences of not catching an attacker (when defending) and how these events affect their teammates as well as themselves individually.</p> <p>Build an understanding of the different methods we can use to inhibit attackers from scoring points/goals against us (when defending), in addition to different methods we can use to ‘evade defenders’</p> <p>Progress knowledge and understanding of Attacking and Defending overall, for application into a competition-style game.</p> <p>Corporal/Physical: Be introduced to ‘finding space’ during games and develop our techniques which we use for this.</p> <p>Explore and consolidate the basic concepts of avoiding defenders and trying to catch others (when attacking) and develop our ability to change the speed and direction in which we move confidently</p> <p>Be introduced to basic ‘evasive skills’ (for attacking use) as well as alternative ‘principles for defensive situations’ (including how to tag someone wearing a ‘tag belt’) and develop our techniques, for use in games which feature aspects such as ‘Tagging’.</p> <p>Competition: Combine learning so far, within the Games for Understanding – Attacking vs Defence unit, in a small-scale competition consisting of Tag mini-games and other Attacking vs Defending activities, judged by Teachers, Teaching Assistants or Peers.</p>

	<p>Demonstrate accurate rolling into spaces and towards targets (away from others) during drills, mini-games and mini-competitions</p> <p>Demonstrate controlled bouncing of the ball, in and out of 'spaces', and the ability to stop bouncing the ball, in a controlled manner, on demand.</p> <p>Combine learnt skills (pushing, rolling and bouncing) to dribble (bouncing or rolling) in and out of spaces, and around defenders (fixed and moving).</p> <p>Participate in rolling competitions against peers, to help develop rolling accuracy.</p> <p>Participate in Ball Skill games with a partner and/or small groups, and work together to <i>win</i> or achieve a 'target/goal'.</p> <p>Competition: Combine learning so far, within the Ball Skills – Hands unit, in a small-scale competition consisting of Games and Accuracy competitions, judged by Teachers, Teaching Assistants or Peers.</p>	<p>Demonstrate accurate aiming and underarm throwing into spaces and towards targets (using non-throwing hand to point towards target) during drills, mini-games and mini-competitions</p> <p>Demonstrate catching as an individual and when working in a pair, with increasing control.</p> <p>Participate in rolling competitions against peers, to help develop rolling accuracy.</p> <p>Participate in throwing competitions against peers, to help develop power and accuracy.</p> <p>Participate in Ball Skill games with a partner and/or small groups, and work together to <i>win</i> or achieve a 'target/goal'.</p> <p>Competition: Combine learning so far, within the Ball Skills – Hands 2 unit, in a small-scale competition consisting of Throwing for Distance competitions or Rolling Accuracy competitions, judged by Teachers, Teaching Assistants or Peers.</p>	<p>Exhibit and combine movements such as walking on tiptoes, twirling and creeping within movement patterns/sequences, involving pretending to be something 'using them' (i.e. animals, feelings)</p> <p>Repeat Teacher Demonstrated movement patterns individually, and with a partner, in addition to creating a basic movement pattern (re the same topic/focus), to conjoin together into a sequence</p> <p>Be introduced to and begin to develop the use and combination of some dance elements such as control, rhythm, change of direction, change of speed, change of level, collaboration (working together), expression (i.e. facial), flow and use of Character.</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to comment on their peer's performances, gather feedback and magpie ideas from others (the aspects of dances peer's and Teacher's thought were good/enjoyed!)</p>	<p>Display evidence of 'movements over, under and through apparatus' <u>in various ways, with confidence, within our work</u></p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to comment on their peer's performance, gather feedback and magpie ideas from others (the aspects of performances that peer's and Teacher's thought were good/enjoyed!)</p>			
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Year 1

Development of Ball Skills - Feet	Development of Ball Skills – Hands	Development of Ball Skills – Hands 2	Refinement of KS1 Dance	Refinement of KS1 Gymnastics	Refinement of Locomotion - Running	Refinement of Locomotion 2 - Jumping	Refinement of KS1 Understanding of Attacking and Defending
<p>Context: Dribbling Drills, Basic Possessional Games, Dribbling Games, Passing Drills, Passing Games</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to understand that they need to help/need help from their teammates in order to give themselves the best chance of success, when working in a team.</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build and develop our understanding of sending (passing), (how many hands to use, roll/push/throw, which part of the hand/s to use, how hard to send the ball in order to keep control of it, which direction to send the ball in etc.) and why we must aim, and use different amounts of force/different speeds when we do so.</p> <p>Develop understanding of bouncing (how many hands to use, which part of the hand/s to use, how hard to bounce the ball in order to keep control of it, how fast to bounce the ball to keep control of it, which direction to bounce the ball in etc.)</p> <p>Build and develop our understanding of how to stop a ball (how many hands to use, which part of the hand/s to use, where to place hands in order to keep control of it, where to position our bodies, etc.) and relate ‘why we may do this’ to some sports/‘invasion games’</p> <p>Develop understanding of how we control a ball with our hands and why it is important to prevent it rolling too far away from us.</p> <p>Develop understanding of dribbling (bouncing or rolling) to keep possession away from defenders (fixed and moving) and why it is important to do so.</p> <p>Develop our understanding of what ‘defenders’ are, what their role is and how to keep a ball away from them</p> <p>Develop an understanding of how to combine sending and receiving skills (i.e. knowledge of where to send the ball and why, accurate aiming, use of different speeds, controlled stopping of the ball) to keep possession of a ball.</p> <p>Develop understanding of how to work with a partner or in a small group</p> <p>Develop understanding of how to work with a partner, with only one ball between them.</p> <p>Corporal/Physical: Further develop the process of bouncing a ball with your hands (what happens when different parts of the hand come into contact with the ball, when you bounce at different speeds, etc.) to develop bouncing skill and control, so that accuracy improves and we can begin to bounce balls and keep possession of them (keep them away from a defender)</p> <p>Demonstrate controlled bouncing of the ball, around defenders, and the ability to stop bouncing the ball, in a controlled manner, on demand.</p>	<p>Context: Bouncing/Dribbling Drills, Possessional Games, Sending (Passing) Drills, Accuracy activities, Mini-games, Mini-competitions</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build and develop our understanding of sending (passing), (how many hands to use, roll/push/throw, which part of the hand/s to use, how hard to send the ball in order to keep control of it, which direction to send the ball in etc.) and why we must aim, and use different amounts of force/different speeds when we do so.</p> <p>Develop understanding of bouncing (how many hands to use, which part of the hand/s to use, how hard to bounce the ball in order to keep control of it, how fast to bounce the ball to keep control of it, which direction to bounce the ball in etc.)</p> <p>Build and develop our understanding of how to stop a ball (how many hands to use, which part of the hand/s to use, where to place hands in order to keep control of it, where to position our bodies, etc.) and relate ‘why we may do this’ to some sports/‘invasion games’</p> <p>Develop understanding of how we control a ball with our hands and why it is important to prevent it rolling too far away from us.</p> <p>Develop understanding of dribbling (bouncing or rolling) to keep possession away from defenders (fixed and moving) and why it is important to do so.</p> <p>Develop our understanding of what ‘defenders’ are, what their role is and how to keep a ball away from them</p> <p>Develop an understanding of how to combine sending and receiving skills (i.e. knowledge of where to send the ball and why, accurate aiming, use of different speeds, controlled stopping of the ball) to keep possession of a ball.</p> <p>Develop understanding of how to work with a partner or in a small group</p> <p>Develop understanding of how to work with a partner, with only one ball between them.</p> <p>Corporal/Physical: Further develop the process of bouncing a ball with your hands (what happens when different parts of the hand come into contact with the ball, when you bounce at different speeds, etc.) to develop bouncing skill and control, so that accuracy improves and we can begin to bounce balls and keep possession of them (keep them away from a defender)</p> <p>Demonstrate controlled bouncing of the ball, around defenders, and the ability to stop bouncing the ball, in a controlled manner, on demand.</p>	<p>Context: Throwing Drills, Accuracy Drills, Sending/Rolling Drills, Stopping/Control Drills, Target Practice, Mini-games, Mini-competitions</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Create and perform Individual, Pair and Group movements in dance patterns/sequences</p> <p>Be introduced to the attributes of an “super/champion dancer” via learning re improvisation, controlled movement and movement that responds to a rhythm, beat or piece of music</p> <p>Begin to understand and develop the way in which we control and co-ordinate our bodies to perform movements, which relate to a applicable theme.</p> <p>Use descriptive words (such as “tiny” and “rose”) as inspiration for dance pattern creation and to help build a basic character-based dance</p> <p>Be introduced to dance elements such as Control, Rhythm, Change of direction, Change of speed, Change of level, Collaboration (working together), expression (i.e. facial), Flow (when linking movements) and Use of character</p> <p>Be introduced to, and recreate Teacher Demonstrated motifs, which can be used to inspire own basic motif creation for application in a dance sequence</p> <p>Be introduced to pieces of music and learn how to identify a rhythm/beat within them, describe it (i.e. re the speed and volume) and respond to it correctly (i.e. not gently skipping when music is rapid and intense)</p> <p>Be introduced to the use of pictures and/or music and/or vocabulary as stimuli for creativity (i.e. Linking vibrant, flowery pictures to swaying, happy movements)</p> <p>Be introduced to rhythm patterns (clapped or tapped on thighs), then use this introduction and basic understanding to redevelop their speed and volume, and apply rhythm patterns to a dance sequence</p> <p>Explore movements such as turns, balances and jumps, then begin to link these actions in movement sequences, and think about what you could recreate/prettend to be using them (i.e. animals, plants)</p> <p>Be introduced to the portrayal of relationships within dances, and apply this portrayal within own sequences</p> <p>Describe our own and other’s actions within their performances, and whether they displayed any ‘champion dancer’ actions</p> <p>Corporal/Physical:</p>	<p>Context: Movement Exploration, Creation and Combination, Shape Exploration, Creation and Combination, Specific Body Part Use, Floor work, Apparatus Use,</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work alongside peers (building social learning and communication skill),</p> <p>Opportunities for pupils to encourage each other, respect each other, offer comments to peer’s about what they are doing well and make suggestions about what they could improve</p> <p>Cognitive: Develop our understanding of “super/champion movements and shapes” which would be used by “super/champion gymnasts” and ensure our own movements are almost always “super/champion movements and shapes” (silent, still, movements and shapes performed with fingers and toes pointed/stretched) incorporating different parts of our bodies, in different ways</p> <p>Recap our understanding of high, low, big and small travelling movements and shapes, and begin to develop an understanding of newly introduced “Wide, Narrow and Curled” movements and shapes that we can use within gymnastics, on the floor, and to travel under, over, though, along and across apparatus, then apply this understanding into our work.</p> <p>Be introduced to big/base body parts (tummy, bottom, back) and small/point body parts (hands, feet, knees, elbows) and explore creating shapes/balances on these various body parts, in both labelled ‘floor’ and ‘apparatus’ zones of the hall, varying the shape depending on the apparatus available in each area.</p> <p>Begin to combine use of big and small body parts, with the concepts of Wide, Narrow and Curled to perform themed movements and shapes, in both labelled ‘floor’ and ‘apparatus’ zones of the hall, varying the shape depending on the apparatus available in each area.</p> <p>Be introduced to the concept of ‘interesting’ gymnastics (i.e. using more than one piece of apparatus at the same time, to perform <i>different</i> movements) and apply this into own work.</p> <p>Be introduced to and begin to develop our knowledge of ‘linking’ movements together (i.e. performing a narrow shape along a bench, stepping down onto a mat and performing a wide shape) via labelled apparatus and self-improvisation, and put this knowledge into practice.</p> <p>Be introduced to ‘flow’ and apply our understanding of how to combine movements to flow together (i.e. crawling on hands and knees, falling onto your side - into a pencil roll) into our work, and <i>progressively apply creativity to link movement combinations and balanced shapes</i> (i.e. A high movement, followed by a low movement, followed by a wide finishing shape/balance)</p> <p>Develop our understanding of the concept of how to ‘maggie’ ideas from others, especially when given the opportunities to watch examples, and put our own spin on them to make them fit into our own work.</p> <p>Comment on peer’s work and point out actions that were ‘super/champion movements’, suggest basic improvements and state the type of movement (i.e. High, Narrow) that they believe the person was performing</p> <p>Corporal/Physical:</p>	<p>Context: Running Drills, Running Games, Acceleration Drills, Basic Attacking/Defending Games, Running Races,</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Build an understanding of running and it’s many differentiations (on tiptoes, on balls of feet, on the sole, on the heels, backwards, sideways, forwards, fast, slow)</p> <p>Build an understanding of how to run with the most efficient technique, (heads up, looking forwards, pumping arms, pushing off of the balls of the feet) how this technique changes when running faster or slower, and understand examples of when we might need to run faster or slower in a game (i.e. speed up if a defender is chasing us).</p> <p>Build our understanding of where to, how to and when to run in games and races.</p> <p>Develop our understanding of races, and the different forms they hold (short, medium and longer distances) and apply this understanding into longer races (Relays) as part of a team</p> <p>Via running games, develop our understanding of Attacking and Defending principles, and develop our understanding of what ‘defenders’ are, what their role is and the consequences of moving too close to them/not running away from them.</p> <p>Corporal/Physical: Explore and develop the process of running, using different body parts in different ways (i.e. finding the most efficient way of moving your arms when running), in a variety of directions, speeds and heights/levels, whilst paying attention to our surroundings and not bumping into other pupils, and apply this skill into games and competitions.</p> <p>Explore and develop the process of running efficiently (using head, arms, feet to our advantage) along different pathways (i.e. zig-zag, circles, triangles) and when chasing/following a peer.</p> <p>Develop our running technique, across different speeds (including maximum speed/as fast as possible, and maximum acceleration/as fast as possible over 10m or 5 seconds), and apply it into games and races.</p> <p>Explore running in a team context via participation in running races (Straight Sprint and Relay) and games with a partner and/or teams, and work together to <i>win</i> or achieve a “target/goal”.</p> <p>Participate in competitive running games, and demonstrate good running technique and a basic understanding of Attack VS Defence.</p> <p>Competition: Combine learning so far, within the Running unit, in a small-scale competition consisting of Running Games and Running Races judged by Teachers, Teaching Assistants or Peers.</p>	<p>Context: Jumping Drills, Hopping Drills, Skipping Drills, Jumping Games, Skipping Games, Jumping Circuits, Jumping Competitions, Hopping Games, Hopping Competitions</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Develop our understanding of jumping (how to stand, bend knees, swing arms, and create momentum) and apply this understanding into games and competitions.</p> <p>Develop our understanding of hopping (how to stand, bend knee, swing arms, and create momentum) and apply this understanding into games and competitions.</p> <p>Build and develop an understanding of skipping (alternating one leg hops, switching to the other foot, joined as a continuous bounce) and apply this understanding into games and competitions.</p> <p>Build an understanding how jumping affects our bodies (heart rate increases) and why it is good to exercise and make our bodies work hard.</p> <p>Develop our understanding of how to work with a partner or in a small group</p> <p>Corporal/Physical: Further develop the process of jumping in a variety of directions, speeds and heights/levels, and apply this efficient jumping technique into mini-games, games and competitions.</p> <p>Further develop the process of hopping in a variety of directions, speeds and heights/levels, and apply this efficient jumping technique into mini-games, games and competitions.</p> <p>Explore and develop the process of skipping in a variety of directions and speeds, and apply this efficient jumping technique into mini-games, games and competitions</p> <p>Specifically further develop jumping techniques to help you travel as <i>far</i> as possible, then as <i>high</i> as possible, and apply these into separate <i>jumping for height</i> and <i>jumping for distance</i> competitions.</p> <p>Participate in jumping games with a partner and/or small groups/teams, and collaborate to <i>win</i>.</p> <p>Competition: Combine learning so far, within the Jumping unit, in a level 1 (Intra-School/Class) competition consisting of competitions for both <i>speed</i> and <i>distance</i>.</p>	<p>Context: Attacking Drills, Defending Drills, Turn-Based Games, Attack VS Defence Games (Strategic), Tag Games</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Develop our understanding of why we take turns when playing certain games, and apply this, alongside collaboration in teams, to game situations</p> <p>Consolidate our knowledge of where, why and how we defend in game, and what the consequences of not defending effectively to ourselves individually as well as our teammates</p> <p>Consolidate our knowledge of attacking within games (i.e. Where, when and why we run to certain locations), and what the consequences of not attacking effectively (i.e. not running as fast as we can or not working as a team) are to ourselves individually as well as our teammates</p> <p>Develop understanding of why we need to keep score during certain games, and further develop our ability of score whilst playing.</p> <p>Develop understanding of why games require rules, and what happens (in terms of player/team consequences, and the effects on the score and game) if the rules are not abided by.</p> <p>Build an understanding of how to create defending strategies (for example, tagging one particular team every time to ensure they don’t win) for different games, how these strategies may change depending on the opponents you face, and apply them into game situations.</p> <p>Build an understanding of how to create attacking strategies for different games (i.e. whether to repeatedly try for a more difficult target, worth a higher amount of points within a game, or to build up as many singular points, from less difficult targets, as possible), how these strategies may change depending on the opponents you face, and apply them into game situations.</p> <p>Develop our understanding of the different methods we can use to inhibit attackers from scoring points/goals against us (when defending), in addition to different methods we can use to ‘evade defenders’, for application into a small-scale competition.</p> <p>Further progress knowledge and understanding of Attacking and Defending in general, including our knowledge of ‘Sports’ which involve Attacking and Defending.</p> <p>Corporal/Physical: Further develop the way in which we <i>confidently</i> change direction and speed to avoid defenders and try to catch others (when attacking)</p>	

