



PE Medium Term Plan

Complete PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	<p>Yoga Bugs <u>Week 1: A TRIP TO THE CIRCUS:</u> To introduce children to a variety of yoga poses through an engaging theme To explore what we can find at the circus To give children techniques to help them relax, feel calm and deal with stress/anxiety</p> <p><u>Week 2: A TRIP TO THE FUNFAIR</u> PSED: Children are confident speaking to a class group CL: Children listen attentively with sustained concentration to follow a story</p> <p><u>Week 3: AUGUSTUS THE TIGER</u> CL: Children listen to instructions and follow them correctly</p>	<p>Dance - Nursery Rhymes To explore different movements using different parts of the body. To create their own movement ideas relating to specific words. To add movements together to form a sequence. To create simple movement sequences that relate to specific words. To explore larger scale travelling movements, responding to words or music. To respond to words and music using their bodies.</p>	<p>Gymnastics High, low, under To introduce, 'champion gymnastics' by moving in a highway and exploring making high shapes. To move in a low way and explore making low shapes. Explore how to move safely using apparatus. To explore movements and shapes in high and low ways on the apparatus. To explore movements and shapes in high, low, over and under ways on the apparatus. Pupils will self-select where to work, exploring what movements and shapes to make and starting to identify features of</p>	<p>Locomotion Jumping To explore jumping in a variety of ways. Pupils will explore jumping, in different directions, at different speeds and different levels. To begin to jump efficiently. To explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. To develop their jumping technique applying it into a game. To explore jumping for distance. To explore jumping for height.</p>	<p>Ball Skills Hands 1 - throwing and catching To explore different ways of using our hands to move with a ball. To explore different ways of pushing a ball. To learn the meaning of the word control and start to understand why it is important to keep the ball close to them. To explore different ways of rolling a ball. To explore different ways of bouncing a ball. to explore and develop different ways of bouncing a ball whilst moving into space. To explore different ways of rolling and pushing a ball.</p>	<p>Ball Skills Feet 1 Ball Skills Explore different ways of using our feet to move with a ball. Explore what happens when they kick a ball using different parts of their feet. Pupils will begin to understand how we control a ball. To develop using our feet to move with a ball. To learn the meaning of the word control and start to understand why it is important to keep the ball close to them. Develop dribbling using our feet to move with a ball. Develop their technique of dribbling the ball and understand why this is</p>



	<p>PD: move with confidence, imagination and in safety</p> <p><u>Week 4: EDDIE THE ELEPHANT'S BIRTHDAY PARTY</u></p> <p>PSED: respond to significant experiences, showing a range of feelings when appropriate</p> <p>CLL: to enjoy listening to spoken language, and readily turn to it, in their learning</p> <p>PD: move with confidence, imagination and in safety</p> <p><u>Week 5: MAGIC TRAIN RIDE</u></p> <p>PSED: Children are confident speaking to a class group</p> <p>CL: Children listen attentively with sustained concentration to follow a story</p> <p><u>Week 6: THE LITTLE DRAGON</u></p> <p>PE: 3a-to describe what they have done.</p>	<p>To explore character movements with a partner.</p>	<p>other pupils' work when questioned.</p>	<p>To explore hopping in a variety of ways; in different directions, at different speeds and different levels.</p>	<p>To work with a partner and begin to understand why it is important to be part of a team.</p> <p>To explore different ways of rolling, pushing and bouncing a ball with a partner.</p> <p>To learn the meaning of the word defender and what this means when playing games.</p>	<p>the most effective way to dribble, keeping control.</p> <p>To understand where to dribble and why.</p> <p>To explore moving with a ball.</p> <p>To develop pupils' kicking and dribbling skills during competitions.</p> <p>To collaborate and work together with their partner and in small groups.</p>
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	<p>PSHE: 4b- to listen to other people and play and work cooperatively.</p> <p><u>WEEK 7: WHO'S IN THE LOO?</u></p> <p>CLL: 1b- to be able to sustain listening, responding to what they have heard by relevant comments, questions, and actions</p> <p>PD: to recognise the importance of keeping healthy, and the things that contribute to this</p>					
<p>Year 1</p>	<p>Ball skills Feet 1</p> <p>Recap the different ways of using our feet to move with a ball.</p> <p>To develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.</p> <p>To develop using our feet to move with a ball.</p> <p>To develop using the inside and outside of</p>	<p>Gymnastics Wide, narrow, curled</p> <p>To explore movements and balances in a wide way on the floor and on apparatus.</p> <p>Explore movements and balances in a narrow way on the floor and on apparatus.</p> <p>Explore movements and balances in a curled way on the floor and on apparatus</p>	<p>Gymnastics Body Parts</p> <p>To explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.</p> <p>To explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.</p> <p>To explore movements and balances on the floor and on apparatus, using combinations of the following theme</p>	<p>Ball Skills Hands1</p> <p>Recap prior learning from EYFS</p> <p>To develop bouncing (dribbling).</p> <p>Understand why we need to keep the ball away from the defender. Explore different ways of sending (passing) the ball to their partner.</p> <p>To develop different ways of sending a ball (passing) using our hands.</p>	<p>YogaBugs</p> <p><u>Ongoing skills:</u></p> <p>To introduce children to a variety of yoga poses through an engaging theme</p> <p>To improve children's concentration through balancing poses</p> <p>To give children techniques to help them relax, feel calm and deal with stress/anxiety</p> <p><u>Week 1: A JOURNEY THROUGH THE SEASONS</u></p>	<p>Locomotion Running</p> <p>To explore running using different body parts and different techniques and begin to understand how to run efficiently.</p> <p>To develop their running technique applying it into a game.</p> <p>To apply pupils knowledge of how to run and where to run, while exploring running at different speeds.</p> <p>To apply the correct technique of running as</p>



<p>their feet to dribble the ball.</p> <p>To apply dribbling with our feet into games.</p> <p>To apply dribbling technique, keeping the ball away from their opponents.</p> <p>Consolidate pupils' understanding of where to dribble and why.</p> <p>To develop dribbling technique keeping the ball away from their opponents and begin to understand the consequences of what happens if they do not dribble into space, keeping the ball close to them.</p> <p>Locomotion Jumping Recap jumping, in different directions, at different speeds and different levels.</p> <p>Understand the different reasons when, where and why we jump in different ways.</p>	<p>To explore the three theme words: narrow, wide and curled.</p> <p>To explore different ways of transitioning between each shape using apparatus.</p> <p>To explore combining wide, narrow and curled movements together.</p> <p>Introducing 'linking.'</p> <p>To link two movements together.</p> <p>Explore the concept of 'linking.'</p> <p>Dance Heroes To create a range of <i>controlled movements</i> that represent a superhero.</p> <p>How to control and co-ordinate their bodies to perform sequence of movements, including a balance (freeze position).</p> <p>To extend their sequence whilst</p>	<p>words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'</p> <p>To explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus.</p> <p>To explore adding movement combinations together to create mini sequences.</p> <p>To adapt our mini sequences, exploring how we can make them more creative.</p> <p>Dance Growing To respond to rhythm and patterns through their movement.</p> <p>To control and co-ordinate their bodies to perform movements through the 'growing' theme.</p>	<p>Understand why we need to be accurate when sending the ball.</p> <p>Learn why and how we aim when sending a ball.</p> <p>Develop different ways of sending a ball using our hands.</p> <p>Learn why we need to send a ball using different force and speeds.</p> <p>Explore different ways of stopping a ball with our hands.</p> <p>Prevent pupils from passing the ball.</p> <p>Combine their sending and receiving skills</p> <p>To use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p> <p>Circus Skills <u>Ongoing skills:</u></p>	<p>To explore the seasons and the animals associated with these seasons</p> <p><u>Week 2: EXPLORING OLD TOYS</u> To explore old toys</p> <p><u>Week 3: A RACE AROUND THE WORLD</u> To consider different means of transport for a journey</p> <p><u>Week 4: A TRIP TO THE FARM</u> To recognise what animals live on a farm To understand that animals have basic needs and the farmers have to keep them happy and healthy</p> <p><u>Week 5: OUR FOUR COUNTRIES</u> To Learn about the four countries of the United Kingdom through yoga poses.</p> <p><u>Week 6: SUPERHERO ADVENTURE</u>The Superheroes will</p>	<p>fast as we can in a racing context.</p> <p>To apply pupils understanding and application of running over a longer duration and as part of a team.</p> <p>To apply their understanding of running, applying it into a competitive game.</p> <p>Playground Games 1 <u>Main focus:</u> To ensure that all pupils lead healthy, active lives. Through teaching pupils a variety of playground games, schools are encouraging them to spend their recreation time engaged in physical activity.</p> <p><u>Ongoing skills:</u> To follow instructions</p> <p><u>Week 1:</u> Games focus -All join in games</p> <p><u>Week 2:</u> Game focus -Tag game</p>
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	<p>How to jump efficiently.</p> <p>How we jump applying the most effective technique using our head, arms and feet.</p> <p>How jumping affects our bodies.</p> <p>Apply their jumping skills during a circuit.</p> <p>To explore skipping.</p> <p>To apply our understanding of jumping and skipping into a game.</p> <p>Apply their knowledge of jumping into competitions.</p>	<p>performing as their character.</p> <p>To extend their creativity as superheroes and explore movements. Learn how to control and co-ordinate their bodies to perform a sequence of movements</p> <p>Respond to a rhythm performing a range of controlled movements</p>	<p>To control and co-ordinate their bodies to perform a motif.</p> <p>To explore various dynamics and movement qualities.</p> <p>To explore the relationship between two living things, creating movement patterns.</p>	<p>To develop accurate throwing and catching skills</p> <p>To develop coordination</p> <p>To develop accurate throwing and catching skills</p> <p>To develop balance</p> <p><u>Lesson 1 - Scarf juggling</u> To pass two items in the crossover motion (as a step towards three item juggling).</p> <p><u>Lesson 2 Scarf juggling</u> To develop accurate throwing and catching skills</p> <p><u>Lesson 3 Diablo juggling</u> To spin the diablo quickly in only one direction throughout the movement to maintain a steady spin.</p> <p><u>Lesson 4 Poi juggling</u> To poi travel along tracks which run parallel</p>	<p>experience lots of different emotions and learn different breathing exercises to help them deal them.</p> <p>Rackets - Bats and Balls To explore using a racket and a ball together.</p> <p>To explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled.</p> <p>To develop their ability to keep a ball controlled using a racket and to apply this understanding.</p> <p>To develop an understanding of why moving a ball into a space is so important.</p> <p>To develop their ability to keep a ball controlled using a racket.</p> <p>Apply their understanding of why moving a ball into a</p>	<p>-Structured tag game -Circle based game On the line game</p> <p><u>Week 3:</u> Games Focus -Tag game -On the line games</p> <p><u>Week 4:</u> Game focus -Tag game -On the line game -All join in game -Circle based game</p> <p><u>Week 5:</u> Game Focus -Tag game -On the line -Structured tag game</p> <p><u>Week 6:</u> Game Focus -Tag game -Circle based game -Target game</p>
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				<p>in the direction the juggler is facing.</p> <p><u>Lesson 5</u> <u>Flower Stick juggling</u> Beater sticks must be returned quickly to the start position (held firmly, parallel to the ground) whilst the flower stick is being manoeuvred.</p> <p><u>Lesson 6 – consolidation week</u></p>	<p>space is so important to evade defenders.</p> <p>To explore hitting (pushing) a ball using a racket accurately.</p> <p>To understand why we need to aim at a target when hitting (pushing) the ball.</p> <p>To understand the importance of being accurate as they apply their skills.</p> <p>To continue to develop their ability to hit (push) a ball using a racket accurately.</p> <p>Apply their understanding of accuracy in a variety of games.</p>	
Year 2	<p>Ball skills Feet 1</p> <p>To develop dribbling using our feet in order to keep control and possession of the ball.</p> <p>To develop passing and receiving using our feet</p>	<p>Gymnastics Linking</p> <p>To explore different movements that pupils can link together.</p> <p>To develop the different movements that pupils can link together on apparatus.</p>	<p>Gymnastics Pathways</p> <p>Exploring different pathways (zig-zag), creating movements that pupils can link together.</p> <p>Pathways (zig-zag), creating movements</p>	<p>Ball Skills Hands 1</p> <p>Develop dribbling in order to keep control and possession of the ball.</p> <p>Develop passing and receiving in order to</p>	<p>YogaBugs</p> <p><u>Ongoing skills:</u></p> <p>To introduce children to a variety of yoga poses through an engaging theme</p> <p>To improve children's concentration through balancing poses</p>	<p>Games for Understanding Attacking & Defence</p> <p>To create and understand simple attacking principles, applying them as a team into a game.</p>