	<p>Explore and begin to develop ways of sending a ball to someone else (passing) with control, to develop accuracy and aiming.</p> <p>Introduce and develop accurate aiming (i.e. looking forwards at the target, pointing body, feet, arms to face the target)</p> <p>Introduce and begin to develop use of power and speed, with control, when sending (passing) a ball</p> <p>Introduce and develop the process of stopping a ball using our hands (move bodies behind the ball, have hands out and ready to stop the ball, track the ball with our eyes)</p> <p>Combine learnt sending (passing) skills (accurate aiming, throwing/rolling, and power/speed) to demonstrate accurate sending (passing) towards targets (static or moving) and to keep possession of the ball (keep the ball away from defenders) during games.</p> <p>Demonstrate controlled bouncing of the ball, around defenders, and the ability to stop bouncing the ball, in a controlled manner, on demand.</p> <p>Participate in sending (passing) competitions against peers, to help develop aim and overall accuracy.</p> <p>Effectively participate in Ball Skill games with a partner and/or small groups, and work together to <i>win</i> or achieve a 'target/goal'.</p> <p>Competition: Combine learning so far, within the Ball Skills – Hands unit, in a small-scale competition consisting of Games (such as Boules/Boccia) and Possessional activities, judged by Teachers, Teaching Assistants or Peers.</p>	<p>towards a target/partner, and to score points in games</p> <p>Combine sending and stopping skills (accurate aiming, use of different forces/speeds, long barriers) to beat an opponent and win a game.</p> <p>Effectively participate in rolling competitions against peers, to help develop rolling accuracy.</p> <p>Effectively participate in throwing competitions against peers, to help develop power and accuracy.</p> <p>Effectively participate in Ball Skill games individually, with a partner and/or small groups, and work together to <i>win</i> or achieve a 'target/goal'.</p> <p>Competition: Combine learning so far, within the Ball Skills – Hands 2 unit, in a small-scale competition consisting of Throwing for Distance competitions or Rolling Accuracy competitions, judged by Teachers, Teaching Assistants or Peers.</p>	<p>Explore and create dance patterns/sequences (Self-Created) that demonstrate correct 'response to the music', controlled movement, improvisation, and clear, linked actions, both singly and with a partner/group.</p> <p>Display evidence of 'use of descriptive words, pictures and/or music' within performances (i.e. using actions such as curling into a low ball, which correlate with the chosen descriptive word, such as 'tiny')</p> <p>Exhibit rhythm patterns, jumps, balances, turns and the 'portrayal of relationships' within dance sequences</p> <p>Repeat Teacher Demonstrated motifs with a partner, in addition to creating a basic motif (re the same topic), to conjoin together into a sequence, which can be repeated afterwards (in Canon) by your partner</p> <p>Be introduced to and begin to develop the use and combination of dance elements such as change of direction, change of speed, change of level, collaboration (working together), expression (i.e. facial), flow and use of Character.</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to describe their peer's performances, gather feedback, magpie ideas and build a clearer understanding of how to enrich their dances in future units.</p>	<p>Develop our performance of high, low, big and small travelling movements and balanced shapes, and begin to develop newly introduced 'Wide, Narrow and Curled' movements and balanced shapes, on the floor, and under, over, through, along and across apparatus</p> <p>Exhibit various "super/champion movements and shapes" (silent, still, movements and shapes performed with fingers and toes pointed/stretched) using different parts of our bodies, in different ways, within our work</p> <p>Use big and small body parts, to create balanced shapes, then apply the concepts of Wide, Narrow and Curled to these shapes to create themed shapes and movements to our work, both on the 'floor' and when 'using apparatus'</p> <p>Demonstrate 'interesting' gymnastics (i.e. using more than one piece of apparatus at the same time, to perform <i>different</i> movements) within our own work.</p> <p>Combine movements to flow together (i.e. crawling on hands and knees, falling onto your side - into a pencil roll) within our work, and <i>progressively apply creativity to link movement combinations and balanced shapes</i> (i.e. A high movement, followed by a low movement, followed by a wide finishing shape/balance)</p> <p>Display evidence of 'movements over, under, through, along and across apparatus' <i>in various ways, with confidence</i>, within our work</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to comment on their peer's performance, gather feedback and magpie ideas and build a clearer understanding of how to enrich their work in future units.</p>			<p>Further develop technique re attacking principles (running into spaces and basic 'evasive skills' for attacking use) as well as our 'principles for defensive situations' (including where to position ourselves to make the attackers job more difficult/forcing attackers out of the playing area) and apply this learning in games which feature aspects such as 'Tagging'.</p> <p>Competition: Combine learning so far, within the Games for Understanding – Attacking vs Defence unit, in a small-scale competition consisting of Strategic Competitions and other Attacking vs Defending activities, judged by Teachers, Teaching Assistants or Peers.</p>
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Year 2

Further Development and Combination of Ball Skills – Feet	Further Development and Combination of Ball Skills – Hands	Further Development and Combination of Ball Skills 2 – Hands	Consolidation of KS1 Dance	Consolidation of KS1 Gymnastics	Consolidation of Locomotion - Dodging	Consolidation of Locomotion 2 - Jumping	Consolidation of KS1 Understanding of Attacking and Defending
<p>Context: Dribbling Drills, Possessional Games/Basic Defending Drills, Dribbling Games, Passing Drills, Passing Games,</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to understand that they need to help/need help from their teammates in order to give themselves the best chance of success, when working in a team.</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Further develop our understanding of dribbling (which part/s of the foot to use, how hard to kick the ball, etc.) and apply this knowledge to mini-games to help us score points and keep possession of the ball.</p> <p>Further develop and apply our understanding of how we control a ball and why it is important to prevent it rolling too far away from us, when considering defenders, to help us keep possession of the ball and score points in mini-games.</p> <p>Further develop and apply our understanding of where to dribble when you have the ball, and why it is best to dribble into these ‘spaces’, to help us keep possession of the ball and score points in mini-games.</p> <p>Further develop and apply our understanding of how to pass accurately to someone else (or a separate target), and what the consequences of not doing so are, to help us keep possession of the ball and score points during mini-games.</p> <p>Further develop our understanding of how to collaborate with a partner or in a small group, in dribbling and passing activities</p> <p>Further develop our understanding of how to collaborate with a partner, with only one ball between them.</p> <p>Corporal/Physical: Refine and consolidate the process of moving a ball with your feet (what happens when different parts of the foot come into contact with the ball) to develop dribbling skill.</p> <p>Further develop and apply effective dribbling technique into drills, mini-games and mini-competitions, helping to move into spaces/away from others (including defenders) and to keep possession of the ball for your ‘team’ or ‘yourself’, and to score points in mini-games.</p> <p>Further develop and demonstrate dribbling with both the inside and outside of the foot.</p> <p>Further develop the process of passing (kicking the ball to someone else), and in order to score us points in mini-games and to keep possession of the ball for your ‘team’ or ‘yourself’.</p>	<p>Context: Dribbling Drills, Passing Drills, Passing Games, Possessional Games, Attacking VS Defending situations</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Refine understanding of how to pass a ball (how many hands to use, roll/push/throw, which part of the hand/s to use, how hard to send the ball in order to keep control of it, which direction to send the ball in etc.) and why we must aim, and use different amounts of force/different speeds when we do so.</p> <p>Refine understanding of how to bounce a ball (how many hands to use, which part of the hand/s to use, how hard to bounce the ball in order to keep control of it, how fast to bounce the ball to keep control of it, which direction to bounce the ball in etc.)</p> <p>Further develop our understanding of what ‘defenders’ are, what their role is, the consequences of moving the ball to close to them and the different ways we can use to keep a ball away from them</p> <p>Develop an understanding of how to combine passing and receiving skills (i.e. knowledge of where to, why to and how to pass the ball, accurate aiming, use of different speeds, controlled stopping of the ball) to keep possession of a ball and to score points in game situations.</p> <p>Develop an understanding of how to dribble a ball (i.e. knowledge of where to, how to and why to dribble the ball) to keep possession of a ball and to score points in game situations.</p> <p>Further develop and refine understanding of how to work with a partner or in a small group</p> <p>Corporal/Physical: Develop the way in which we dribble a ball using our hands, with control, in order to keep possession and score points in a game.</p> <p>Demonstrate controlled bouncing of the ball, around defenders, and the ability to stop bouncing the ball, in a controlled manner, on demand.</p> <p>Introduce and develop the ‘Chest Pass’ (pushing the ball from our chest, stepping forwards as we do so)</p> <p>Develop the ways we pass and receive a ball, with control, in order to sustain accuracy, keep possession and score points in a game.</p> <p>Combine learnt passing and receiving skills to demonstrate accurate passing towards targets (static or moving) and to keep possession of the ball (keep the ball away from defenders) during games.</p>	<p>Context: Throwing Drills, Accuracy Drills, Sending/Rolling Drills, Stopping/Control Drills, Target Practice, Mini-games, Mini-competitions</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions (i.e. who to throw the ball to, who to communicate with in Attack VS Defence scenarios)</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual (Batting/Throwing VS Fielding)</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Further develop and Consolidate understanding of controlled, accurate underarm throwing (i.e. how to, where to and why to throw the object) and use this understanding to better accuracy when throwing at targets and to peers, and apply this understanding into competitive situations. Also, to consolidate why we are aiming for certain targets, how we know when our teammate/partner is ready to receive the ball, to understand the consequences of an inaccurate throw, and not making a target with our hands for our team to throw to.</p> <p>Apply our understanding of the underarm throw, and the basic ethos of attacking and defending to beat opponents and to win games, in which pupils keep the scores.</p> <p>Build and begin to develop an understanding of overarm throwing (hand high behind head, release when past your ear, rotating body and stepping forwards as you throw), individually and when part of a team, and apply these learnt skills to competitive situations, throwing to peers (in the context that we mainly use it for returning a ball, over a larger distance, quickly), with the objective of <i>winning</i> a game.</p> <p>Further apply and develop and apply our understanding of how to stop a ball (how many hands to use, which part of the hand/s to use, where to place hands in order to keep control of it, why may we need to stop a ball, etc.), relate this to some sports (i.e. Cricket/Rounders for the Long Barrier) and apply this understanding into games</p> <p>Apply and extend understanding of attacking and defending through a competitive game (i.e. Basic Rounders, Basic Tennis - No Racquets or Bats)</p> <p>Develop understanding of how to work with a partner or in a small group</p> <p>Develop understanding of how to work with a partner, with only one ball between them.</p> <p>Corporal/Physical: Further develop and Consolidate our execution of accurate underarm throwing, with control, individually and when part of a team, and apply these learnt skills to competitive situations and games, throwing at targets and to peers</p>	<p>Context: Sequence Creation (individually, in pairs, in groups and/or with the Whole Class, ‘Character’ Performance, Collaborative: Begin to learn and use descriptive words relating to class dances</p> <p>Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with/alongside peers (building social learning and communication skill), work together to make decisions (i.e. which movements to do, and when) and in different roles (i.e. as a leader or follower) within a group</p> <p>Opportunities for pupils to encourage each other, respect each other, offer basic advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Create and perform Individual, Pair and Group movements in dance sequences</p> <p>Be introduced to and begin to develop our understanding of the attributes of an “super/champion dancer” via learning re improvisation, controlled movement and movement that responds to a rhythm, beat or piece of music</p> <p>Improvise and make up (choreograph) ideas for use in a dance pattern/sequence</p> <p>Use descriptive words (such as “waves” and “spiky”) as inspiration for dance pattern creation and to help build a character-based dance</p> <p>Be introduced to and begin to develop our understanding of dance elements such as Control, Rhythm, Change of direction, Change of speed, Change of level, Collaboration (working together), expression (i.e. facial), Flow (when linking movements) and Use of character</p> <p>Specifically explore the basics of ‘Canon’ within dance and use this understanding (one movement used by everyone, by taking turns - one after another) to create Canon sequences with a partner and together as a class</p> <p>Be introduced to and begin to develop an understanding of how to describe a piece of music or rhythm (i.e. re the speed and volume) and respond to it correctly (i.e. not gently skipping when music is rapid and intense)</p> <p>Begin to develop our ability to use music and/or vocabulary as a stimulus for creativity (i.e. Linking a slowly repeating triangle being played in a song, to represent waves lapping harmlessly at the sand)</p> <p>Describe our own and other’s performances, and the actions within them, using newly learnt dance vocabulary (i.e. “flowing” and “smooth”)</p> <p>Corporal/Physical: Explore and create dance patterns/sequences (Self-Created) that demonstrate correct ‘response to the music’, ‘whole body movement’, controlled movement, improvisation and various dynamics</p> <p>Display evidence of ‘use of descriptive words’ within performances (i.e. using movements, such as running, which correlate with the chosen descriptive word, such as fast ‘flowing’ water.</p> <p>Execute safe, clear and confident movements individually and as part of a sequence, both on our own and with a partner/group.</p> <p>Demonstrate basic movements in Canon with others</p>	<p>Context: Movement Exploration, Creation and Combination, Shape Exploration, Creation and Combination, Specific Body Part Use, Floor work, Apparatus Use, Pathway Exploration, Creation and Combination, Sequence Creation, Peer Teaching</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work alongside peers (building social learning and communication skill),</p> <p>Opportunities for pupils to encourage each other, respect each other, offer comments to peer’s about what they are doing well and make suggestions about what they could improve</p> <p>Cognitive: Refine our understanding of “super/champion movements and shapes” which would be used by “super/champion gymnasts” and ensure our own movements are always “super/champion movements and shapes” (silent, still, movements and shapes performed with fingers and toes pointed/stretched) incorporating different parts of our bodies, in different ways</p> <p>Further our understanding of high, low, big, small, ‘Wide, Narrow and Curled’ travelling movements and shapes, in addition to our understanding of using big/base body parts (tummy, bottom, back) and small/point body parts (hands, feet, knees, elbows) within gymnastics, on the floor, and to travel under, over, through, along and across apparatus, then apply this understanding into our ‘linking’ and ‘pathways’ work.</p> <p>Be introduced to ‘zig-zag’ patterns, and apply our knowledge to perform different, flowing movements along ‘zig-zag’ pathways, both on the ‘floor’ and when ‘using apparatus’</p> <p>Be introduced to ‘curved’ patterns, and apply our knowledge to perform different, flowing movements along ‘curved’ pathways, both on the ‘floor’ and when ‘using apparatus’</p> <p>Develop an understanding of how to Create and Develop mini-sequences, and apply this knowledge to own mini-sequences so that they include different, flowing movements which travel, in different pathways over, under, through, along and across apparatus, in addition to finishing shapes/balances.</p> <p>Experience ‘peer teaching’ via instructing peers on how to perform their sequence</p> <p>Recap ‘linking’ (i.e. performing a narrow shape along a bench, stepping down onto a mat and performing a wide shape) from Year 1, then further develop our understanding of how to link movements and <i>make them flow by applying creativity to link movement combinations and balanced shapes</i>, then apply this knowledge within our work via self-improvisation</p> <p>Develop our understanding of ‘interesting’ gymnastics (i.e. using more than one piece of apparatus at the same time, to perform <i>different</i> movements) and apply this into own work, especially when linking movements.</p> <p>Be introduced to the process of ‘jump, sink down, roll, balance’ and experiment with it within our own work, both on the ‘floor’ and when ‘using apparatus’, so that we can apply our own movement sequences before we perform ‘jump, sink down, roll, balances’</p> <p>Further develop sequence creation, and apply newly learnt movements and skills to own work</p>	<p>Context: Dodging Drills, Dodging Games, Tag Games, Basic Attacking/Defending Games, Dodgeball Drills, Dodgeball Tournament</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Develop and refine understanding of running and it’s many differentiations (on tiptoes, on balls of feet, on the sole, on the heels, backwards, sideways, forwards, fast, slow)</p> <p>Develop and refine our understanding of how to run with the most efficient technique, (heads up, looking forwards, pumping arms, pushing off of the balls of the feet) how this technique changes when running faster or slower, and understand examples of when we might need to run faster or slower in a game (i.e. speed up if a defender is chasing us).</p> <p>Develop and refine our understanding of where to, how to and when to run in games and races.</p> <p>Build an understanding of how to dodge with the most efficient technique, (Low body position, bent knees, one foot planted on the floor, lean to one side/drop shoulder, then move to the other side and continue in that direction, keeping head up and looking forwards) and apply to simple dodging games; and by the end of the unit - Dodgeball matches.</p> <p>Introduce and eventually consolidate our understanding of where to, how to and when to dodge, and apply this knowledge in game situations</p> <p>Begin to develop our understanding of Attacking and Defending principles, and develop our understanding of what ‘defenders’ are, when we may become one, and when we must stay away from (and dodge) them.</p> <p>Via dodgeball games, begin to develop our understanding of the consequences of not dodging the balls, individually and the impact it has on the team.</p> <p>Corporal/Physical: Further develop and refine the process of running, using different body parts in different ways (i.e. finding the most efficient way of moving your arms when running), in a variety of directions, speeds and heights/levels, whilst paying attention to our surroundings and not bumping into other pupils, and apply this skill into games and competitions.</p> <p>Further develop and refine the process of running efficiently (using head, arms, feet to our advantage) along different pathways (i.e. zig-zag, circles, triangles) and when chasing/following a peer.</p> <p>Use our developed running technique, across different speeds, and apply it into competitive games alongside effective dodging.</p>	<p>Context: Jumping Drills, Hopping Drills, Skipping Drills, Jumping Games, Skipping Games, Jumping Competitions, Hopping Games, Hopping Competitions</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Consolidate our understanding of jumping (how to stand, bend knees, swing arms, and create momentum) and apply this understanding into games and competitions.</p> <p>Consolidate jumping knowledge in terms of where and how we jump in a game, and why.</p> <p>Consolidate our understanding of hopping (how to stand, bend knee, swing arms, and create momentum) and apply this understanding into games and competitions.</p> <p>Consolidate an understanding of skipping (alternating one leg hops, switching to the other foot, joined as a continuous bounce) and apply this understanding into games and competitions.</p> <p>Develop our understanding how jumping affects our bodies (heart rate increases) and why it is good to exercise and make our bodies work hard.</p> <p>Consider how we jump and how we jump in combination, and apply this knowledge to create ideas for linking jumps together.</p> <p>Begin to build and develop an understanding of combining jumps and applying these into games and competitions.</p> <p>Consolidate our understanding of how to work with a partner or in a small group</p> <p>Corporal/Physical: Consolidate the process of jumping in a variety of directions, speeds and heights/levels, and apply this efficient jumping technique into mini-games, games and competitions.</p> <p>Consolidate the process of hopping in a variety of directions, speeds and heights/levels, and apply this efficient jumping technique into mini-games, games and competitions.</p> <p>Consolidate the process of skipping in a variety of directions and speeds, and apply this efficient jumping technique into mini-games, games and competitions.</p> <p>Specifically further develop jumping techniques to help you travel as <i>far</i> as possible, then as <i>high</i> as possible, and apply these into separate <i>jumping for height</i> and <i>jumping for distance</i> competitions.</p> <p>Effectively participate in jumping games with a partner and/or small groups/teams, and collaborate to <i>win</i>.</p>	<p>Context: Attacking Drills, Defending Drills, Turn-Based Games, Attack VS Defence Games (Strategic), Tag Games</p> <p>Collaborative: Opportunities for inter-pupil movement (around each other) and opportunities for inter-pupil communication (aiding pupils to pay attention to their surrounding environment)</p> <p>Opportunities to work with peers in teams (building social learning and communication skill), and work together to make decisions</p> <p>Opportunities for pupils to work in competition against others (building social learning) and in different roles (as a ‘defender’ or ‘attacker’) within a team or as an individual</p> <p>Opportunities for pupils to encourage each other, respect each other, offer advice to other about what they could improve on and what they are doing well already</p> <p>Cognitive: Refine and consolidate our understanding of why we take turns when playing certain games, and apply this, alongside collaboration in teams, to game situations</p> <p>Consolidate our knowledge of where, why and how we defend, <i>as a team</i>, in a game, and what the consequences of not defending effectively are on ourselves individually as well as our teammates</p> <p>Consolidate our knowledge of attacking, <i>as a team</i>, within games (i.e. Which teams to attack and why, in multi-team games), and what the consequences of not attacking effectively (i.e. not running as fast as we can or not working as a team) are to ourselves individually as well as our teammates</p> <p>Refine and consolidate understanding of why we need to keep score during certain games, and further develop our ability of score whilst playing.</p> <p>Refine and consolidate understanding of why games require rules, and what happens (in terms of player/team consequences, and the effects on the score and game) if the rules are not abided by.</p> <p>Build an understanding of the ‘transition between attack and defence’ and continue this understanding; by adapting the way we play to fit the role we are playing as they frequently change (i.e. in Football, when your team has possession of the ball they attack, then when they do not, they defend)</p> <p>Develop our understanding of basic attacking and defending tactics (i.e. defend own team to protect current score or attack other teams to try to increase score but risk losing points) for different games, how these strategies may change depending on the opponents you face, then create some of our own and apply them into game situations <i>as a team</i>.</p> <p>Further advance knowledge and understanding of Attacking and Defending in general, including our knowledge of ‘Sports’ which involve Attacking and Defending.</p> <p>Corporal/Physical: Refine and consolidate the way in which we <i>confidently</i> change direction and speed to avoid defenders (dodge) and try to catch others (‘chasing’ when attacking)</p> <p>Refine our technique re attacking principles (running into spaces and dodging/‘evasive skills’ for attacking use) as well as our ‘principles for defensive situations’ (using good positioning <i>and</i></p>