	<p>in order to keep possession of the ball.</p> <p>To combine dribbling, passing and receiving using our feet in order to keep possession of the ball.</p> <p>To develop dribbling using our feet in order to keep possession and score a point.</p> <p>To combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.</p> <p style="text-align: center;">Locomotion Dodging</p> <p>To explore dodging and learn how to dodge effectively.</p> <p>To develop pupils' dodging technique applying this into games.</p> <p>Understand why it is important to dodge in games.</p>	<p>To explore different ways pupils can perform the sequence. Jump, Roll, Balance.</p> <p>Different ways pupils can perform a sequence on apparatus, jump, roll and balance.</p> <p>To create their own sequences.</p> <p>To perform their completed sequences.</p> <p style="text-align: center;">Dance Mr Candy's Sweet Shop</p> <p>To respond to the stimulus using a range of different, controlled movements showing expression.</p> <p>To control and co-ordinate their bodies to perform movements that represent being in a sweet shop.</p> <p>To respond to the stimulus (sweets) using a range of different and controlled movements</p>	<p>that pupils can link together on apparatus.</p> <p>Different pathways (curved), creating movements that pupils can link together.</p> <p>Pathways (curved), creating movements that pupils can link together on apparatus.</p> <p>To create pupils' own sequences.</p> <p>To perform their completed sequences.</p> <p style="text-align: center;">Dance Explorers</p> <p>To respond to the stimulus using a range of different, controlled movements</p> <p>To control and co-ordinate their bodies to perform movements</p> <p>Develop our character work, adding movements, expression and emotion to our motif.</p>	<p>keep possession of the ball.</p> <p>Combine dribbling, passing and receiving in order to keep possession of the ball.</p> <p>Develop dribbling in order to keep possession and score a point.</p> <p>Develop passing and receiving in order to keep possession and score a point.</p> <p>Combine dribbling, passing and receiving in order to keep possession and score a point.</p> <p style="text-align: center;">Locomotion Jumping</p> <p>Consolidate pupils jumping and to apply an effective jumping technique</p> <p>To know how, where and why we jump in a game To know how to jump and how to jump in combination, into</p>	<p>To give children techniques to help them relax, feel calm and deal with stress/anxiety</p> <p><u>Week 1: A TRIP TO THE BEACH</u></p> <p>To explore creatures found on the beach and in the sea</p> <p><u>Week 2 : A journey back in time</u></p> <p>To explore historical figures and explorers</p> <p><u>Week 3: GEORGE & THE DRAGON</u></p> <p>To understand that you can be anything/achieve anything when you are brave</p> <p><u>Week 4: THE GREAT FIRE OF LONDON</u></p> <p>To explore the Great Fire of London, where it started and how.</p> <p><u>Week 5: SPACE ADVENTURE</u></p> <p>To be able to name the main planets in the universe</p>	<p>Understanding of what 'attacking' means and when and why we attack as a team during a game.</p> <p>To create and understand simple defending principles, applying them as a team into a game.</p> <p>Understanding of what 'defending' means and when and why we attack as a team during a game.</p> <p>Understand the transition from defence into attack.</p> <p>Learn their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.</p> <p>simple attacking tactics applying them as a team into a game.</p> <p>simple defending tactics applying them as a team into a game.</p>
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	<p>To apply pupils' knowledge of how, where and why to dodge, into game situations.</p> <p>Learn the roles of attacking and defending.</p> <p>Where and why to dodge in game situations working as a team.</p> <p>To apply pupils' knowledge of how where and why to dodge, into a level 1 competition.</p>	<p>To control and coordinate their bodies adding movements together which flow.</p> <p>To develop our character work, adding movements, expression and emotion to create a motif.</p> <p>To demonstrate a change of emotion in their character's expression.</p> <p>To create movements that are telling a story while incorporating emotion and varying dynamics.</p> <p>To create a sequence of movements that flow.</p> <p>To explore a variety of movements in character with a partner.</p> <p>To extend their sequences developing their characters to add drama and emotion to their dance performance.</p>	<p>Create a 'frozen' position showing a reaction creating an emotion.</p> <p>Develop motifs with a partner including some different elements of choreography.</p> <p>To explore a variety of movements in a character.</p> <p>Extend their sequences developing their characters to add drama and emotion to their dance performance. Consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements</p>	<p>their own ideas for linking jumps.</p> <p>To develop the application of jumping.</p> <p>Explore jumping using different combinations, jumping for distance and speeds.</p> <p>Linking jumps together.</p> <p>Apply their knowledge of jumping into competitions.</p>	<p><u>Week 6: OURSELVES AND OUR BODIES</u> To look at different body parts & understand how they work</p> <p>Ball Skills Hands 2 Develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p> <p>Experience a competition against other pupils, developing their ability to collaborate</p> <p>Applying underarm throwing and the basic principles of attack vs defence to win a game.</p> <p>Apply underarm throwing to beat their opponent.</p> <p>To introduce overarm throwing, applying their understanding of overarm throwing to win a game.</p>	<p>Applying defending and attacking tactics as a team into a game.</p> <p>Forest Schools Invasion Football Introduce dribbling in order to keep control and possession of the ball.</p> <p>Concentrate on attackers and focus on ball control and changing direction when dribbling.</p> <p>Learn how to dribble the ball while keeping possession to beat an opponent.</p> <p>Introduce passing and receiving.</p> <p>Applying the passing</p>
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		<p>To consider the texture, taste and appearance of sweets as they created different movement combinations to represent this.</p> <p>To invent a brand new sweet and using movement in pairs, convey the type of sweet this is.</p>			<p>To bring together the suggested sequence of learning into mini games.</p>	
<p>Year 3</p>	<p>Invasion Football</p> <p>Introduce dribbling in order to keep control and possession of the ball.</p> <p>Concentrate on attackers and focus on ball control and changing direction when dribbling.</p> <p>Learn how to dribble the ball while keeping possession to beat an opponent.</p> <p>Introduce passing and receiving.</p> <p>Applying the passing skill in order to keep possession.</p>	<p>Gymnastics Canon and Unison</p> <p>To explore movements and balances in unison. Pupils will explore creating sequences on the floor using a range of movements and balances that flow.</p> <p>To explore movements and balances in canon.</p> <p>To develop pupils' 'Unison Sequences' on the apparatus.</p> <p>Pupils will work in pairs to utilise the apparatus to ensure high levels of creativity and perform their sequences ensuring good flow.</p>	<p>Gymnastics Symmetry and asymmetry</p> <p>To explore movements and balances in a symmetrical way.</p> <p>To explore movements and balances in a symmetrical and asymmetrical way.</p> <p>To re-create pupils' symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</p> <p>Travelling to a new piece of apparatus and completing the start</p>	<p>Invasion Dodgeball</p> <p>To develop pupils' understanding and application of when, where and why we need to dodge during a game.</p> <p>To introduce pupils to throwing techniques used in dodgeball.</p> <p>To understand how, where and why we need to aim and throw with accuracy during a game.</p> <p>To throw with accuracy into game situations where targets are moving</p>	<p>YogaBugs</p> <p><u>Ongoing skills:</u> To introduce children to a variety of yoga poses through an engaging theme</p> <p>To improve children's concentration through balancing poses</p> <p>To give children techniques to help them relax, feel calm and deal with stress/anxiety</p> <p><u>Week 1: THE 7 CONTINENTS AND THEIR ANIMALS</u> To learn key facts about animals in the 7 continents</p>	<p>Athletics</p> <p>To explore how we can use our bodies to make us run as fast as possible. Learn the correct technique used for sprinting.</p> <p>To develop an understanding of how and why we need to accelerate at the start of a race.</p> <p>Application of running for speed, when running as part of a team.</p> <p>Understanding of running for speed when running as part of a team.</p>



	<p>To understand how to win the ball back (defending).</p> <p>Create space whilst keeping possession, developing this concept into mini games.</p> <p>Develop passing, moving and dribbling building up into mini game where pupils must keep possession in order to win.</p> <p style="text-align: center;">Outdoor and Adventurous Problem Solving</p> <p>To look at what makes an effective team with the focus on cooperation and responsibility.</p> <p>To look at what makes an effective team with the focus on communication.</p> <p>To look at what makes an effective team with the focus on collaboration and communication.</p>	<p>to develop pupils' 'canon Sequences' on the apparatus.</p> <p>Pupils will work in pairs to utilise the apparatus to ensure high levels of creativity and perform their sequences ensuring good flow.</p> <p>To develop their sequences further by combining canon and unison in small groups.</p> <p>To complete and perform their sequences in groups.</p> <p>Pupils will continue to work in small groups to create their sequences, combining both cannon and unison, with balances and using a range of apparatus.</p> <p style="text-align: center;">Dance Weather</p> <p>To respond to different stimuli being able to add drama and emotion to the dance.</p>	<p>and middle section of a sequence.</p> <p>Travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.</p> <p>One pair at a time will perform and their partner pair will complete the assessment sheet</p> <p style="text-align: center;">Dance Wild Animals</p> <p>To respond to different stimuli being able to sustain characters to add drama and emotion to the dance.</p> <p>To build on the character work adding drama and emotion to dance and to create motifs in pairs.</p> <p>To execute a wider variety of movements singly and in extended sequences, with a partner.</p>	<p>To introduce catching and when this applied into a dodgeball game.</p> <p>To understand the application of when, where and why we need to change direction at speed during a game.</p> <p>Understand the consequences if they are hit during the game and how this will impact their team.</p> <p>application of dodging and throwing.</p> <p>Pupils will link together dodging and throwing and will continue to develop their understanding of why we need to be on the balls of our feet during a game.</p> <p>Apply throwing, catching and dodging skills combining these with their understanding of team work to try and win the game</p> <p style="text-align: center;">Striking - Golf</p>	<p><u>Week 2: EXTREME EARTH</u> To learn about Earth being an active planet with its destructive powers of nature</p> <p><u>Week 3: OUR RAINFOREST</u> To understand the importance of our rainforests for the planet To understand key facts about the Amazon rainforest, where it is located, it's size and it's function on the planet</p> <p><u>Week 4: THE DIGESTIVE SYSTEM</u> To understand about the process of the digestive system</p> <p><u>Week 5: HOW ANIMALS ADAPT TO SURVIVE</u> To learn how animals adapt to survive in their habitat</p> <p><u>Week 6: PIRATES</u></p>	<p>Pupils will be introduced to a curved track and will start to understand simple changeover tactics.</p> <p>To explore the differences between throwing for accuracy and throwing for distance.</p> <p>To explore how we can use our bodies to jump as far as possible.</p> <p style="text-align: center;">Net and Wall Tennis</p> <p>Introduce how we win a game of tennis, thinking about where and why we throw the ball on the court.</p> <p>To learn how we can think one shot ahead to create space for winning shots.</p> <p>To apply pupils' prior learning of the different ways we can win a point, into mini games.</p>
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	<p>To learn why motivating each other is important when working in a team.</p>	<p>To continue to respond to different stimuli being able to add drama and emotion to the dance.</p> <p>To build on the thematic work in a different context creating motifs.</p> <p>To execute a wider variety of movements in extended sequences, with a partner.</p> <p>To extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences.</p> <p>To bring the entire dance together and perform it.</p> <p>To create a performance which will include; stage presence, timing, rhythm and sustaining character.</p>	<p>To sustain their characters to add drama and emotion to their dance.</p> <p>To extend dance skills by using more complex actions.</p> <p>To develop movement vocabulary by introducing more advanced dance terms.</p> <p>To bring together the choreography from the suggested sequence of learning to create a final performance.</p>	<p>To develop their understanding of throwing and rolling underarm to hit a range of targets.</p> <p>To apply this understanding against an opponent in modified golf based games and challenges.</p> <p>To combine their understanding of throwing and rolling underarm to complete a variety of holes.</p> <p>To make effective decisions as to whether to throw or roll the ball towards the hole in order to win the hole.</p> <p>To develop understanding against an opponent in modified golf based games and challenges.</p> <p>To work as part of a team to make decisions</p> <p>To introduce pupils to striking a ball using a Roller (Putter.)</p>	<p>To understand what a pirate is, and how they lived</p> <p>Invasion Cricket</p> <p>To introduce the concept of batting and fielding.</p> <p>Understand the objective of each team; batting and fielding.</p> <p>To introduce throwing overarm.</p> <p>To understand how, when and why to throw a ball overarm with power and distance.</p> <p>To introduce throwing underarm.</p> <p>To understand how to throw a ball accurately underarm.</p> <p>To introduce catching.</p> <p>To introduce striking the ball with intent away from fielders to score runs (points).</p>	<p>Pupils will be introduced to mini ladder tournaments.</p> <p>introducing rackets.</p> <p>Pupils will learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot.</p> <p>Introducing the forehand shot.</p> <p>Apply skills to mini games.</p>