<p>Combine learnt techniques (Passing, Receiving, and Dribbling) during mini-games and drills to keep possession of the ball and to score points for your 'team'</p> <p>Practice intercepting passes as a defender in possession games.</p> <p>Participate in complex Ball Skill games, individual, with a partner and in small groups, and collaborate effectively to win.</p> <p>Competition: Combine learning so far, within the Ball Skills – Feet unit, in a small-scale competition consisting of possession games, and passing games judged by Teachers, Teaching Assistants or Peers.</p>	<p>Combine learnt dribbling, passing and receiving skills to demonstrate accurate passing and movement of the ball around the playing area, to keep possession of the ball (keep the ball away from defenders) and score points (for example, by passing to an Endzone player) during games.</p> <p>Effectively participate in various Ball Skill games with a partner and/or small groups, and work together to win or achieve a 'target/goal'.</p> <p>Competition: Combine learning so far, within the Ball Skills – Hands unit, in a small-scale competition consisting of Possessional Games and Accuracy activities, judged by Teachers, Teaching Assistants or Peers.</p>	<p>Further develop the process of catching (with multiple bounces, with one bounce, without bouncing, after throwing up high, after throwing a few centimetres), both individually and when part of a team by making a target with your hands for the other person and tracking the object with your eyes.</p> <p>Introduce accurate execution of overarm throwing, individually and when part of a team, and apply these learnt skills to competitive (Attack VS Defence) situations and games, throwing at targets and to peers, with the objective of winning a game.</p> <p>Combine Throwing, Catching and Stopping skills (accurate aiming, use of different types of throw, making targets with hands, long barriers) to win a game.</p> <p>Effectively participate in various Ball Skill games and competitive situations individually, with a partner and/or teams, and work together to win or achieve a 'target/goal'.</p> <p>Competition: Combine learning so far, within the Ball Skills – Hands 2 unit, into a Differentiated Level 1 Competition (Intra-School/Class).</p>	<p>Be introduced to and begin to develop the use and combination of dance elements such as change of direction, change of speed, change of level, collaboration, expression (i.e. facial), flow and use of Character.</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to describe their peer's performances, gather feedback, magpie ideas and build a clearer understanding of how to enrich their dances in future units.</p>	<p>Refine our understanding of the concept of how to 'magpie' ideas from others, especially when given the opportunities to watch examples, and put our own spin on them to make them fit into our own work.</p> <p>Peer Assess each other's work, give constructive criticism and highlight things that were impressive/enjoyable</p> <p>Corporal/Physical: Exhibit a wide variety of "super/champion movements and shapes" (silent, still, movements and shapes performed with fingers and toes pointed/stretched) using different parts of our bodies, in different ways, within our work</p> <p>Show confident use of high, low, big, small, wide, narrow and curled travelling movements and shapes/balances, in addition to use of big/base body parts (tummy, bottom, back) and small/point body parts (hands, feet, knees, elbows) on the floor, and to travel under, over, through, along and across apparatus.</p> <p>Explore, Develop and Perform different, flowing movements along 'zig-zagged' and 'curved' pathways, both on the 'floor' and when 'using apparatus'</p> <p>Create and Develop mini-sequences, consisting of different, flowing movements which travel, in different pathways over, under, through, along and across apparatus, in addition to finishing shapes/balances.</p> <p>Further link movement combinations and balanced shapes, and <i>make them flow</i> by applying creativity via self-improvisation</p> <p>Explore the ways in which we can balance, jump or move in to and out of a roll (i.e. Jump then Roll or Roll then Slide) both on the 'floor' and when 'using apparatus'</p> <p>Experiment with 'jump, sink down, roll, balance' sequences, both on the 'floor' and when 'using apparatus', then link our own movement sequences to the beginning of the 'jump, sink down, roll, balance' sequences to make one elongated performance.</p> <p>Create sequences using a variety of learnt and self-created pathways, super/champion movements and shapes/balances</p> <p>Demonstrate 'interesting' gymnastics (i.e. using more than one piece of apparatus at the same time, to perform <i>different</i> movements) in practice and when linking movements into sequences (i.e. Linking movements and linking apparatus)</p> <p>Make good teaching skills, good demonstrations and good performances evident when 'peer teaching/learning'</p> <p>Display vast, good evidence of 'movements over, under, through, along and across apparatus' in various ways, with confidence, within our work</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to teach each other their sequences, comment on their peer's performance, gather feedback, magpie ideas and build a clearer understanding of how to enrich their work in future units.</p>	<p>Explore dodging in different directions, at different speeds, at different levels and on different parts of our feet (i.e. balls, toes, heels)</p> <p>Develop our most efficient dodging technique and apply it in competitive dodgeball games alongside demonstrating good running technique within them.</p> <p>Competition: Combine learning so far, within the Running unit, into a Differentiated Level 1 Dodgeball Tournament (Intra-School/Class).</p>	<p>Demonstrate linked jumps individually and with a partner, through pupil-created sequences of jumps.</p> <p>Explore and develop the process of combining jumps, to create jumping combinations, which pupils demonstrate in 'jumping combination competitions' for distance and speed.</p> <p>Competition: Combine learning so far, within the Jumping unit, into a Level 1 (Intra-School/Class) competition consisting of jumping competitions (combining different jumps) for both speed and distance.</p>	<p>movement to make the attackers job more difficult and create opportunities for successful tags/forcing attackers out of the playing area) and apply this learning in competitive games which feature aspects such as 'Tagging'.</p> <p>Competition: Combine learning so far, within the Games for Understanding – Attacking vs Defence unit, into a Level 1 Competition (Intra-School/Class) consisting of Strategic Mini-games and other Attacking vs Defending Games.</p>
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Year 3

Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Invasion Games through the format of Football - Introduction</p> <p><u>Context:</u> Passing Drills, Dribbling Drills, Shooting Drills, Attacking Drills, Defending Drills, Possessional Games, Differentiated Matches, <u>Collaborative:</u> Begin to learn and use the terminology/vocabulary relating to both Football and the overall focus of attacking and defending.</p> <p>Begin to develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better options/future decision making)</p> <p>Begin to develop teamwork to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making</p> <p>Begin to engage in alternate team and leadership roles <u>Cognitive:</u> Begin to build 'a foundation of understanding' of the rules of Football (e.g. Handball & What constitutes a foul) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Introduce and understand dribbling, in terms of where to dribble to (spaces, towards goal)</p> <p>Introduce and understand passing and receiving, in terms of who/where to pass to; and where to run in order to receive a pass</p> <p>Introduce and understand shooting, in terms of where, and how to shoot for optimal chance of scoring <u>Corporal/Physical:</u> Introduce and develop dribbling (additionally combine with passing and receiving) - to keep control and possession of the ball</p>	<p style="text-align: center;">Invasion Games through the format of Tag Rugby - Introduction</p> <p><u>Context:</u> Passing Drills, Movement Drills, Scoring Drills, Tagging Drills, Attacking Drills, Defending Drills, Possessional Games, Differentiated Mini-games, <u>Collaborative:</u> Develop our understanding of the terminology/vocabulary relating to both Tag Rugby and the overall focus of attacking and defending.</p> <p>Begin to develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about better options/future decision making and/or better technique/s)</p> <p>Begin to develop teamwork skills to improve chances of success in team games (Communication re Passing, Scoring and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making</p> <p>Begin to engage in alternate team and leadership roles <u>Cognitive:</u> Begin to build 'a foundation of understanding' of the rules of Tag Rugby (e.g. Passing Backwards, Offside) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Introduce and understand Attacking Off-the-Ball Movement (creating space), On-the-Ball Movement (how to hold the ball, where we run, how we dodge) and Passing, (how to pass, where we pass and why) and Scoring (how we score, where we score and why), then apply this understanding into mini-games and/or differentiated matches.</p> <p>Begin to understand Tagging (where, when and why this is used in a match), how to perform a successful tag and what to do if you are tagged. <u>Corporal/Physical:</u></p>	<p style="text-align: center;">Invasion Games through the format of Basketball - Introduction</p> <p><u>Context:</u> Passing Drills, Dribbling Drills, Shooting Drills, Attacking Drills, Defending Drills, Possessional Games, Differentiated Matches, <u>Collaborative:</u> Begin to learn and use the terminology/vocabulary relating to both Basketball and the overall focus of attacking and defending.</p> <p>Begin to develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates and Offering advice to fellow dancers about better choices/future decision making and/or better technique/s)</p> <p>Begin to develop teamwork to improve chances of success in team performances (Communication re Timing, Matching, Deciding which Movements to perform and when), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making</p> <p>Begin to engage in alternate team and leadership roles <u>Cognitive:</u> Begin to build 'a foundation of understanding' of the rules of Basketball (e.g. Travelling, Double Dribble, Personal fouls) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Introduce and understand dribbling, in terms of how to, when to and where to dribble to (spaces, towards the basket)</p> <p>Introduce and understand passing and receiving, in terms of who/where to pass to; and where to run in order to receive a pass</p> <p>Introduce and understand shooting, in terms of where, and how to shoot for optimal chance of scoring <u>Corporal/Physical:</u> Introduce and develop dribbling (additionally combine with passing and possession of the ball</p>	<p style="text-align: center;">KS2 Dance - Introduction</p> <p><u>Context:</u> Sequence Creation, 'Character' Performance, Team Dances, Solo Dances, Whole Class Dances <u>Collaborative:</u> Begin to learn and use the terminology/vocabulary relating to Dance and it's many different formats.</p> <p>Begin to develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising peers/teammates specifically and Offering advice to fellow dancers about better choices/future decision making and/or better technique/s)</p> <p>Begin to develop teamwork skills to improve chances of success in team performances (Communication re Timing, Matching, Deciding which Movements to perform and when), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making (e.g. discussing positioning, timing, creation of movements, synchronisation)</p> <p>Begin to engage in alternate team and leadership roles (e.g. Choreographing, Performing) <u>Cognitive:</u> Create and perform Individual, Pair and Group movements in dance sequences</p> <p>Be introduced to and begin to develop our understanding of the attributes of an "excellent dancer" via learning re improvisation, creativity, 'interpretation of music', good timing and use of expression, and the ability to choreograph.</p> <p>Improvise, select and choreograph ideas into a sequence/pattern</p> <p>Extend our multiplicity of more simple and complex movements, and begin to apply and execute these actions in short and comprehensive dance</p>	<p style="text-align: center;">Invasion Games through the format of Quicksticks Hockey - Introduction</p> <p><u>Context:</u> Passing Drills, Dribbling Drills, Shooting Drills, Possessional Drills, Possessional Games, Differentiated Matches, <u>Collaborative:</u> Begin to learn and use the terminology/vocabulary relating to both Hockey and the overall focus of attacking and defending.</p> <p>Begin to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising Teammates and Offering advice to teammates about better options/future decision making)</p> <p>Begin to develop teamwork to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making</p> <p>Begin to engage in alternate team and leadership roles <u>Cognitive:</u> Begin to build 'a foundation of understanding' of the rules of Hockey (e.g. High Sticks & What constitutes a Free-Pass) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Introduce and understand dribbling, in terms of where to dribble to (spaces, towards goal)</p> <p>Introduce and understand passing and receiving, in terms of who/where to pass to; and where to run in order to receive a pass</p> <p>Introduce and understand shooting, in terms of where, and how to shoot for optimal chance of scoring <u>Corporal/Physical:</u> Introduce and develop dribbling (additionally combine with passing and receiving) - to keep control and possession of the ball</p> <p>Introduce, develop and combine passing and receiving – to keep possession of the ball and enable scoring opportunities to develop</p>	<p style="text-align: center;">KS2 Gymnastics - Introduction</p> <p><u>Context:</u> Symmetrical and Asymmetrical Balance Exploration and Creation, Sequence Creation, <u>Collaborative:</u> Begin to learn and use the terminology/vocabulary relating to Gymnastics</p> <p>Begin to develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising peers/partners specifically and Offering advice to fellow gymnasts about better choices/future decision making and/or better technique/s)</p> <p>Begin to develop teamwork skills to improve chances of success in pair/group performances (Communication re Timing, Deciding which Movements to perform and when, Symmetry), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making (e.g. timing, creation of movements, symmetry, apparatus use)</p> <p>Begin to engage in alternate team and leadership roles (e.g. Higher position/Lower position, Leader/Follower) <u>Cognitive:</u> Ensure our symmetrical and asymmetrical movements are "super/excellent movements and shapes" (silent, still, movements and shapes performed with fingers and toes pointed/stretched) incorporating different parts of our bodies, in different ways</p> <p>Be introduced to and begin to progress our understanding of symmetry and asymmetry and how they can be applied to balances with a partner, then explore the creation of own 4-second balances, on the 'floor' and when 'using apparatus'.</p> <p>Develop our understanding of symmetry and asymmetry, and apply it</p>	<p style="text-align: center;">Net and Wall Games through the format of Tennis - Introduction</p> <p><u>Context:</u> Forehand Drills, Forehand Rallies, Mini-games, Hand-Eye Coordination Drills, Differentiated Matches <u>Collaborative:</u> Be introduced to and begin to understand the terminology/vocabulary relating to Tennis.</p> <p>Begin to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising Classmates and Offering advice to teammates about better options/future decision making)</p> <p>Begin to develop teamwork to improve chances of success in rallies, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making <u>Cognitive:</u> Begin to build 'a foundation of understanding' of the rules of Tennis (e.g. Scoring, 'Double Bounces' & 'Outs') and its differentiations, and how we can apply this new knowledge in mini games and/or matches.</p> <p>Be introduced to, develop, refine and consolidate understanding of the concept of <i>winning</i> tennis matches and thinking one shot/throw ahead to outwit your opponent (shot/throw placement to create space)</p> <p>Be introduced to Tennis using racquets (how to grip the racquet, hit a ball in a given direction)</p> <p>Be introduced to the forehand shot and begin to understand how to, when to and where to play one, during a mini-game/drill</p> <p>Be introduced to and begin to understand 'movement on the court' (regularly return back to the back-middle of the court, once we have hit/thrown the ball, so that we do not leave wide spaces on our half, that our opponents could take advantage of) and begin to understand the ready position (bend knees, shoulder width apart, both hands on racquet) <u>Corporal/Physical:</u> Be introduced to and begin improving our 'creation of space' on the court, (in regards to making your opponent move</p>	<p style="text-align: center;">Striking and Fielding Games through the format of Rounders - Introduction</p> <p><u>Context:</u> Tactical Drills, Mini-games, Fielding Drills, Throwing/Hand-Eye Coordination Drills, Differentiated Matches <u>Collaborative:</u> Be introduced to and begin to understand the terminology/vocabulary relating to Rounders.</p> <p>Begin to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising Teammates and Offering advice to teammates about better options/future decision making)</p> <p>Begin to develop teamwork to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic tactics when Fielding or 'Batting', i.e. Where to throw the ball)</p> <p>Begin to engage in alternate team and leadership roles <u>Cognitive:</u> Begin to build 'a foundation of understanding' of the rules of Rounders (e.g. Scoring & Actions which make a batter 'Out') and its differentiations, and how we can apply this new knowledge in mini games and/or matches.</p> <p>Be introduced to and begin to understand the concept of batting and fielding</p> <p>Be introduced to and begin to improve Striking knowledge to help us win a differentiated Rounders match.</p> <p>Be introduced to and begin to improve Fielding Knowledge (Positioning, How to retrieve and stop a ball...) to help us win a differentiated Rounders Match. <u>Corporal/Physical:</u> Be introduced to and begin improving fielding skills (Long Barriers, Underarm Throwing, and Hand-Eye Coordination/Catching) in drills, mini-games and competitions.</p>	<p style="text-align: center;">Striking and Fielding Games through the format of Cricket - Introduction</p> <p><u>Context:</u> Tactical Drills, Mini-games, Fielding Drills, Batting Drills, Throwing/Hand-Eye Coordination Drills, Differentiated Matches <u>Collaborative:</u> Be introduced to and begin to understand the terminology/vocabulary relating to Cricket</p> <p>Begin to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising Teammates and Offering advice to teammates about better options/future decision making)</p> <p>Begin to develop teamwork to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic tactics when Fielding or 'Batting', i.e. Where/how hard to throw/hit the ball)</p> <p>Begin to engage in alternate team and leadership roles <u>Cognitive:</u> Be introduced to and begin to improve our understanding of the rules and regulations within various forms of 'Athletic events' (e.g. False Starts & 'Scratches') and how we can apply this knowledge in competition.</p> <p>Be introduced to and begin to improve techniques and tactics (for example, not being drawn in to sprint off with another runner and pacing yourself appropriately in accordance with <i>your ability/strength</i> so that you have energy left for a sprint finish) to win an event.</p> <p>Be introduced to and begin to improve our understanding of the correct stances required for different events, and the correct techniques required for maximum effectiveness and resultantly, the best outcome across various 'athletic events'.</p> <p>Be introduced to and begin to improve understanding of the consequences of not pacing ourselves, 'jumping the gun', releasing throws too late, throwing too high, etc. <u>Corporal/Physical:</u></p>	<p style="text-align: center;">KS2 Athletics - Introduction</p> <p><u>Context:</u> Throwing (Technique) Activities, Jumping (Technique) Activities, Pacing Activities, Sprinting Activities, Differentiated Solo and Team Races, Mini-competitions <u>Collaborative:</u> Be introduced to and begin to improve our understanding of the terminology/vocabulary relating to both the field and track events within Athletics.</p> <p>Begin to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better technique/s)</p> <p>Begin to develop teamwork to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Begin to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic tactics, e.g. Pacing or Running Order)</p> <p>Begin to engage in alternate team and leadership roles (e.g. Communication from 1st Leg or 4th Leg runner) <u>Cognitive:</u> Be introduced to and begin to improve our understanding of the rules and regulations within various forms of 'Athletic events' (e.g. False Starts & 'Scratches') and how we can apply this knowledge in competition.</p> <p>Be introduced to and begin to improve techniques and tactics (for example, not being drawn in to sprint off with another runner and pacing yourself appropriately in accordance with <i>your ability/strength</i> so that you have energy left for a sprint finish) to win an event.</p> <p>Be introduced to and begin to improve our understanding of the correct stances required for different events, and the correct techniques required for maximum effectiveness and resultantly, the best outcome across various 'athletic events'.</p> <p>Be introduced to and begin to improve understanding of the consequences of not pacing ourselves, 'jumping the gun', releasing throws too late, throwing too high, etc. <u>Corporal/Physical:</u></p>