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				<p>To learn that the ball will roll along the floor towards the target when struck correctly.</p> <p>To apply their understanding of striking the ball accurately to beat an opponent.</p> <p>To understand why we must be accurate will be further challenged with obstacles (trees) to avoid.</p> <p>To understand how to strike the ball accurately to beat an opponent and complete the 'hole' in as few shots as possible.</p> <p>To challenge pupils to apply their understanding of how and where to strike a ball using a Roller (putter) in order to complete the hole in as few shots as possible.</p> <p>To work in pairs, competing against</p>	<p>To learn why they need to strike the ball with intent to score runs.</p> <p>To develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.</p> <p>To bring together the suggested sequence of learning into mini games.</p> <p><i>This suggested sequence of learning focuses on the competition between the individual batter and the fielders.</i></p> <p><i>This is an intra (level 1) competition.</i></p>	
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				another pair as they apply their learning in a competition		
Year 4	<p>Invasion Football</p> <p>Recap prior learning from year 3, what do pupils remember?</p> <p>To refine dribbling in order to keep control and possession of the ball.</p> <p>Apply prior learning of how to dribble the ball keeping possession to beat an opponent.</p> <p>To explore the purpose of turning in a game of football and understand why turns can help us to keep possession.</p> <p>To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.</p> <p>To develop passing and dribbling to create space, building up into</p>	<p>Gymnastics Level and Direction</p> <p>To apply 'excellent gymnastics' when exploring sequenced movements with a change in level.</p> <p>Explore creating sequences on the floor using a range of movements that flow and incorporate a change in level.</p> <p>Apply unison and canon to their performances to challenge their creativity.</p> <p>To develop sequences that include a change of level on apparatus.</p> <p>Develop an understanding of how the apparatus can be used to aid their creativity and challenge their thinking around a change of level.</p>	<p>Dance Cats</p> <p>To explore movement through improvisation, introducing unison and matching.</p> <p>Sustain their characters to add drama and emotion to the dance.</p> <p>Apply a canon into our movements when performing as two contrasting characters.</p> <p>To build on the character work from the suggested sequence of learning part 2, adding drama an emotion to our dance.</p> <p>Create performances with two contrasting characters.</p> <p>To extend dance skills by using more complex interacting movements and actions and incorporating apparatus.</p>	<p>Swimming</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p> <p>Invasion Netball</p> <p>To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into a mini game situation.</p> <p>To develop passing and creating space building up into mini games, where pupils explore the transition between attack and defence, working out simple</p>	<p>Team Building and Outdoor and Adventurous Orienteering</p> <p>To introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p> <p>To introduce the concept of orienteering</p> <p>Learn how to use a map to follow a route.</p> <p>To orientate a map, locate points on the map, then travel to them and record what they find.</p> <p>To orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p> <p>To bring the orienteering topic together into a competition.</p>	<p>Athletics</p> <p>To develop their own sprinting technique.</p> <p>Learn to self analyse their own performance to help to improve their own personal best.</p> <p>To develop pupils application of stride length during the middle third of a race.</p> <p>Develop an understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.</p> <p>To explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance.</p> <p>To continue to explore pacing and running for distance.</p>



	<p>mini games where pupils explore the transition between attack and defence.</p> <p>Introduce pupils to shooting. Pupils will understand not just how they shoot but where they shoot from on the pitch, in order to increase their chances of scoring.</p> <p>Apply their prior learning of passing, moving and dribbling to move the ball up the pitch creating an attack that results in a shot.</p> <p>To bring together the suggested sequence of learning into a level 1 tournament</p> <p style="text-align: center;">Gymnastics Bridges</p> <p>What do pupils remember from year 3?</p> <p>To explore movements and balances creating bridges.</p>	<p>To apply 'excellent gymnastics' when exploring sequenced movements with a change in direction.</p> <p>Explore creating sequences on the floor using a range of movements that flow and incorporate a change in direction.</p> <p>Apply unison and canon to their performances to challenge their creativity.</p> <p>To develop sequences that include a change of direction on apparatus.</p> <p>Develop an understanding of how the apparatus can be used to aid their creativity and challenge their thinking around changing direction.</p> <p>To develop ability to work together in groups to create sequences with a set criteria of elements that must be included.</p>	<p>Sustain their characters to add drama and emotion to their dances.</p> <p>To bring together pupils' choreography from the suggested sequence of learning part 4.</p> <p>To bring the entire dance together and perform it.</p> <p>Create a performance, which will include stage presence, timing, rhythm and sustaining character.</p> <p style="text-align: center;">Swimming</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>tactics for creating space and keeping possession.</p> <p>To understand not just how we shoot but also where to shoot from (court position) and why?</p> <p>To use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>To develop pupil's understanding of the footwork rule and how they can be more effective with their feet to increase the speed and fluidity of their movements.</p> <p>To use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p>The format will work either as a house event within school or it could be that another school is invited to come and compete against your team.</p> <p style="text-align: center;">Invasion Cricket</p> <p>What do pupils remember from year 3?</p> <p>To develop pupils' understanding of batting and fielding.</p> <p>Understand where, when and why they can apply different physical and cognitive skills when they are batting or fielding.</p> <p>To introduce bowling.</p> <p>Explore different ways of bowling underarm applying them into mini games to prevent the batters from scoring runs.</p>	<p>To develop pupils' understanding of throwing for distance.</p> <p>Learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.</p> <p>To explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.</p> <p style="text-align: center;">Forest School</p>
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	<p>To re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.</p> <p>To move over and under individual bridges on apparatus. These ideas will be used for sequences</p> <p>To apply an understanding of excellent gymnastics by starting to develop a sequence, using pair and individual bridges.</p> <p>To complete their sequences.</p> <p>To perform completed sequences.</p>	<p>To develop an understanding of how the apparatus can be used to aid their creativity and challenge their thinking around changes in level and direction.</p> <p>To complete and perform their sequences in groups.</p> <p>To work in small groups to create their sequences, combining both changes in level and direction, with balances and using a range of apparatus.</p> <p style="text-align: center;">Dance Space</p> <p>To explore movement through improvisation, introducing unison and matching.</p> <p>Sustain their characters to add drama and emotion to the dance.</p> <p>Apply a canon into our movements when performing as a</p>		<p>To bring together the suggested sequence of learning into a level 1 tournament</p>	<p>To develop ways of stopping and returning the ball.</p> <p>Learn different ways of returning the ball to the bowler or wicket keeper, developing an understanding of why they need to do this quickly and accurately to prevent the batters from scoring runs.</p> <p>Learn how to stop the ball (barrier) when a batter strikes the ball towards them.</p> <p>To develop ways of retrieving and returning the ball to prevent the batters from scoring runs.</p> <p>To develop an understanding of how, where and why we need to strike the ball to score runs.</p> <p>To develop an understanding of how to outwit the fielding team by varying the</p>	
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		<p>character reacting to a discovery.</p> <p>To build on the character work from the suggested sequence of learning part 2 adding drama and emotion to our dance.</p> <p>Create performances with two contrasting characters.</p> <p>To extend dance skills by using more complex interacting movements and actions and incorporating apparatus.</p> <p>Sustain their characters to add drama and emotion to their dance.</p> <p>To bring together pupils' choreography from the suggested sequence of learning part 4.</p> <p>To bring the entire dance together and perform it.</p> <p>Create a performance, which will include stage</p>			<p>speed and direction they strike the ball.</p> <p>To bring together the suggested sequence of learning into small games of pairs cricket.</p> <p>This suggested sequence of learning focuses on the competition between the batting pair and the fielders.</p> <p>This is a level 1 competition.</p>	
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		presence, timing, rhythm and sustaining character.				
Year 5	<p>Invasion Football</p> <p>Recap prior learning from year 4, what do pupils remember?</p> <p>Striking and Fielding Rounders</p> <p>Ensure that all pupils understand the role of the batting applied by a defender.</p> <p>Develop their understanding of where, when and why we shoot.</p> <p>Apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity</p> <p>Refine attacking skills. Pupils should have a clear understanding of when, where and why they apply these skills during a game.</p> <p>Apply their prior learning of passing and</p>	<p>Gymnastics Counter balance & counter tension</p> <p>What do pupils remember from year 3 and 4?</p> <p>To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.</p> <p>To transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.</p> <p>To apply, "excellent gymnastics" to pupils' developing sequences.</p> <p>Start with a counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence.</p>	<p>Gymnastics Flight</p> <p>To apply 'excellent gymnastics' when exploring jumps to generate flight.</p> <p>Explore a variety of jumps and start to use their jumping skills to create sequences of movement on the floor.</p> <p>Know how to take off and land safely when jumping.</p> <p>Develop an understanding of jumping while applying 'excellent gymnastics'.</p> <p>Develop their application of jumping effectively and start to include turns in their jumps to create a moment of flight.</p> <p>Use their jumping ideas to create sequences that now include turning jumps.</p>	<p>Invasion Netball</p> <p>Recap prior learning from year 4, what do pupils remember?</p> <p>The focus of the learning is on using passing and moving skills, refining these skills and applying them into game situations.</p> <p>Apply their understanding of the rules of the game by officiating and playing in mini games.</p> <p>Use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity</p> <p>Ensure pupils understand that their role changes and they become a defender as soon as they lose possession of the ball.</p>	<p>Team Building and Outdoor and Adventures Communication and tactics</p> <p>To look at what makes an effective team with the focus being on creating tactics as a team.</p> <p>Learn why they need to work as a team to create simple tactics.</p> <p>To look at what makes an effective team leader.</p> <p>Develop the qualities required to lead a team effectively.</p> <p>To look at what makes an effective team with the focus on collaboration and communication.</p> <p>Learn why we need to communicate within our team whilst developing different ways of communicating.</p> <p>To develop pupils' communication and collaborating within their team.</p>	<p>Striking and Fielding Rounders</p> <p>Ensure that all pupils understand the role of the batting and fielding team.</p> <p>To develop an understanding of fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team.</p> <p>To look at what happens if the batter misses the ball.</p> <p>Understand that if the batter misses the ball they can still score 1/2 a rounder and the fielding team can use tactics to prevent the batters from scoring.</p> <p>To refine fielding tactics. The fielding team will explore the skill set of each team and tactically</p>