<p>Introduce, develop and combine passing and receiving – to create space, keep possession of the ball and enable scoring opportunities to develop</p> <p>Introduce shooting – to round-off attacking movements with a chance of scoring</p> <p>Competition: Combine all learning so far, within Football, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>Introduce, begin to develop and combine Passing, Catching, Handling, Dodging, Off-the-ball Movement and Scoring to keep possession and beat opponents to help us create and round-off attacking opportunities</p> <p>Introduce, begin to improve and combine Off-the-ball Movement and Tagging to help us reduce the space available to attackers, apply pressure on attackers and create defensive opportunities.</p> <p>Introduce attacking and defending skills in mini games and/or matches.</p> <p>Briefly explore positioning in relation to Attacking and Defending formations (what attackers/defenders should do to help their team)</p> <p>Competition: Combine all learning so far, within Tag Rugby, into a Level 1 Competition (Intra-School/Class)</p>	<p>Introduce, develop and combine passing and receiving – to create space, keep possession of the ball and enable scoring opportunities to develop</p> <p>Introduce shooting – to round-off attacking movements with a chance of scoring</p> <p>Competition: Combine all learning so far, within Basketball, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>sequences, both individually and with a partner/group</p> <p>Use dance terms and other vocabulary (i.e. “excited”, “worried”, “focused”) to enhance the quality of movement by inspiring ideas within dance sequences/patterns</p> <p>Be introduced to and begin to develop our understanding of dance elements such as Choreography, Control, Rhythm, Consistency, Accuracy, Change of direction, Change of speed, Change of level, Collaboration, expression (i.e. facial), Flow, Use of character and the Rules of Sequence</p> <p>Specifically explore our use of ‘Character’ within our dances, and learn how to add emotion and drama by sustaining performance as one or more characters in a single recital</p> <p>Be introduced to and begin to develop an understanding of how to interpret and respond to a piece of music or beat, to create self-composed dance sequences</p> <p>Be introduced to motif’s (thematic ideas) and the connection of them to create flowing, movement patterns/sequences</p> <p>Begin to reflect on own and other’s performances, learn how to offer constructive criticism within dance, offer praise and make suggestions about how to improve overall work and team performance</p> <p>Corporal/Physical: Explore and create dance patterns/sequences (Self-Created) that demonstrate ‘evidence of creativity’, ‘interpretation of music’, good timing and use of expression, and the ability to choreograph</p> <p>Display evidence of a ‘developed movement vocabulary’ (via portrayal of characteristics, stimuli or ‘dynamic words’) within performances, as well as components of drama and emotion through Self-created dances, in which a clear character is represented and sustained</p> <p>Execute both simple and complex movements, in short and comprehensive dance sequences, both individually and with a partner/group.</p> <p>Singly create motifs, to summarise own topical ideas, and work with a partner to conjoin each other’s motif’s and create a sequence</p> <p>Extend our dancing ability by including interconnecting movements (together with Self-created motif patterns) into our sequences</p> <p>Be introduced to and begin to develop the use and combination of dance elements such as change of direction, change of speed, change of level, collaboration, consistency, expression (i.e. facial), flow, use of character and the Rules of Sequence within own performances</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to reflect on their peer’s performances, gather feedback, magpie ideas and build a clearer understanding of how to enrich their dances in future units.</p>	<p>Introduce shooting – to round-off attacking movements with a chance of scoring</p> <p>Competition: Combine all learning so far, within Hockey, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>to the beginning of sequences, in the context of beginning a sequence with symmetrical balances. Then, as a pair, begin to develop ideas of what movements could flow on from the starting balances (how the sequence would progress), and bring them to life.</p> <p>Begin to develop sequence formation skills, such as developing the way in which we select movements (which travel over, under through, along and across apparatus) for the rest of our sequence, which allow for flow, challenge and ‘excellent gymnastics’, including an asymmetrical balance, on apparatus, to finish the sequence.</p> <p>Give specific constructive criticism and specific praise re symmetry and flow, when Peer Assessing actions in other pair’s sequences</p> <p>Corporal/Physical: Exhibit a variety of “super/champion movements and shapes” (silent, still, movements and shapes performed with fingers and toes pointed/stretched) using different parts of our bodies, in different ways, within our work</p> <p>Create and symmetrical and asymmetrical balances with a partner, on the ‘floor’ and when ‘using apparatus’, exploring ways in which you can incorporate ‘changes of level’ and ‘changes of connection point’ into them.</p> <p>Develop ideas for, and resultantly create movements which flow on from symmetrical balances, and move away from the apparatus, to generate a starting point for a sequence</p> <p>With our partners, select a variety of movements (which travel over, under through, along and across apparatus) for use in the rest of our sequence, which allow for flow, challenge and ‘excellent gymnastics’, including an asymmetrical balance, on apparatus, to finish the sequence, then put them into practice.</p> <p>Perform the completed sequence and demonstrate ‘excellent, flowing, interesting symmetrical/asymmetrical balances and overall gymnastics’ throughout</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to peer assess each other’s performances, gather feedback, magpie ideas and build a clearer understanding of how to enrich their gymnastic sequences in future units.</p>	<p>to get to the ball, leaving wide spaces on their court, which you can exploit and hit/throw the ball into to win the point) in drills, mini-games and competitions.</p> <p>Be introduced to and begin to improve our ‘movement on the court’ and ‘use of the ready position’, to improve readiness for the next shot and to prevent creating easier scoring opportunities for opponents.</p> <p>Be introduced to and begin to develop the forehand shot, to return throws/shots over the net, before they bounce twice, and so that the ball travels in the intended direction, to either maintain a rally or to score a point</p> <p>Consolidate accurate throwing of the ball over the net in ‘No Racquet Tennis’, to create spaces in their opponents half court and win matches with well-placed throws/shots.</p> <p>Competition: Combine all learning so far, within Tennis, into a Level 1 Competition (Intra-School/Class)</p>	<p>Be introduced to Overarm Throwing and begin to improve/develop Accuracy and Distance.</p> <p>Competition: Combine all learning so far, within Rounders, into a Level 1 Competition (Intra-School/Class)</p>	<p>Be introduced to and begin improving fielding skills (Long Barriers and Hand-Eye Coordination/Catching) in drills, mini-games and competitions.</p> <p>Be introduced to Overarm and Underarm Throwing and begin to improve/develop Accuracy and Distance.</p> <p>Competition: Combine all learning so far, within Cricket, into a Level 1 Competition (Intra-School/Class)</p>	<p>Introduce correct techniques (Pacing, Distance Throwing, Long Jumping, Triple Jumping) to successfully compete against others.</p> <p>Introduce the application of correct Throwing Stance (e.g. Lean Back, Rotate Body, Transfer Body Weight onto other leg upon release) and Technique into competition.</p> <p>Introduce the application of correct Jumping Stance (e.g. Bend knees before Take-Off, large swing of arms to provide extra momentum, land two footed with bent knees similar to how you took off) and Technique into competition.</p> <p>Introduce the application of correct Running Stance (e.g. spring off the balls of your feet, driving legs, head up - looking forwards and arms pumping) and Technique into competition.</p> <p>Be introduced to Relay race changeovers at a slowed down pace/or with large changeover zones to improve hand positioning, baton placement, runner interaction and communication during them.</p> <p>Participation in some events such as Sprinting Races, Long Distance Running Races, Relay Races (Straight and Curved Track), Javelin Throws, Shotput Throws, Discus Throws, Vortex Throws, Standing Long Jump,</p> <p>Competition: Combine all learning so far, within all sectors of Athletics, into a Level 1 Field Event Competition and a Level 1 Track Event Competition (Intra-School/Class)</p>
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Year 4

Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2
<p><u>Invasion Games through the format of Football - Development</u></p> <p>Context: Shooting Drills, Marking Drills, Attacking Drills, Defending Drills, Possessional Games, Differentiated Matches, Collaborative: Develop our understanding of the terminology/vocabulary relating to both Football and the overall focus of attacking and defending.</p> <p>Develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better options/future decision making and/or better technique/s)</p> <p>Develop teamwork skills to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic strategies and tactics before/during a match)</p> <p>Develop our engagement in alternate team and leadership roles Cognitive: Develop our understanding of the rules of Football (e.g. Handball & What constitutes a foul) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Create, understand and apply basic attacking tactics (i.e. direct to goal style of play) in mini-game and/or game situations</p> <p>Create, understand and apply basic defending tactics (i.e. man-to-man marking) in mini-game and/or game situations</p> <p>Develop understanding of dribbling, in terms of where to dribble to (spaces, towards goal) and why</p>	<p><u>Invasion Games through the format of Tag Rugby - Development</u></p> <p>Context: Passing Drills, Movement Drills, Scoring Drills, Attacking Drills, Defending Drills, Possessional Games, Differentiated Mini-games, Differentiated Matches, Collaborative: Develop our understanding of the terminology/vocabulary relating to both Tag Rugby and the overall focus of attacking and defending.</p> <p>Develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about better options/future decision making and/or better technique/s)</p> <p>Develop teamwork skills to improve chances of success in team games (Communication re Passing, Scoring and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Develop our engagement in alternate team and leadership roles Cognitive: Develop our understanding of the rules of Tag Rugby (e.g. Passing Backwards, Offside) and how we can apply this new knowledge in mini games and/or matches.</p> <p>Create, understand and apply basic attacking tactics (attacking as a 3v1, so if the ball carrier is tagged they always have 2 support players to pass to) in game situations</p> <p>Create, understand and apply basic defending tactics (after a tag has been made – players move to reduce the space available to attackers – ‘defensive positioning’) in game situations</p>	<p><u>Invasion Games through the format of Basketball - Development</u></p> <p>Context: Shooting Drills, Marking Drills, Attacking Drills, Defending Drills, Possessional Games, Differentiated Matches, Collaborative: Develop our understanding of the terminology/vocabulary relating to both Basketball and the overall focus of attacking and defending.</p> <p>Develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better options/future decision making and/or better technique/s)</p> <p>Develop teamwork skills to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic strategies and tactics before/during a match)</p> <p>Develop our engagement in alternate team and leadership roles Cognitive: Develop our understanding of the rules of Basketball (e.g. Travelling, Double Dribble, Personal fouls) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Create, understand and apply basic attacking tactics (i.e. counter attacking/early attacking) in mini-game and/or game situations</p> <p>Create, understand and apply basic defending tactics (i.e. man-to-man marking) in mini-game and/or game situations</p> <p>Develop understanding of dribbling, in terms of where to dribble to (spaces, towards the basket) and why</p>	<p><u>KS2 Dance - Development</u></p> <p>Context: Sequence Creation, ‘Character’ Performance, Team Dances, Solo Dances, Whole Class Dances Collaborative: Develop our understanding of the terminology/vocabulary relating to Dance and it’s many different formats.</p> <p>Develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising peers/teammates specifically and Offering advice to fellow dancers about better choices/future decision making and/or better technique/s)</p> <p>Develop teamwork skills to improve chances of success in team performances (Communication re Timing, Matching, Deciding which Movements to perform and when), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (e.g. discussing positioning, timing, creation of movements, synchronisation)</p> <p>Develop our engagement in alternate team and leadership roles (e.g. Choreographing, Performing) Cognitive: Create and perform Pair and Group movements within overall Dance pieces/routines</p> <p>Develop our understanding of the attributes of an “excellent dancer” via learning re improvisation, creativity, ‘interpretation of music’, good timing and use of expression, and the ability to choreograph.</p> <p>Improvise, select and choreograph ideas a sequence</p> <p>Use vocabulary (i.e. features, characteristics) to enhance the quality of movement by inspiring ideas within dance sequences</p> <p>Develop our understanding of dance elements such as Canon, Unison,</p>	<p><u>Invasion Games through the format of Quicksticks Hockey - Development</u></p> <p>Context: Attacking Drills, Defending Drills, Dribbling Drills, Shooting Drills, Possessional Games, Differentiated Matches, Collaborative: Develop a better understanding of the terminology/vocabulary relating to both Hockey and the overall focus of attacking and defending.</p> <p>Develop our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better options/future decision making and/or better technique/s)</p> <p>Develop teamwork to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic strategies and tactics before/during a match)</p> <p>Develop our engagement in alternate team and leadership roles Cognitive: Develop a better understanding of the rules of Hockey (e.g. High Sticks & What constitutes a Free-Pass) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Create, understand and apply basic attacking tactics (i.e. Triangle Passing) in mini-game and/or game situations</p> <p>Create, understand and apply basic defending tactics (i.e. man-to-man marking or zonal marking) in mini-game and/or game situations</p> <p>Develop understanding of dribbling, in terms of where to dribble to (spaces, towards goal) and why</p> <p>Develop understanding of passing and receiving, in terms of who/where to</p>	<p><u>KS2 Gymnastics - Development</u></p> <p>Context: Bridge Exploration and Creation, Movement Exploration and Creation, Sequence Creation, Collaborative: Develop a better understanding of the terminology/vocabulary relating to Gymnastics</p> <p>Develop our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising peers/partners specifically and Offering advice to fellow gymnasts about better choices/future decision making and/or better technique/s)</p> <p>Develop teamwork skills to improve chances of success in pair/group performances (Communication re Timing, Deciding which Movements to perform and when, Bridges), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (e.g. timing, creation of movements, bridges, apparatus use)</p> <p>Develop our engagement in alternate team and leadership roles (e.g. Higher position/Lower position, Bridge Performing Partner/Traveling Partner) Cognitive: Ensure our own performances include “super/excellent movements and shapes” (silent, still, movements and shapes performed with fingers and toes pointed/stretched) incorporating different parts of our bodies, in different ways</p> <p>Be introduced to and begin to progress our understanding of ‘bridges’ and how they can be applied to partner work, then explore the creation of own partner bridges, on the ‘floor’ and when ‘using apparatus’.</p> <p>Develop our understanding of how to create challenging individual, solo bridges/balances, which allow space for a partner to move over, under or through, when ‘using apparatus’</p>	<p><u>Net and Wall Games through the format of Tennis – Development</u></p> <p>Context: Forehand Drills, Forehand Rallies, Backhand Drills, Backhand Rallies, General Rallies, Mini-games, Hand-Eye Coordination Drills, Differentiated Matches, Mini-competitions Collaborative: Develop a better understanding of the terminology/vocabulary relating to Tennis.</p> <p>Develop our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising Classmates and Offering advice to teammates about better options/future decision making)</p> <p>Develop our ability to develop teamwork to improve chances of success in rallies, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making Cognitive: Develop a better understanding of the rules of Tennis (e.g. Scoring, ‘Double Bounces’ & ‘Outs’) and its differentiations, and how we can apply this new knowledge in drills, mini-games, competitions and game situations.</p> <p>Consolidate and exploit understanding of the concept of <i>winning</i> tennis matches.</p> <p>Develop our racquet control to enable us to direct shots more successfully drills, mini-games, competitions and game situations.</p> <p>Develop our understanding of the forehand shot and use this knowledge to place shots better in drills, mini-games, competitions and game situations.</p> <p>Be introduced to the backhand shot and develop our understanding of how to, when to and where to play one, during a drills, mini-games, competitions and game situations.</p> <p>Develop our understanding of ‘movement on the court’ (regularly return back to the back-middle of the court, once we have hit/thrown the ball, so that we do not leave wide</p>	<p><u>Striking and Fielding Games through the format of Rounders – Development</u></p> <p>Context: Tactical Drills, Mini-games, Batting Drills, Bowling Drills, Fielding Drills, Differentiated Matches Collaborative: Develop our understanding of the terminology/vocabulary relating to Rounders.</p> <p>Develop our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about looking for better options/better future decision making and/or better technique/s)</p> <p>Develop teamwork to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic tactics when Fielding or Batting, i.e. Where to throw/hit the ball)</p> <p>Develop our engagement in alternate team and leadership roles (Bowler Communication) Cognitive: Develop our understanding of the rules of Rounders (e.g. Scoring & Actions which make a batter ‘Out’) and its differentiations, and how we can apply this new knowledge in mini games and/or matches.</p> <p>Introduce and Develop knowledge of roles of different people on the Rounders Pitch.</p> <p>Introduce and Develop Striking knowledge (and begin to aim for the spaces on the Rounders field when batting) to help us win a Rounders match.</p> <p>Develop Fielding knowledge (who to throw the ball to once retrieved...) to win a Rounders match</p> <p>Understand and apply basic tactics in game situations Corporal/Physical:</p>	<p><u>Striking and Fielding Games through the format of Cricket – Development</u></p> <p>Context: Tactical Drills, Mini-games, Fielding Drills, Batting Drills, Throwing/Hand-Eye Coordination Drills, Differentiated Matches Collaborative: Develop our understanding of the terminology/vocabulary relating to Cricket</p> <p>Develop our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better options/future decision making and/or better technique/s)</p> <p>Develop teamwork to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic tactics when Fielding or Batting, i.e. Where/how hard to throw/hit the ball)</p> <p>Develop our engagement in alternate team and leadership roles (Bowler Communication) Cognitive: Develop our understanding of the rules of Cricket (e.g. Scoring & Actions which make a batter ‘Out’) and its differentiations, and how we can apply this new knowledge in mini games and/or matches.</p> <p>Develop our understanding of the concept of batting and fielding</p> <p>Develop our Striking knowledge and basic tactics (hitting the ball at various speeds, directions and heights, into spaces between the fielders) to help us bat advantageously and outwit opponents to win differentiated Cricket matches.</p> <p>Develop our Fielding Knowledge and basic tactics (Positioning to make it more difficult for the batters to hit deep into spaces, How to retrieve and stop a ball...) to help us field</p>	<p><u>KS2 Athletics - Development</u></p> <p>Context: Throwing (Technique) Activities, Jumping (Technique) Activities, Pacing Activities, Sprinting Activities, Differentiated Solo and Team Races, Mini-competitions Collaborative: Develop our understanding of the terminology/vocabulary relating to both the field and track events within Athletics.</p> <p>Develop our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better technique/s)</p> <p>Develop teamwork to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Develop our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic tactics, e.g. Pacing or Running Order)</p> <p>Develop our engagement in alternate team and leadership roles (e.g. Communication from 1st Leg or 4th Leg runner) Cognitive: Develop our understanding of the rules and regulations within various forms of ‘Athletic events’ (e.g. False Starts & ‘Scratches’) and how we can apply this knowledge in competition.</p> <p>Develop techniques and tactics (for example, not being drawn in to sprint off with another runner and pacing yourself appropriately in accordance with your <i>ability/strength</i> so that you have energy left for a sprint finish) to win an event.</p> <p>Develop our understanding of the correct stances required for different events, and the correct techniques required for maximum effectiveness and resultantly, the best outcome across various ‘athletic events’.</p> <p>Develop understanding of the consequences of not pacing ourselves, ‘jumping the gun’, releasing throws too late, throwing too high, etc. Corporal/Physical: Develop the use and combination of previously learnt techniques (Pacing,</p>

<p>Develop understanding of passing and receiving, in terms of who/where to pass to and why; and where to run in order to receive a pass and why</p> <p>Develop understanding of shooting, in terms of where, why and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Introduce and begin to develop Shooting round-off some successful attacks with a chance of scoring</p> <p>Introducing and implementing turns (e.g. Cruyff and Drag Back) into dribbles</p> <p>Develop, refine and combine certain attacking skills (Passing, Receiving and Dribbling) to create space and some good attacking prospects</p> <p>Develop defending skills (Off-the-ball Movement, Tackling, Applying Pressure) to create some successful defending attempts</p> <p>Introduce marking and demonstrate it in drills and/or game situations</p> <p>Competition: Combine all learning so far, within Football, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>Develop and extend our understanding of Attacking Off-the-Ball Movement, On-the-Ball Movement and Passing, (in terms of where we run and why, and where we pass and why) and apply this understanding into mini-games and/or differentiated matches.</p> <p>Begin to understand the different ways of preventing scoring opportunities for the attacking team and why they are important and require teamwork</p> <p>Corporal/Physical: Develop the use and combination of techniques (Passing, Catching, Handling, Dodging, Off-the-ball Movement, Scoring) to keep possession and beat opponents to help us score tries</p> <p>Develop the use and combination of techniques (Off-the-ball Movement, Tagging, Applying Pressure) to help us reduce space for attackers, apply pressure on attackers and prevent them from scoring</p> <p>Develop attacking and defending skills in mini games and/or matches.</p> <p>Explore and develop positioning in relation to Attacking and Defending formations and positioning of defenders when applying pressure/reducing space on/for attackers.</p> <p>Competition: Combine all learning so far, within Tag Rugby, into a Level 1 Competition (Intra-School/Class)</p>	<p>Develop understanding of passing and receiving, in terms of who/where to pass to and why; and where to run in order to receive a pass and why</p> <p>Develop understanding of shooting, in terms of where, why and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Develop and refine attacking skills (Passing, Catching, Dribbling, Off-the-ball Movement, Shooting) to create space and generate some successful attacks</p> <p>Refine and combine certain attacking skills (Passing, Receiving and Dribbling) to create space and some good attacking prospects</p> <p>Develop defending skills (Off-the-ball Movement, Applying Pressure, Guarding) to create some successful defending attempts</p> <p>Introduce marking and demonstrate it in drills and/or game situations</p> <p>Competition: Combine all learning so far, within Basketball, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>Choreography, Control, Rhythm, Consistency, Accuracy, Change of direction, Change of speed, Change of level, Collaboration, Facial expression, Flow, Use of character and the Rules of Sequence</p> <p>Specifically develop our use of 'Character' within our dances, and learn how to portray emotion and drama by sustaining performance as one or more characters in a single recital</p> <p>Develop our understanding of how to interpret and respond to a piece of music or beat, to create self-composed dance sequences</p> <p>Reflect on own and other's performances, offer praise and make suggestions about how to improve overall work and team performance</p> <p>Corporal/Physical: Explore and develop dance sequences (Self-Created) via improvisation, that demonstrate 'evidence of creativity', 'interpretation of music', good timing and use of expression, and the ability to choreograph</p> <p>Portray drama and emotion through Self-created dances, in which a clear character is represented and sustained</p> <p>Extend our dancing ability by integrating apparatus (i.e. mats) and interlinking movements into our sequences</p> <p>Begin to Incorporate Unison and Canon into performances, so that we can match our partner's/team member's movements either at the same time, or in succession</p> <p>Develop the use and combination of dance elements such as accuracy, change of direction, change of speed, change of level, collaboration, consistency, expression (i.e. facial), flow, use of character and the Rules of Sequence within own performances</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to reflect on their peer's performances, gather feedback, magpie ideas and build a clearer understanding of how to enrich their dances in future units.</p>	<p>pass to and why; and where to run in order to receive a pass and why</p> <p>Develop understanding of shooting, in terms of where, why and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Develop and combine attacking skills (Passing, Receiving, Dribbling, Off-the-ball Movement, Shooting) to create space and some attacking prospects</p> <p>Refine and combine certain attacking skills (Passing, Receiving and Dribbling) to create space and some good attacking prospects</p> <p>Introduce defending skills such as Block Tackling and Jab Tackling to attempt to win back possession</p> <p>Develop our actions in the period of 'transition' from defence to attack (or vice-versa)</p> <p>Competition: Combine all learning so far, within Hockey, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>Apply our knowledge of solo bridges to the beginning of sequences, in the context of beginning a sequence with a solo bridge that your partner travels over, under or through. Then, as a pair, begin to develop ideas of what movements (including their 'pair bridge') could flow on from the starting bridges/balances (how the sequence would progress), and bring them to life.</p> <p>Develop sequence formation skills, such as developing the way in which we select a variety of movements (which travel over, under through, along and across apparatus) for use in our sequence after the pair bridge/balance, which allow for flow, challenge and 'excellent gymnastics', including one more solo bridge/balance each, on apparatus, to finish the sequence</p> <p>Give specific constructive criticism and specific praise (re bridges, flow and travelling movements over, under and through the bridges) when Peer Assessing actions in other pair's sequences and your partner's individual elements of own pair sequence</p> <p>Corporal/Physical: Exhibit a wider variety of "super/champion movements and shapes" (silent, still, movements and shapes performed with fingers and toes pointed/stretched) using different parts of our bodies, in different ways, within our work</p> <p>Create 'bridges' with a partner, on the 'floor' and when 'using apparatus', exploring ways in which you can incorporate 'changes of level' and 'changes of connection point' into them.</p> <p>Create challenging individual, solo bridges/balances, whilst your partner explores ways of moving over, under or through the bridges/balances, when 'using apparatus'</p> <p>Begin to form a sequence consisting of bridges and travelling movements, starting with a solo bridge that your partner travels over, under or through. Followed by pair-created challenging travelling movements and a pair bridge to flow on from the starting bridges/balances (how the sequence would progress).</p> <p>With our partners, select a variety of movements (which travel over, under through, along and across apparatus) for use in our sequence after the pair bridge/balance, which allow for flow, challenge and 'excellent gymnastics', including one more solo bridge/balance, on apparatus, to finish the sequence, then put them into practice.</p> <p>Perform the completed sequence, and demonstrate 'excellent, flowing, interesting bridges/balances and overall gymnastics' throughout</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to peer assess each other's performances, gather feedback, magpie ideas and build a clearer understanding of how to enrich their gymnastic sequences in future units.</p>	<p>spaces on our half, that our opponents could take advantage of) and our understanding of the ready position (bend knees, shoulder width apart, both hands on racquet) to give us a better chance of success in matches/mini-games</p> <p>Develop the way in which we think one shot ahead to outwit your opponent (shot placement to create space) and win points</p> <p>Corporal/Physical: Develop our 'movement on the court' and 'use of the ready position', to give us a higher chance of winning points and resultantly matches, in game situations.</p> <p>Develop the forehand shot, to return shots over the net, before they bounce twice, and so that the ball travels accurately to an intended space, to either create space, maintain a rally or to score a point, in game situations.</p> <p>Be introduced to, and develop the backhand shot, to return shots over the net, before they bounce twice, and so that the ball travels accurately to an intended space, to either create space, maintain a rally or to score a point, in game situations.</p> <p>Develop our 'creation of space' on the court, when playing both forehand and backhand shots (in regards to making your opponent move to get to the ball, leaving wide spaces on their court, which you can then exploit and direct the ball into to win the point) in drills, mini-games, competitions and game situations.</p> <p>Competition: Combine all learning so far, within Tennis, into a Level 1 Competition (Intra-School/Class)</p>	<p>Introduce batting and begin to strike balls of differing momentums and angles (with emphasis on hitting into the larger spaces).</p> <p>Introduce and Develop bowling via drills, mini-games and competitions.</p> <p>Develop fielding skill (Long Barriers, Accuracy/Distance of Throwing, and Hand-Eye Coordination/Catching) in drills, mini-games and competitions.</p> <p>Competition: Combine all learning so far, within Rounders, into a Level 1 Competition (Intra-School/Class)</p>	<p>advantageously to win differentiated Cricket Matches.</p> <p>Corporal/Physical: Develop the way in which we strike balls with intent towards a targeted destination, mainly 'empty spaces without fielders', and begin to hit balls of varied momentums and angles</p> <p>Develop fielding skills (Long Barriers and Hand-Eye Coordination/Catching) and their speed in drills, mini-games and competitions.</p> <p>Develop Overarm and Underarm Throwing and begin to improve/develop Accuracy and Distance.</p> <p>Be introduced to and begin to improve the accuracy of Underarm Bowling</p> <p>Competition: Combine all learning so far, within Cricket, into a Level 1 Competition (Intra-School/Class)</p>	<p>Distance Throwing, Long Jumping, Triple Jumping) to successfully compete against others.</p> <p>Develop the application of correct Throwing Stance (e.g. Lean Back, Rotate Body, Transfer Body Weight onto other leg upon release) and Technique into competition.</p> <p>Develop the application of correct Jumping Stance (e.g. Bend knees before Take-Off, large swing of arms to provide extra momentum, land two footed with bent knees similar to how you took off) and Technique into competition.</p> <p>Develop the application of correct Running Stance (e.g. Spring off the balls of your feet, driving legs, head up - looking forwards and arms pumping) and Technique into competition.</p> <p>Develop Relay race changeovers by revisiting at a slightly faster pace/or medium sized changeover zone to refine hand positioning, baton placement, communication and improve the accuracy and speed of the changeover.</p> <p>Effective Participation in some events such as Sprinting Races, Long Distance Running Races, Relay Races (Straight and Curved Track), Javelin Throws, Shotput Throws, Discus Throws, Vortex Throws, Standing Long Jump, Standing Triple Jump</p> <p>Introduce and develop the technique and format of standing triple jump, as a new style of jumping for distance</p> <p>Competition: Combine all learning so far, within all sectors of Athletics, into a Level 1 Field Event Competition and a Level 1 Track Event Competition (Intra-School/Class)</p>
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Year 5

Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2
<p><u>Invasion Games through the format of Football - Refinement</u></p> <p>Context: Attacking Drills, Defending Drills, Possessional Games, Differentiated Matches, Collaborative: Refine our understanding of the terminology/vocabulary relating to both Football and the overall focus of attacking and defending.</p> <p>Refine our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Refine teamwork skills to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Refine our engagement in alternate team and leadership roles (Team Captain and Manager), as well as confidence and assertiveness in an authoritative position (Referee) Cognitive: Refine our understanding of the rules of Football (e.g. Handball & What constitutes a foul) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Create, understand and apply attacking tactics (i.e. counter attacking or passing style of play) in mini-game and/or game situations</p> <p>Create, understand and apply defending tactics (i.e. man-to-man</p>	<p><u>Invasion Games through the format of Tag Rugby - Refinement</u></p> <p>Context: Passing Drills, Attacking Drills, Defending Drills, Possessional Games, Differentiated Mini-games, Differentiated Matches, Collaborative: Refine our understanding of the terminology/vocabulary relating to both Tag Rugby and the overall focus of attacking and defending.</p> <p>Refine our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Refine teamwork skills to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Refine our engagement in alternate team and leadership roles (Team Captain), as well as confidence and assertiveness in an authoritative position (Referee) Cognitive: Refine our understanding of the rules of Tag Rugby (e.g. Passing Backwards, Offside) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Understand and apply formations in games that your team must shape into whenever you attack or defend.</p> <p>Understand and apply attacking tactics (use of loop passing or miss passing) in game situations</p>	<p><u>Invasion Games through the format of Basketball - Refinement</u></p> <p>Context: Shooting Drills, Marking Drills, Attacking Drills, Defending Drills, Possessional Games, Differentiated Matches, Collaborative: Refine our understanding of the terminology/vocabulary relating to both Basketball and the overall focus of attacking and defending.</p> <p>Refine our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Refine teamwork skills to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Refine our engagement in alternate team and leadership roles (Team Captain), as well as confidence and assertiveness in an authoritative position (Referee) Cognitive: Refine our understanding of the rules of Basketball (e.g. Travelling, Double Dribble, Personal fouls) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Create, understand and apply attacking tactics (i.e. counter attacking/early attacking or motion attacking) in mini-game and/or game situations</p> <p>Create, understand and apply defending tactics (i.e. man-to-man</p>	<p><u>KS2 Dance - Refinement</u></p> <p>Context: Sequence Creation, Rhythmic Patterns, Movement alongside Dialogue, Team/Squad Dances, Solo Dances Collaborative: Refine our understanding of the terminology/vocabulary relating to Dance and it's many different formats.</p> <p>Refine our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to fellow dancers about future decision making and/or better technique/s)</p> <p>Refine teamwork skills to improve chances of success in team performances (Communication re Timing, Rhythms, Deciding which Technical Movements to perform and when), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (e.g. discussing positioning, timing, creation of movements, synchronisation)</p> <p>Refine our engagement in alternate team and leadership roles (e.g. Choreographing, Performing) Cognitive: Create and perform Pair and Group movements within overall Dance pieces/routines</p> <p>Select and Choreograph ideas a sequence</p> <p>Use expressive vocabulary to enhance the quality of movement and dynamics during dance performances.</p> <p>Begin to develop an understanding of how to use established dances as a stimulus to create own movement patterns/sequences</p> <p>Further develop and Refine understanding of Canon, Unison, Variation, Still Images, Choreography, Control, Rhythm, Clarity, Fluency, Consistency, Accuracy, Change of direction, Change of speed, Change of level, Collaboration, Facial expression,</p>	<p><u>Invasion Games through the format of Quicksticks - Refinement</u></p> <p>Context: Attacking Drills, Defending Drills, Possessional Games, Differentiated Matches, Collaborative: Refine our understanding of the terminology/vocabulary relating to both Hockey and the overall focus of attacking and defending.</p> <p>Refine our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Refine teamwork skills to improve chances of success in pair/group performances (Communication re Timing, Deciding which Movements to perform and when, Bridges), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Refine our engagement in alternate team and leadership roles (Team Captain), as well as confidence and assertiveness in an authoritative position (Umpire) Cognitive: Refine our understanding of the rules of Hockey (e.g. High Sticks & What constitutes a Free-Pass) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Create, understand and apply attacking tactics (i.e. Triangle Passing) in mini-game and/or game situations</p> <p>Create, understand and apply defending tactics (i.e. man-to-man marking or zonal marking) in mini-game and/or game situations</p>	<p><u>KS2 Gymnastics - Refinement</u></p> <p>Context: Counter Balance Exploration and Creation, Counter Tension Exploration and Creation, Movement Exploration and Creation, Sequence Creation, Collaborative: Refine our understanding of the terminology/vocabulary relating to Gymnastics</p> <p>Refine our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising peers/partners specifically and Offering advice to fellow gymnasts about better choices/future decision making and/or better technique/s)</p> <p>Refine teamwork skills to improve chances of success in pair/group performances (Communication re Timing, Deciding which Movements to perform and when, Bridges), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (e.g. timing, creation of movements, bridges, apparatus use)</p> <p>Refine our engagement in alternate team and leadership roles (e.g. Higher position/Lower position, Bridge/Performing Partner/Traveling Partner) Cognitive: Ensure our own performances always include "super/excellent movements and shapes" (silent, still, movements and shapes performed with fingers and toes pointed/stretched) incorporating different parts of our bodies, in different ways</p> <p>Be introduced to and begin to progress our understanding of Counter Balances and Counter Tension and how they can be applied with a partner, then explore the creation of own 4-second balances, on the 'floor' and when 'using apparatus'.</p> <p>Develop our understanding of Counter Balances and Counter Tension, and apply it to the beginning of sequences,</p>	<p><u>Net and Wall Games through the format of Tennis – Development of Tactics</u></p> <p>Context: Forehand, Backhand and Volley Drills, Serving Drills, Doubles Gameplay Drills, Mini-competitions, Differentiated Rallies and Matches (Singles and Doubles) Collaborative: Refine our understanding of the terminology/vocabulary relating to Tennis.</p> <p>Refine our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising Classmates and/or Doubles Teammates and Offering advice to teammates about better options/future decision making)</p> <p>Refine our ability to develop teamwork to improve chances of success in rallies and doubles matches, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Tactics re where to stand when partner is Serving, or what part of the court you are positioning yourself in)</p> <p>Refine our engagement in alternate team and leadership roles (Front/Back player, Serving/Non-serving player) Cognitive: Refine our understanding of the rules of Tennis (e.g. Scoring, 'Faults' & 'Outs') and how we can apply this new knowledge in mini games and/or matches.</p> <p>Understand and apply tactics (i.e. Positioning during Doubles, e.g. Left/Right or Front/Back, OR Wide Shot Placement vs Central Shot Placement) in game situations</p> <p>Be introduced to and develop our understanding of the volley (why, when and where we use it) and use this knowledge to place shots better in drills, mini-games, competitions and game situations.</p>	<p><u>Striking and Fielding Games through the format of Rounders - Refinement</u></p> <p>Context: Tactical Drills, Mini-games, , Differentiated Matches Collaborative: Refine our understanding of the terminology/vocabulary relating to Rounders.</p> <p>Refine our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Refine teamwork skills to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (re Tactics when Fielding or Batting, i.e. Where to throw/hit the ball)</p> <p>Refine our engagement in alternate team and leadership roles (Bowler Communication) Cognitive: Refine our understanding of the rules of Rounders (e.g. Scoring & Actions which make a batter 'Out') and its differentiations, and how we can apply this new knowledge in mini games and/or matches.</p> <p>Refine knowledge of the roles held by both teams and their individual players on the Rounders Pitch.</p> <p>Refine Striking knowledge and tactics (such as communicating with other batters as to which base you are running to so you do not 'run each other out', or hitting the ball where there are the least fielders) and apply them in drills and games to help us bat advantageously to win a Rounders match</p> <p>Refine Fielding knowledge and tactics (such as the backstop and Base 1 player communicating effectively on 'missed hits' to stop the batter scoring half a rounder, or deciding to throw to Base 4 to prevent a full rounder if someone were to miss the ball) and apply them</p>	<p><u>Striking and Fielding Games through the format of Cricket – Refinement</u></p> <p>Context: Tactical Drills, Mini-games, Fielding Drills, Batting Drills, Throwing/Hand-Eye Coordination Drills, Differentiated Matches Collaborative: Refine our understanding of the terminology/vocabulary relating to Cricket</p> <p>Refine our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Refine teamwork skills to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, e.g. Shot Placement, discussing positioning)</p> <p>Refine our engagement in alternate team and leadership roles (Bowler Communication) Cognitive: Refine our understanding of the rules of Cricket (e.g. Scoring & Actions which make a batter 'Out') and its differentiations, and how we can apply this new knowledge in mini games and/or matches.</p> <p>Refine our understanding of the concept of batting and fielding</p> <p>Refine our Striking knowledge and tactics (hitting the ball at various speeds, directions and heights to outwit opponents OR communicating with other batter before running to ensure they both know their partner's intentions) and apply them in drills and games to help us bat advantageously to win a Cricket match</p> <p>Refine our Fielding Knowledge (Positioning based on Batter's strengths and weaknesses, dominant hand, etc.</p>	<p><u>KS2 Athletics - Refinement</u></p> <p>Context: Throwing (Technique) Activities, Jumping (Technique) Activities, Pacing Activities, Sprinting Activities, Differentiated Solo and Team Races, Mini-competitions Collaborative: Refine our understanding of the terminology/vocabulary relating to both the field and track events within Athletics.</p> <p>Refine our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better technique/s)</p> <p>Refine teamwork to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Refine our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic tactics, e.g. Pacing, Running Order)</p> <p>Refine our engagement in alternate team and leadership roles (e.g. Communication from 1st Leg or 4th Leg runner) Cognitive: Refine our understanding of the rules and regulations within various forms of 'Athletic events' (e.g. False Starts & 'Scratches') and how we can apply this knowledge in competition.</p> <p>Refine techniques and tactics (for example, not being drawn in to sprint off with another runner and pacing yourself appropriately in accordance with your <i>ability/strength</i> so that you have energy left for a sprint finish) to win an event.</p> <p>Refine our understanding of the correct stances required for different events, and the correct techniques required for maximum effectiveness and resultantly, the best outcome across various 'athletic events'.</p> <p>Refine understanding of the consequences of not pacing ourselves, 'jumping the gun', releasing throws too late, throwing too high, etc. Corporal/Physical:</p>

<p>marking or constant pressing) in mini-game and/or game situations</p> <p>Introduce and develop officiating into games and/or matches and apply our understanding of the rules of Football to aid this officiation</p> <p>Work with teammates to understand and apply different formations during both attacking and defending spells</p> <p>Refine our Tactical Knowledge (team management, player selection, formations, tactics) during spells as 'Team Manager' for Differentiated Matches</p> <p>Refine understanding of dribbling, in terms of where to dribble to (spaces, towards goal) when to and why</p> <p>Refine understanding of passing and receiving, in terms of who/where to pass to, when to, how to and why; and where to run in order to receive a pass, when to and why</p> <p>Refine understanding of shooting, in terms of where, why, when and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Refine and combine previously learnt techniques (Passing, Receiving, Control, Dribbling, Off-the-ball Movement, Shooting) to keep possession and create some successful attacking movements</p> <p>Refine and combine previously learnt techniques (Off-the-ball Movement, Tackling, Applying Pressure) to create some successful defending attempts</p> <p>Refine our defensive actions, to develop our skill, in the period of 'transition' from defence to attack (or vice-versa)</p> <p>Demonstrate marking in game situations</p> <p>Competition: Combine all learning so far, within Football, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>Create, understand and apply defending tactics (after a tag has been made – players move back to reform their defensive formation) in game situations</p> <p>Begin to understand and develop our understanding of the different types of passes we can use to outwit opponents (e.g. miss, loop), and when, where and why you would use them during a game</p> <p>Introduce and develop officiating/refereeing into games and/or matches and apply our understanding of the rules of Tag Rugby to aid this officiation</p> <p>Briefly evaluate tactics during a game and make suggestions to teammates about how to improve tactics and overall team performance</p> <p>Begin to understand and develop our understanding of why working as a team, when tagging, and why reducing space and applying pressure to attackers, is important when preventing scoring opportunities.</p> <p>Corporal/Physical: Refine the use and combination of previously learnt techniques (Passing, Catching, Handling, Dodging, Off-the-ball Movement, Scoring) to keep possession and create successful attacking movements</p> <p>Explore and develop different ways of passing (miss, loop) that can be used to outwit opponents, and then apply these passing techniques into game situations, to beat defenders.</p> <p>Refine the use and combination of previously learnt techniques (Off-the-ball Movement, Tagging, Applying Pressure) to create successful defending attempts</p> <p>Refine attacking and defending skills in mini games and/or matches.</p> <p>Demonstrate positioning in relation to the teams selected formation (in both Attacking and Defending instances)</p> <p>Demonstrate teamwork and application of pressure/reduction of space on attackers, when defending.</p> <p>Competition: Combine all learning so far, within Tag Rugby, into a Level 1 Competition (Intra-School/Class)</p>	<p>marking or zonal marking) in mini-game and/or game situations</p> <p>Introduce officiating into games and/or matches and apply our understanding of the rules of Basketball to aid this officiation</p> <p>Refine understanding of dribbling, in terms of where to dribble to (spaces, towards goal) when to and why</p> <p>Refine understanding of passing and receiving, in terms of who/where to pass to, when to, how to and why; and where to run in order to receive a pass, when to and why</p> <p>Refine understanding of shooting, in terms of where, why, when and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Further refine and combine attacking skills (Passing, Catching, Dribbling, Off-the-ball Movement, Shooting) to create some successful attacks</p> <p>Refine and combine defending skills (Off-the-ball Movement, Applying Pressure, Guarding) to create some successful defending attempts</p> <p>Refine our defensive actions, to develop our skill, in the period of 'transition' from defence to attack (or vice-versa)</p> <p>Demonstrate marking in game situations</p> <p>Competition: Combine all learning so far, within Basketball, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>Flow, Use of character and the Rules of Sequence</p> <p>Refine our understanding of how to interpret and respond to a piece of music or beat, to create self-composed dance sequences</p> <p>Review own and other's performances, offer praise and make suggestions about how to improve overall work and team performance</p> <p>Corporal/Physical: Perform technical movements (as part of a Dance routine, pair or group movement) with our bodies, showing control, rhythm and good dynamics</p> <p>Use learnt techniques and previous feedback to improve Dance performances</p> <p>Demonstrate re-enactment of established dance pieces, from Videos and Photographs as well as Teacher and Pupil led Demonstrations</p> <p>Use clear, bold starting and finishing positions/poses to add effect to the dance, as well as adding emotion and effect through expression (i.e. facial) within the piece</p> <p>Further extend our dancing ability by integrating apparatus and interlinking movements into our sequences</p> <p>Demonstrate aspects of clarity, fluency, consistency, control and accuracy within Re-enacted and Self-created dances</p> <p>Begin to Incorporate Unison, Canon and Variation (also including changes of rhythm), as well as the use of Percussion (i.e. Tapping Thighs, Clapping) within Dance</p> <p>Refine the use and combination of accuracy, change of direction, change of speed, change of level, collaboration, consistency, expression (i.e. facial), flow, use of character and the Rules of Sequence within own performances</p> <p>Competition: Combine all learning so far, within Dance, into small-scale competitions, judged by the Teacher and Teaching Assistants.</p>	<p>Introduce Refereeing - Use our better understanding of the rules of Hockey and apply this new knowledge to officiate mini games and/or matches.</p> <p>Refine understanding of dribbling, in terms of where to dribble to (spaces, towards goal) when to and why</p> <p>Refine understanding of passing and receiving, in terms of who/where to pass to, when to, how to and why; and where to run in order to receive a pass, when to and why</p> <p>Refine understanding of shooting, in terms of where, why, when and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Further refining and combine attacking skills (Passing, Receiving, Dribbling, Off-the-ball Movement, Shooting) to create some successful attacks</p> <p>Refine and combine defending skills (Off-the-ball Movement, Applying Pressure, Jab and Block Tackling) to create some successful defending attempts</p> <p>Refine our defensive actions, to develop our skill, in the period of 'transition' from defence to attack (or vice-versa)</p> <p>Demonstrate marking in game situations</p> <p>Competition: Combine all learning so far, within Hockey, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>in the context of beginning a sequence with a Counter Balance. Then, as a pair, begin to develop ideas of what movements (involving Canon and Unison) could flow on from the Counter Balances, and move away from the apparatus, to generate a starting point for a sequence</p> <p>Refine our sequence formation skills, such as refining the way in which we select a variety of movements (which travel over, under, through, along, across and around apparatus) for the rest of our sequence, which allow for flow, challenge and 'excellent gymnastics', including a Counter Tension Balance and one more Counter Balance/or/Counter Tension Balance, on apparatus, to finish the sequence.</p> <p>Give specific constructive criticism and specific praise (re Counter Balances, Counter Tension Balances and Canon/Unison incorporation) when Peer Assessing actions in other pair's sequences</p> <p>Corporal/Physical: Exhibit a wide variety of "super/champion movements and shapes" (silent, still, movements and shapes performed with fingers and toes pointed/stretched) using different parts of our bodies, in different ways, within our work</p> <p>Create Counter Balances and Counter Tension, with a partner, on the 'floor' and when 'using apparatus', exploring ways in which you can incorporate 'changes of level' and 'changes of connection point' into them.</p> <p>Develop ideas for, and resultantly create challenging movements (involving Canon and Unison) which flow on from the Counter Balances, and move away from the apparatus, to generate a starting point for a sequence</p> <p>With our partners; select a variety of movements (which travel over, under, through, along, across and around apparatus) for the rest of our sequence, which allow for flow, challenge and 'excellent gymnastics', including a Counter Tension Balance and one more Counter Balance/or/Counter Tension Balance, on apparatus, to finish the sequence, and rehearse them.</p> <p>Perform the completed sequence and demonstrate 'excellent, flowing, interesting Counter Balances and Counter Tension Balances and overall gymnastics', as well as incorporation of Canon, Unison and Changes of Level and Speed throughout</p> <p>Competition: Learning at this stage will be used for comparison rather than competition, thus pupils will gain an invaluable opportunity to peer assess each other's performances, gather feedback, magpie ideas and build a clearer understanding of how to enrich their gymnastic sequences in future units.</p>	<p>Refine our understanding of both the forehand shot and the backhand shot, and use this knowledge to place shots better (whilst considering the next shot; 'thinking one shot ahead') in drills, mini-games, competitions and game situations.</p> <p>Refine our understanding of 'movement on the court' (regularly return back to the back-middle of the court, once we have hit/thrown the ball, so that we do not leave wide spaces on our half, that our opponents could take advantage of) and our understanding of the ready position (bend knees, shoulder width apart, both hands on racket) to give us a better chance of success in matches/mini-games</p> <p>Be introduced to and begin to develop our understanding of the underarm serve to better gameplay and prepare ourselves for the overarm serve (in regards to the position we take the serve from and the area in which it must land).</p> <p>Begin to process how to serve to give you an advantage and control the game (position shots to score aces). Also, develop this understanding so that we know what happens if our serves do not land 'in' once, and then twice in a row.</p> <p>Apply recapped skills within games (both Singles and Doubles)</p> <p>Corporal/Physical: Refine our 'movement on the court' and 'use of the ready position', to give us a higher chance of winning points and resultantly matches, in game situations.</p> <p>Refine both the forehand shot and backhand shot, to return shots over the net more successfully, before they bounce twice, and so that the ball travels more accurately to an intended space, to either create space, maintain a rally or to score a point, in game situations.</p> <p>Be introduced to, and develop the volley, to return shots over the net, before they bounce twice, and so that the ball travels accurately to an intended space, to either create space, maintain a rally or to score a point, in game situations.</p> <p>Be introduced to, and begin to develop 'Doubles' Gameplay (playing with a partner, against 2 opponents – larger court) and demonstrate use of tactics (i.e. Positioning or Shot Placement) within Doubles matches</p> <p>Be introduced to and begin to develop our proficiency regarding the underarm serve, so that our serves are being taken from the Serving line and landing in the correct box ('in')</p> <p>Competition: Combine all learning so far, within Tennis, into a Level 1 Competition (Intra-School/Class)</p>	<p>in drills and games to help us field advantageously to win a Rounders match</p> <p>Understand and apply tactics in game situations</p> <p>Corporal/Physical: Refine and combine previously learnt techniques (Batting/Striking, Catching, Throwing, Bowling, Long Barriers, and Retrieving) to successfully strike and place shots, and field effectively to win a Rounders match.</p> <p>Refine techniques in mini games and/or matches.</p> <p>Refine recapped batting and fielding skills in mini matches</p> <p>Competition: Combine all learning so far, within Rounders, into a Differentiated Level 1 Competition (Intra-School/Class)</p>	<p>OR Speed and Angle of ball when bowling) and apply them in drills and games to help us field advantageously to win a Cricket match</p> <p>Introduce Umpiring and Scorekeeping - Use our better understanding of the rules of Cricket and apply this new knowledge to officiate and score mini games and/or matches.</p> <p>Begin to evaluate tactics during a game and make suggestions to teammates about how to improve tactics and overall team performance</p> <p>Corporal/Physical: Refine the way in which we strike balls, of varied momentums and angles, with intent towards a targeted destination, mainly 'empty spaces without fielders', to help us get more runs and win Cricket matches.</p> <p>Refine and combine fielding skills (Long Barriers and Hand-Eye Coordination/Catching) and their speed in drills, mini-games and competitions, to help us retrieve the ball more successfully and win Cricket matches.</p> <p>Refine the Accuracy and Distance of Overarm and Underarm Throwing</p> <p>Refine accuracy of Underarm Bowling, and be introduced to and begin to improve Overarm Bowling</p> <p>Competition: Combine all learning so far, within Cricket, into a Level 1 Competition (Intra-School/Class)</p>	<p>Refine the use and combination of previously learnt techniques (Pacing, Distance Throwing, Long Jumping, Triple Jumping) to successfully compete against others.</p> <p>Refine the application of correct Throwing Stance (e.g. Lean Back, Rotate Body, Transfer Body Weight onto other leg upon release) and Technique into competition.</p> <p>Refine the application of correct Jumping Stance (e.g. Bend knees before Take-Off, large swing of arms to provide extra momentum, land two footed with bent knees similar to how you took off) and Technique into competition.</p> <p>Refine the application of correct Running Stance (e.g. spring off the balls of your feet, driving legs, head up - looking forwards and arms pumping) and Technique into competition.</p> <p>Refine Relay race changeovers by revisiting at a faster pace/or smaller changeover zone to refine hand positioning, baton placement, communication and improve the accuracy and speed of the changeover.</p> <p>Participation in various events such as Sprinting Races, Long Distance Running Races, Relay Races (Straight and Curved Track), Javelin Throws, Shotput Throws, Discus Throws, Vortex Throws, Standing Long Jump, Standing Triple Jump</p> <p>Refine the technique and format of standing triple jump, as a new style of jumping for distance</p> <p>Competition: Combine all learning so far, within all sectors of Athletics, into a Level 1 Field Event Competition and a Level 1 Track Event Competition (Intra-School/Class)</p>
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Year 6

Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2
<p><u>Invasion Games through the format of Football - Consolidation</u></p> <p>Context: Attacking Drills, Defending Drills, Differentiated Mini-games, Differentiated Matches, Collaborative: Consolidate our understanding of the terminology/vocabulary relating to both Football and the overall focus of attacking and defending.</p> <p>Consolidate our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Consolidate teamwork skills to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Consolidate our engagement in alternate team and leadership roles (Team Captain and Manager), as well as confidence and assertiveness in an authoritative position (Referee)</p> <p>Consolidate our leadership, communication and teamwork skills during spells as 'Team Manager' for Differentiated Matches Cognitive: Consolidate our understanding of the rules of Football (e.g. Handball & What constitutes a foul) and how we can apply this new knowledge in mini games and/or matches.</p> <p>Create, understand and apply attacking tactics (i.e. counter attacking or passing style of play) in game situations</p>	<p><u>Invasion Games through the format of Tag Rugby - Consolidation</u></p> <p>Context: Attacking Drills, Defending Drills, Formational Drills, Possessional Games, Differentiated Mini-games, Differentiated Matches, Collaborative: Consolidate our understanding of the terminology/vocabulary relating to both Tag Rugby and the overall focus of attacking and defending.</p> <p>Consolidate our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Consolidate teamwork skills to improve chances of success in team games (Communication re Passing, Scoring and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Consolidate our engagement in alternate team and leadership roles (Team Captain), as well as confidence and assertiveness in an authoritative position (Referee) Cognitive: Consolidate our understanding of the rules of Tag Rugby (e.g. Passing Backwards, Offside) and how we can apply this new knowledge in mini games and/or matches.</p> <p>Create, understand and apply different formations in games that your team must shape into whenever you attack or defend.</p> <p>Create, understand and apply attacking tactics (Forcing the ball out wide to</p>	<p><u>Invasion Games through the format of Basketball - Consolidation</u></p> <p>Context: Marking/Defending Drills, Possessional Games, Differentiated Matches, Collaborative: Consolidate our understanding of the terminology/vocabulary relating to both Basketball and the overall focus of attacking and defending.</p> <p>Consolidate our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Consolidate teamwork skills to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Consolidate our engagement in alternate team and leadership roles (Team Captain), as well as confidence and assertiveness in an authoritative position (Referee) Cognitive: Consolidate our understanding of the rules of Basketball (e.g. Travelling, Double Dribble, Personal fouls) and how we can apply this new knowledge in mini games and/or matches.</p> <p>Create, understand and apply attacking tactics (i.e. counter attacking/early attacking or motion attacking) in game situations</p> <p>Create, understand and apply defending (i.e. man-to-man marking or zonal marking) tactics in game situations</p>	<p><u>KS2 Dance - Consolidation</u></p> <p>Context: Routine/Sequence Creation, Rhythmic Patterns, Movement alongside Dialogue, Team/Squad Dances, Solo Dances, Still Images Collaborative: Consolidate our understanding of the terminology/vocabulary relating to Dance and it's many different formats.</p> <p>Consolidate our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to fellow dancers about future decision making and/or better technique/s)</p> <p>Consolidate teamwork skills to improve chances of success in team performances (Communication re Timing, Rhythms, Deciding which Technical Movements to perform and when), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (e.g. discussing positioning, timing, creation of movements, synchronisation)</p> <p>Consolidate our engagement in alternate team and leadership roles (e.g. Choreographing, Performing) Cognitive: Create and perform Group movements within overall Dance pieces/routines</p> <p>Select and Apply Choreography into Dance routines</p> <p>Use understanding of repetition, memorisation and teamwork to learn and perform established pieces/routines</p> <p>Develop our understanding of how to use established dances as a stimulus to create own movement patterns/sequences</p> <p>Consolidate our understanding of Canon, Unison, Variation, Still Images, Choreography, Control, Rhythm, Clarity, Fluency, Consistency, Accuracy, Change of direction, Change of speed,</p>	<p><u>Invasion Games through the format of Quicksticks Hockey - Consolidation</u></p> <p>Context: Possessional Games, Differentiated Matches, Collaborative: Consolidate our understanding of the terminology/vocabulary relating to both Hockey and the overall focus of attacking and defending.</p> <p>Consolidate our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Consolidate teamwork skills to improve chances of success in team games (Communication re Passing, Shooting and Movement), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, discussing positioning and roles on the pitch)</p> <p>Consolidate our engagement in alternate team and leadership roles (Team Captain), as well as confidence and assertiveness in an authoritative position (Umpire) Cognitive: Consolidate our understanding of the rules of Hockey (e.g. High Sticks & What constitutes a Free-Pass) and how we can apply this new knowledge into mini games and/or matches.</p> <p>Create, understand and apply attacking tactics (i.e. Triangle Passing) in game situations</p> <p>Create, understand and apply defending tactics (i.e. man-to-man marking or zonal marking) in game situations</p>	<p><u>KS2 Gymnastics - Consolidation</u></p> <p>Context: Matching Exploration and Creation, Mirroring Exploration and Creation, Movement Exploration and Creation, Sequence Creation, Collaborative: Consolidate our understanding of the terminology/vocabulary relating to Gymnastics</p> <p>Consolidate our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising peers/partners specifically and Offering advice to fellow gymnasts about better choices/future decision making and/or better technique/s)</p> <p>Consolidate teamwork skills to improve chances of success in pair/group performances (Communication re Timing, Deciding which Movements to perform and when, Matching, Mirroring), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (e.g. timing, creation of movements, matching, mirroring, apparatus use)</p> <p>Consolidate our engagement in alternate team and leadership roles (Team Captain), as well as confidence and assertiveness in an authoritative position (Umpire) Cognitive: Ensure our own movements are always "super/excellent movements and shapes" (silent, still, movements and shapes performed with fingers and toes pointed/stretch) incorporating different parts of our bodies, in different ways</p> <p>Be introduced to and begin to progress our understanding of 'Matching' (performing exactly the same movements as someone else) and 'Mirroring' (to create a mirror image of someone else) and how they can be applied with a partner, then explore the creation of own Matched and Mirrored movements, in Canon and</p>	<p><u>Net and Wall Games through the format of Tennis – Game Application</u></p> <p>Context: Mini-competitions, Differentiated Rallies and Matches (Singles and Doubles) Collaborative: Consolidate our understanding of the terminology/vocabulary relating to Tennis.</p> <p>Consolidate our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising Classmates and/or Doubles Teammates and Offering advice to teammates about better options/future decision making)</p> <p>Consolidate our ability to develop teamwork to improve chances of success in rallies and doubles matches (i.e. Calling a ball, so that both of you do not try to go for it), in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Tactics re where to stand when partner is Serving, or what part of the court you are positioning yourself in)</p> <p>Consolidate our engagement in alternate team and leadership roles (Front/Back player, Serving/Non-serving player, Umpire) Cognitive: Consolidate our understanding of the rules of Tennis (e.g. Scoring, 'Faults' & 'Outs') and how we can apply this new knowledge in mini games and/or matches.</p> <p>Organise, understand and apply tactics (i.e. Positioning during Doubles, e.g. Left/Right or Front/Back, OR Wide Shot Placement vs Central Shot Placement) in game situations</p> <p>Refine our understanding of the volley (why, when and where we use it) and use this knowledge to place shots better in drills, mini-games, competitions and game situations.</p>	<p><u>Striking and Fielding Games through the format of Rounders - Consolidation</u></p> <p>Context: Tactical Drills, Differentiated Matches Collaborative: Consolidate our understanding of the terminology/vocabulary relating to Rounders.</p> <p>Consolidate our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Consolidate teamwork skills to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (re Tactics when Fielding or Batting, i.e. Where to throw/hit the ball)</p> <p>Consolidate our engagement in alternate team and leadership roles (Bowler Communication), as well as confidence and assertiveness in an authoritative position (Umpire) Cognitive: Consolidate our understanding of the rules of Rounders (e.g. Scoring, Mishits/Hitting the ball backwards over the Front Line & Actions which make a batter 'Out') and how we can apply this new knowledge in mini games and/or matches.</p> <p>Consolidate previous knowledge of the roles held by both teams and their individual players on the Rounders Pitch.</p> <p>Consolidate Striking knowledge and tactics (such as communicating with other batters as to which base you are running to so you do not 'run each other out', or hitting the ball where there are the least fielders) and apply them in drills and games to help us bat advantageously to win a Rounders match</p> <p>Consolidate our Fielding Knowledge (Positioning based on Batter's strengths and weaknesses, dominant hand, etc.</p>	<p><u>Striking and Fielding Games through the format of Cricket - Consolidation</u></p> <p>Context: Tactical Drills, Mini-games, Fielding Drills, Batting Drills, Throwing/Hand-Eye Coordination Drills, Differentiated Matches Collaborative: Consolidate our understanding of the terminology/vocabulary relating to Cricket</p> <p>Consolidate our aptitude, in relation to working alongside, or in competition with, others and peer assessing learning strengths and areas for improvement (Praising teammates specifically and Offering advice to teammates about future decision making and/or better technique/s)</p> <p>Consolidate teamwork skills to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing strategies and tactics before/during a match, e.g. Shot Placement, discussing positioning)</p> <p>Consolidate our engagement in alternate team and leadership roles (Bowler Communication) Cognitive: Consolidate our understanding of the rules of Cricket (e.g. Scoring & Actions which make a batter 'Out') and its differentiations, and how we can apply this new knowledge in mini games and/or matches.</p> <p>Consolidate our understanding of the concept of batting and fielding</p> <p>Consolidate our Striking knowledge and tactics (hitting the ball at various speeds, directions and heights to outwit opponents OR communicating with other batter before running to ensure they both know their partner's intentions) and apply them in drills and games to help us bat advantageously to win a Cricket match</p> <p>Consolidate our Fielding Knowledge (Positioning based on Batter's strengths and weaknesses, dominant hand, etc.</p>	<p><u>KS2 Athletics - Consolidation</u></p> <p>Context: Throwing (Technique) Activities, Jumping (Technique) Activities, Pacing Activities, Sprinting Activities, Differentiated Solo and Team Races, Mini-competitions Collaborative: Consolidate our understanding of the terminology/vocabulary relating to both the field and track events within Athletics.</p> <p>Consolidate our ability to work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising teammates and Offering advice to teammates about better technique/s)</p> <p>Consolidate teamwork to improve chances of success in team games, in addition to encouragement, displays of sportsmanship, respect to peers and the growth of resilience</p> <p>Consolidate our ability to participate in, and take advantage of, opportunities for social discussions and decision making (Discussing basic tactics, e.g. Pacing, Running Order)</p> <p>Consolidate our engagement in alternate team and leadership roles (e.g. Communication from 1st Leg or 4th Leg runner) Cognitive: Consolidate our understanding of the rules and regulations within various forms of 'Athletic events' (e.g. False Starts & 'Scratches') and how we can apply this knowledge in competition.</p> <p>Consolidate techniques and tactics (for example, not being drawn in to sprint off with another runner and pacing yourself appropriately in accordance with your ability/strength so that you have energy left for a sprint finish) to win an event.</p> <p>Consolidate our understanding of the correct stances required for different events, and the correct techniques required for maximum effectiveness and resultantly, the best outcome across various 'athletic events'.</p> <p>Consolidate understanding of the consequences of not pacing ourselves, 'jumping the gun', releasing throws too late, throwing too high, etc. Corporal/Physical:</p>