<p>dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity</p> <p>Develop an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games.</p> <p>To bring together the suggested sequence of learning into a level 1 tournament.</p> <p style="text-align: center;">Invasion Hockey</p> <p>To refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity</p> <p>To develop knowledge and understanding of defending, (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities.</p>	<p>Explore the new concept of counter tension.</p> <p>To apply "excellent gymnastics" to complete pupils' sequences.</p> <p>Start with a counter balance on apparatus and move out of them.</p> <p>Travel to a new piece of apparatus creating a counter tension balance to end the sequence.</p> <p>To perform their completed sequences.</p> <p>One pair at a time will perform and their partner pair will complete the assessment sheet</p> <p>This is also time for teacher assessment and pupils to experience performing their work.</p> <p style="text-align: center;">Dance Street Art</p>	<p>Consolidate an understanding of jumping while applying 'excellent gymnastics'.</p> <p>Develop their application of jumping effectively by utilising the apparatus to create moments of flight.</p> <p>Use their jumping ideas to create sequences that will include jumps from height.</p> <p>Consolidate an understanding of using jumps on the apparatus to form sequences in canon and unison.</p> <p>Develop an understanding of how the apparatus can be used to aid their creativity and challenge their thinking.</p> <p>Refine an understanding of using jumps on the apparatus to form sequences in canon and unison that include a</p>	<p>To use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot when in possession and react instantly when they lose possession, transition into defence.</p> <p>Introduce pupils to Stinger netball. This will increase the playing space and allow pupils to develop their understanding of attacking and defending positions.</p> <p>To allow pupils to explore other passing styles.</p> <p>Learn where and why other passing styles will be effective.</p> <p>For example the shoulder and bounce passes.</p> <p>To bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>Learn how to solve problems by collaborating and communicating within their team. Pupils will understand why we need to communicate clearly with other team members to be successful.</p> <p>Develop the skills required to make an effective team.</p> <p>The class will focus on collaboration and communication, enabling them to create simple tactics.</p> <p>To consolidate the skills required to make an effective team.</p> <p>The class will focus on collaboration and communication, enabling them to create simple attacking and defending tactics.</p> <p style="text-align: center;">Invasion Cricket</p> <p>What do pupils remember from year 4?</p> <p>To refine pupils' understanding of batting, applying simple batting tactics into mini games.</p>	<p>select players to play in positions that utilise their skills.</p> <p>To apply prior knowledge of fielding and tactical thinking in ability games.</p> <p>To bring together all of the units of learning into a level 1 tournament.</p> <p style="text-align: center;">Athletics Competition</p> <p>To bring together the suggested sequence of learning for running into a competition</p> <p>To bring together the suggested sequence of learning for throwing into a competition</p> <p>To bring together the suggested sequence of learning for jumping, into a competition</p> <p>To bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition Pupils will</p>
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	<p>Build upon their prior learning of defending to create and apply basic defending tactics.</p> <p>To refine shooting, applying this into game situations.</p> <p>Refine their shooting technique when pressure is applied.</p> <p>Develop their understanding of where, when and why we shoot.</p> <p>Apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity to refine attacking skills from the suggested sequence of learning part 1 and part 3. Pupils should have a clear understanding of when, where and why they apply these skills during a game.</p> <p>Apply their prior learning of passing and</p>	<p>To create movements linked to Street Artists' 'Tags'.</p> <p>Pupils will work individually and with a partner, exploring speed and dynamic vocabulary to create a dance motif that represents the process of creating street art.</p> <p>to create movement sequences using emotion, music and street art as a stimulus.</p> <p>Use apparatus and dynamic vocabulary to aid their creativity.</p> <p>Evaluate their work with a partner and improve their street art movement ideas.</p> <p>To extend and develop our movement sequences that represent Street Art, ensuring that sequences flow.</p> <p>Effectively utilise different levels, speed</p>	<p>change of level and direction.</p> <p>Consolidate their understanding of how the apparatus can be used to aid their creativity and challenge their thinking.</p> <p>To complete and perform their sequences in groups.</p> <p>Continue to work in small groups to create their sequences, combining a variety of jumps performed on apparatus with changes in level, direction, canon and unison all incorporated into the sequence. Groups will include balances in their sequences to complete their creation.</p> <p>Dance The Circus</p> <p>to explore the social divide and prejudices that existed in the 19th century through movement.</p>	<p>Invasion Tag</p> <p>To refine passing and moving to create an attack that results in a try.</p> <p>Explore different passing styles (miss pass), which can be used to outwit defenders to score a try.</p> <p>To execute a miss pass understanding where, when and why this pass is used in a game.</p> <p>To explore different passing styles (loop pass), which can be used to outwit defenders to score a try.</p> <p>Learn how to execute a loop pass understanding where, when and why this pass is used in a game.</p> <p>To refine pupils' understanding of how we defend in tag rugby.</p>	<p>Learn where, when and why they can apply different physical and cognitive skills when batting to score runs.</p> <p>To refine pupils' understanding of bowling, applying simple bowling tactics into mini games.</p> <p>Learn where, when and why they can apply different physical and thinking skills when bowling to prevent the batters from scoring runs.</p> <p>To refine pupils' fielding skills; catching, stopping and throwing.</p> <p>Develop fielding skills under pressure, applying their learning into mini games.</p> <p>To apply pupils knowledge and understanding of fielding from suggested sequence of learning part 2 and 3 to create</p>	<p>be responsible for selecting which pupils compete in each event.</p>