<p>Create, understand and apply defending tactics (i.e. man-to-man marking or constant pressing) in game situations</p> <p>Alter, Improve and/or Swap own tactics depending on the other teams tactics and/or games unfolding's</p> <p>Work with teammates to create, understand and apply different formations during both attacking and defending spells</p> <p>Consolidate our Tactical Knowledge (team management, player selection, formations, tactics) during spells as 'Team Manager' for Differentiated Matches</p> <p>Further develop and Refine refereeing</p> <p>Consolidate understanding of dribbling, in terms of where to dribble to (spaces, towards goal) when to and why</p> <p>Consolidate understanding of passing and receiving, in terms of who/where to pass to, when to, how to and why; and where to run in order to receive a pass, when to and why</p> <p>Consolidate understanding of shooting, in terms of where, why, when and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Consolidate the use and combination of previously learnt techniques (Passing, Catching, Handling, Dodging, Off-the-ball Movement, Shooting) to keep possession and create successful attacking movements</p> <p>Consolidate the use and combination of previously learnt techniques (Off-the-ball Movement, Tagging, Applying Pressure) to create successful defending attempts</p> <p>Consolidate attacking and defending skills in mini games and/or matches.</p> <p>Demonstrate good, rapid positioning in relation to the teams selected formation (in both Attacking and Defending instances)</p> <p>Demonstrate effective teamwork and application of pressure on attackers, when defending, which often results in a legal tag.</p> <p>Competition: Combine all learning so far, within Tag Rugby, into a Level 1 Competition (Intra-School/Class)</p> <p>Consolidate attacking and defending skills in mini games and/or matches.</p> <p>Demonstrate effective marking in game situations</p> <p>Competition: Combine all learning so far, within Football, into a Level 1 Competition (Intra-School/Class)</p>	<p>exploit Loop and Miss passing) in game situations</p> <p>Create, understand and apply defending tactics (after a tag has been made – players instantly reform into their defensive formation) in game situations</p> <p>Alter, Improve and/or Swap own tactics depending on the other teams tactics and/or games unfolding's</p> <p>Further develop and Refine refereeing</p> <p>Effectively evaluate tactics during a game and make suggestions to teammates about how to improve tactics and overall team performance</p> <p>Corporal/Physical: Consolidate the use and combination of previously learnt techniques (Passing, Catching, Handling, Dodging, Off-the-ball Movement, Scoring) to keep possession and create successful attacking movements</p> <p>Consolidate the use and combination of previously learnt techniques (Off-the-ball Movement, Tagging, Applying Pressure) to create successful defending attempts</p> <p>Consolidate attacking and defending skills in mini games and/or matches.</p> <p>Demonstrate good, rapid positioning in relation to the teams selected formation (in both Attacking and Defending instances)</p> <p>Demonstrate effective teamwork and application of pressure on attackers, when defending, which often results in a legal tag.</p> <p>Competition: Combine all learning so far, within Tag Rugby, into a Level 1 Competition (Intra-School/Class)</p>	<p>Alter, Improve and/or Swap own tactics depending on the other teams tactics and/or games unfolding's</p> <p>Develop and apply our knowledge to officiate mini games and/or matches.</p> <p>Consolidate understanding of dribbling, in terms of where to dribble to (spaces, towards goal) when to and why</p> <p>Consolidate understanding of passing and receiving, in terms of who/where to pass to, when to, how to and why; and where to run in order to receive a pass, when to and why</p> <p>Consolidate understanding of shooting, in terms of where, why, when and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Consolidate the use and combination of previously learnt techniques (Passing, Catching, Dribbling, Off-the-ball Movement, Shooting) to keep possession and create successful attacking movements</p> <p>Consolidate the use and combination of previously learnt techniques (Off-the-ball Movement, Applying Pressure, Guarding) to create successful defending attempts</p> <p>Consolidate attacking and defending in mini games and/or matches.</p> <p>Demonstrate effective marking and guarding in game situations</p> <p>Competition: Combine all learning so far, within Basketball, into a Level 1 Competition (Intra-School/Class)</p>	<p>Change of level, Collaboration, Facial expression, Flow, Use of character and the Rules of Sequence</p> <p>Further develop our understanding of how to perform in time with a beat, focus on the music and incorporate our own beat/sounds (e.g. Vocals, Percussion) into our dance performances.</p> <p>Assess own and other's performances, offer praise and make suggestions about how to improve overall work and team performance</p> <p>Corporal/Physical: Perform technical movements (as part of a Dance, or larger group movement) with our bodies, with both good control and rhythm</p> <p>Use learnt techniques and previous feedback to improve Dance performances</p> <p>Demonstrate vivid re-enactment of established dance pieces, from Videos and Photographs as well as Teacher and Pupil led Demonstrations</p> <p>Demonstrate clarity, fluency, consistency, control and accuracy within Re-enacted and Self-created dances</p> <p>Incorporate and Demonstrate Unison, Canon and Variation (also including changes of rhythm), as well as the use of Percussion (i.e. Tapping Thighs, Clapping) within Dance</p> <p>Demonstrate 'still image' use in practice and/or in performances</p> <p>Consolidate the use and combination of accuracy, change of direction, change of speed, change of level, collaboration, consistency, expression (i.e. facial), flow, use of character and the Rules of Sequence within own performances</p> <p>Competition: Combine all learning so far, within Dance, into small-scale competitions, judged by the Teacher and Teaching Assistants.</p>	<p>Alter, Improve and/or Swap own tactics depending on the other teams tactics and/or games unfolding's</p> <p>Further develop, refine and apply our knowledge to officiate mini games and/or matches.</p> <p>Consolidate understanding of dribbling, in terms of where to dribble to (spaces, towards goal) when to and why</p> <p>Consolidate understanding of passing and receiving, in terms of who/where to pass to, when to, how to and why; and where to run in order to receive a pass, when to and why</p> <p>Consolidate understanding of shooting, in terms of where, why, when and how to shoot for optimal chance of scoring</p> <p>Corporal/Physical: Consolidate the use and combination of previously learnt techniques (Passing, Receiving, Dribbling, Off-the-ball Movement, Shooting) to keep possession and create successful attacking movements</p> <p>Consolidate attacking and defending in mini games and/or matches.</p> <p>Demonstrate effective marking in game situations</p> <p>Competition: Combine all learning so far, within Hockey, into a Level 1 Competition (Intra-School/Class)</p>	<p>Unison, on the 'floor' and when 'using apparatus'.</p> <p>Develop our understanding of Matching and Mirroring, and apply it to mini-sequences, in the context of creating a Matching Movement mini-sequence and a Mirroring Movement mini-sequence, in both Canon and Unison, across a variety of apparatus.</p> <p>Consolidate our sequence formation skills, such as consolidating the way in which we select a variety of movements (which travel over, under, through, along, across and around apparatus) for use in a larger sequence (providing the opportunity to travel to another piece of apparatus to begin another Matching or Mirroring movement), which allow for fluidity, challenge and 'excellent gymnastics', so that the entire sequence includes at least 2 Matching Movements and 2 Mirroring Movements, using multiple body parts on a variety of apparatus,</p> <p>Grow our understanding of how apparatus use can alter and improve movements and complete sequences.</p> <p>Give specific constructive criticism and specific praise (re Matching Movements, Mirroring Movements, use of apparatus, use of 'Changes of Level and Speed' and Canon/Unison incorporation) when Peer Assessing other pair's sequences</p> <p>Corporal/Physical: Exhibit a wide variety of matched and mirrored "super/champion movements and shapes" (silent, still, movements and shapes performed with fingers and toes pointed/stretched) using different parts of our bodies, in different ways, within our work</p> <p>Create Matched Movements, with a partner, on the 'floor' and when 'using apparatus', exploring ways in which you can perform in Canon and Unison, and even incorporate Changes of Speed and Level</p> <p>Create Mirrored Movements, with a partner, on the 'floor' and when 'using apparatus', exploring ways in which you can perform in Canon and Unison, and even incorporate Changes of Speed and Level</p> <p>Create a Matching Movement mini-sequence and a Mirroring Movement mini-sequence, in both Canon and Unison, across a variety of apparatus.</p> <p>With our partners; select a variety of movements (which travel over, under, through, along, across and around apparatus) for use in a larger sequence (providing the opportunity to travel to another piece of apparatus to begin another Matching or Mirroring movement), which allow for fluidity, challenge and 'excellent gymnastics', so that the entire sequence includes at least 2 Matching Movements and 2 Mirroring Movements, using multiple body parts on a variety of apparatus, and rehearse them.</p> <p>Perform the completed sequence and demonstrate 'excellent, flowing, interesting Matching Movements, Mirroring Movements and overall gymnastics', as well as the incorporation of various pieces of apparatus, Canon, Unison and Changes of Level and Speed throughout</p> <p>Competition: Learning at this stage will be used for comparison rather than competition,</p>	<p>Consolidate our understanding of both the forehand shot and the backhand shot, and use this knowledge to place shots better (whilst considering the next shot; 'thinking one shot ahead') in drills, mini-games, competitions and game situations.</p> <p>Introduce, develop, refine and consolidate Tactical Decision Making regarding which type of shot you are going to play, where, when and why, within games (Singles and Doubles)</p> <p>Consolidate our understanding of 'movement on the court' (regularly return back to the back-middle of the court, once we have hit/thrown the ball, so that we do not leave wide spaces on our half, that our opponents could take advantage of) and our understanding of the ready position (bend knees, shoulder width apart, both hands on racquet) to give us a better chance of success in matches/mini-games</p> <p>Develop and Refine our understanding of the underarm serve to better gameplay by directing serves at the correct part of the court with accuracy and power, and prepare ourselves for the overarm serve (in regards to the position we take the serve from and the area in which it must land).</p> <p>Further develop and apply knowledge of 'service' to give you an advantage and control within the game (position shots to score aces).</p> <p>Effectively apply previously learnt skills and techniques within games (both Singles and Doubles)</p> <p>Use our Tactical Knowledge to support fellow peers and/or even their Doubles partner and offer advice and constructive criticism re Areas for Improvement, during spells as 'player coaches' during tournaments.</p> <p>Use our knowledge of the rules of Tennis to officiate and score Tennis matches</p> <p>Corporal/Physical: Consolidate our 'movement on the court' and 'use of the ready position', to give us a higher chance of winning points and resultantly matches, in game situations.</p> <p>Consolidate both the forehand shot and backhand shot, to return shots over the net more successfully, before they bounce twice, and so that the ball travels more accurately to an intended space, to either create space, maintain a rally or to score a point, in game situations.</p> <p>Refine the volley, to return shots over the net, before they bounce twice, and so that the ball travels accurately to an intended space, to either create space, maintain a rally or to score a point, in game situations.</p> <p>Refine and Consolidate 'Doubles' Gameplay (playing with a partner, against 2 opponents – larger court), demonstrate use of tactics (i.e. Positioning or Shot Placement), and demonstrate clear communication within Doubles Matches.</p> <p>Refine and Consolidate our proficiency regarding the underarm serve, so that our serves are being taken from the Service line and being directed at the correct part of the court with good</p>	<p>Consolidate Fielding knowledge and tactics (such as the backstop taking their time and helping to prepare their team before throwing the ball over the Front Line) and apply them in drills and games to help us field advantageously to win a Rounders match</p> <p>Introduce and develop umpiring - Use our better understanding of the rules of Rounders and apply this new knowledge to officiate mini games and/or matches.</p> <p>Corporal/Physical: Consolidate the use and combination of previously learnt techniques (Batting/Striking, Catching, Throwing, Bowling, Long Barriers, and Retrieving) to successfully strike and place shots, and field effectively to win a Rounders match.</p> <p>Consolidate techniques in mini games and/or matches.</p> <p>Consolidate recapped batting and fielding skills in mini matches</p> <p>Competition: Combine all learning so far, within Rounders, into a Level 1 Competition (Intra-School/Class)</p> <p>Consolidate the Accuracy and Distance of Overarm and Underarm Throwing, to aid us to win Cricket matches.</p> <p>Consolidate accuracy of Underarm Bowling, and develop Overarm Bowling.</p> <p>Competition: Combine all learning so far, within Cricket, into a Level 1 Competition (Intra-School/Class)</p>	<p>OR Speed and Angle of ball when bowling) and apply them in drills and games to help us field advantageously to win a Cricket match</p> <p>Develop and Refine Umpiring and Scorekeeping - Use our better understanding of the rules of Cricket and apply this new knowledge to officiate and score mini games and/or matches.</p> <p>Effectively evaluate tactics during a game and make suggestions to teammates about how to improve tactics and overall team performance</p> <p>Corporal/Physical: Consolidate the way in which we strike balls, of varied momentums and angles (including both sides of their bodies), with intent towards a targeted destination, mainly 'empty spaces without/with less fielders', to help us get more runs and win Cricket matches.</p> <p>Consolidate and combine fielding skills (Long Barriers and Hand-Eye Coordination/Catching) and their speed in drills, mini-games and competitions, to help us retrieve the ball more successfully and win Cricket matches.</p> <p>Consolidate the Accuracy and Distance of Overarm and Underarm Throwing, to aid us to win Cricket matches.</p> <p>Consolidate accuracy of Underarm Bowling, and develop Overarm Bowling.</p> <p>Competition: Combine all learning so far, within Cricket, into a Level 1 Competition (Intra-School/Class)</p>	<p>Consolidate the use and combination of previously learnt techniques (Pacing, Distance Throwing, Long Jumping, Triple Jumping) to successfully compete against others.</p> <p>Consolidate the application of correct Throwing Stance (e.g. Lean Back, Rotate Body, Transfer Body Weight onto other leg upon release) and Technique into competition.</p> <p>Consolidate the application of correct Jumping Stance (e.g. Bend knees before Take-Off, large swing of arms to provide extra momentum, land two footed with bent knees similar to how you took off) and Technique into competition.</p> <p>Consolidate the application of correct Running Stance (e.g. spring off the balls of your feet, driving legs, head up - looking forwards and arms pumping) and Technique into competition.</p> <p>Consolidate Relay race changeovers by revisiting at full race speed and with race-sized changeover zones to refine hand positioning, baton placement, communication and improve the accuracy and speed of the changeover.</p> <p>Effective Participation in various events such as Sprinting Races, Long Distance Running Races, Relay Races (Straight and Curved Track), Javelin Throws, Shotput Throws, Discus Throws, Vortex Throws, Standing Long Jump, Standing Triple Jump</p> <p>Consolidate the technique and format of standing triple jump, as a new style of jumping for distance</p> <p>Competition: Combine all learning so far, within all sectors of Athletics, into a Level 1 Field Event Competition and a Level 1 Track Event Competition (Intra-School/Class)</p>
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					thus pupils will gain an invaluable opportunity to peer assess each other's performances, gather feedback, magpie ideas and build a clearer understanding of how to enrich their gymnastic sequences in future units.	accuracy and power, in a way which lets us control the game. Use demonstrations to help 'coach' fellow classmates Competition: Combine all learning so far, within Tennis, into a Level 1 Competition (Intra-School/Class)			
				Swimming Provision for Years 3 and 4 (Also including booster sessions for any Year 5/6's who may require) Badminton Coaching for 16 set children from Anna Collis (England Badminton Championships Bronze Medallist)				6 Week Curriculum Cricket Coaching from Chance2Shine	Bikeability Week for Year 6 OAA on Residential Trip to PGL for Years 5 and 6 Ultimate Frisbee and American Football Workshops

Outdoor Adventurous Activities are applicable and delivered across all year groups within KS2 to fall in line with National Curriculum guidance. Years 5 and 6 also benefit from a yearly residential trip to an Outdoor Activity Centre who also provide excellent OAA provision. This academic year (2018-19) the selected centre will be PGL Liddington. Our in-school curriculum map for KS2 OAA is as follows:

Context:

Team Building Races, Problem Solving Races, Problem Solving Games, Co-operation/Collaboration Challenges and Orienteering Competitions

Collaborative:

Use and Grow our vocabulary relating to Adventurous Activities, Problem Solving and Team Synergising.

Work alongside, or in competition with, others and peer assess learning strengths and areas for improvement (Praising Teammates and Offering advice to teammates about better options/future decision making)

Develop our ability to co-operate, collaborate and communicate (verbally and non-verbally) with others to achieve success and understand the consequences of not doing so.

Progressively improve teamwork to heighten chances of success in team games via the development of listening skills, constructive communication, encouragement, displays of sportsmanship, respect to peers and the growth of resilience

Increasingly participate in, and take advantage of, opportunities for social discussions and decision making

Include all members of the class, and when working together help those who may not understand

Engage in various team and leadership roles (i.e. Team Leaders/Coordinators, Team Spokesperson, Team Monitor-Evaluators, Team Implementers)

Cognitive:

Build and progressively develop our problem solving skills and our ability to think tactically, and create, discuss, review and improve tactics within Problem Solving based activities.

Develop our ability to draw and/or navigate from maps used for activities such as Orienteering.

Increasingly build a substantial understanding of what attributes make a successful team

Increasingly improve our understanding of why motivation within a team is important when working in an unfamiliar environment/situation

Improve our understanding of why certain teams win and lose, using various real-life examples (examples of class teams within the lesson)

Corporal/Physical:

Demonstrate admirable qualities such as speed, agility, co-ordination, balance, flexibility and reaction time within OAA activities.

Demonstrate effective teamwork, tactical thinking and 'evidence of learning' within activities, resulting in successful completion of activities

Competition:

Within OAA, majority of learning is done through team-based, fun competitions, in the form of Team Building Races, Problem Solving Races, Problem Solving Games, Co-operation/Collaboration Challenges and Orienteering Competitions