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	<p>dribbling to create an attack that results in a successful shooting opportunity</p> <p>Develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games.</p> <p>Refine defending skills from suggested sequence of learning part 2.</p> <p>Refine their defending (marking, tackling and blocking) skills applying defending tactics during a game to prevent attacking opportunities.</p> <p>Understand that once they regain possession of the ball they become attackers.</p> <p>Apply prior learning of passing, dribbling and moving to create an attack that results in a shooting opportunity</p>	<p>and flow as well as incorporating apparatus to improve their street art movement sequences to enhance their choreography skills.</p> <p>To work in small groups to create a dance sequence using Street Art as a stimulus.</p> <p>Explore 'relationship' concepts such as cannon, unison and Counter Balance/Counter Tension balances to develop and enhance their Street Art performances.</p> <p>Explore Breakdance from the 1970's and 1980's when it merged with Street Art and represented youth culture.</p> <p>Create a Breakdance 'Toprock' motif using improvisation, characterisation and choreographic principles.</p>	<p>Demonstrate a greater understanding of the prejudices in society in the 19th Century and portray this understanding through movement and characterisation.</p> <p>To create movements that represent a variety of different circus performers.</p> <p>Explore the important role of the 'ringmaster'</p> <p>To bring together different characters and performers that would have formed a 19th Century (1850) circus.</p> <p>To distinguish between the different performers through clear movements and expression.</p> <p>To consolidate our performance utilising props and apparatus to extend characterisation and expression.</p>	<p>Learn why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p> <p>To develop an understanding of basic defending tactics and formations, which can be applied to prevent the attackers from scoring.</p> <p>To bring together the suggested sequence of learning into a level 1 tournament</p>	<p>and apply tactics to prevent the batters from scoring runs.</p> <p>To refine batting creating and applying batting tactics into game scenarios</p> <p>Understand how their role as a batter changes depending on the game situation.</p> <p>To bring together the suggested sequence of learning into a mini game.</p> <p>This suggested sequence of learning focuses on the competition between two teams.</p> <p>This is a level 1 competition.</p>	
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	To bring together the suggested sequence of learning into a level 1 tournament	To use Street Art as a stimulus for devising creative, dynamic movement. Pupils will take inspiration from the Street Art to create freeze frames and improvised physical breakdance movements.	To finalise and perform our circus routine. To peer assess each others' work, making valid evaluations on performance, choreography, stage presence, timing, rhythm and sustaining character.			
Year 6	<p>Invasion Football</p> <p>Recap prior learning from year 5, what do pupils remember?</p> <p>Consolidate pupils' ability to use passing, dribbling and moving skills to keep possession and score.</p> <p>Consolidate pupils' understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games.</p> <p>Apply their prior learning of passing, dribbling, turning and moving, to move the</p>	<p>Gymnastics Creating Sequences</p> <p>To challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2.</p> <p>Work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus.</p> <p>Pupils will work in the same group selecting a new, 'Challenge Card,' with which to construct their sequence.</p>	<p>Gymnastics matching & mirroring</p> <p>What do pupils remember from year 5?</p> <p>The focus of the learning is to apply "excellent gymnastics" to everything pupils do and explore the concept of matching.</p> <p>To transfer the matching sequences pupils created in sequence of learning part 1, onto apparatus.</p> <p>Explore how the apparatus can change and improve their movements</p>	<p>Invasion Netball</p> <p>Recap prior learning from year 5, what do pupils remember?</p> <p>To consolidate pupils ability to use passing and moving skills to keep possession and score.</p> <p>To consolidate pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games.</p> <p>To use their prior learning of passing and moving, to move the ball up the court,</p>	<p>Invasion Hockey</p> <p>Recap prior learning from year 5, what do pupils remember?</p> <p>To consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.</p> <p>Consolidate pupils' understanding of the rules of the game and how they can apply this knowledge in mini games.</p> <p>Apply their prior learning of passing, dribbling and moving, to keep possession and</p>	<p>Striking and Fielding Rounders</p> <p>What do pupils' remember from year 5?</p> <p>To consolidate and refine learning from year 5, ensuring that all pupils have a clear and accurate understanding of their roles and their team's roles when batting and fielding.</p> <p>Introduce the class to the full version of rounders.</p> <p>Consolidate fielding.</p> <p>Use their prior knowledge of fielding tactics and consider</p>



	<p>ball up the pitch, creating an attack that results in a successful shot.</p> <p>To ensure pupils understand that they are defending as soon as they lose possession of the ball.</p> <p>Refine their knowledge and understanding of defending and how different tactics can be applied during a game to prevent attacking opportunities.</p> <p>Develop their understanding of the terminology relating to defending.</p> <p>Consolidate pupils' understanding of attacking and defensive tactics.</p> <p>Create, organise and apply formations when defending and attacking into game situations.</p> <p>Learn how to manage their team selecting</p>	<p>Pupils will work in the same groups, selecting new, 'Challenge Cards,' with which to construct their sequences.</p> <p>To create one final sequence designed by themselves.</p> <p>Pupils will work in groups to design and create their own sequences, constructing the sequences in any order and using any movement or balance they choose.</p> <p>Pupils will select the apparatus they want to use in order to bring their sequences to life.</p> <p style="text-align: center;">Dance Carnival</p> <p>To create group movements selecting and applying choreography into a routine.</p> <p>Use their bodies to perform technical movements with control and rhythm.</p>	<p>To apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring.</p> <p>To transfer the mirroring sequences pupils created in sequence of learning part 3, onto apparatus.</p> <p>Explore how the apparatus can change and improve their movements</p> <p>To apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence.</p> <p>Apply two matching and two mirroring movements in any order.</p> <p>To perform their completed sequences.</p> <p>One pair at a time will perform and their partner / pair will complete the</p>	<p>creating an attack that results in a shot.</p> <p>Ensure pupils fully understand that we are defending as soon as we lose possession of the ball.</p> <p>Consolidate pupils' understanding of attacking and defending tactics applying them to Stinger netball games.</p> <p>Consolidate the use of other passing styles.</p> <p>To demonstrate where and why other passing styles will be effective.</p> <p>Bring together the suggested sequence of learning into a level 1 tournament.</p> <p style="text-align: center;">Invasion Tag</p> <p>Recap prior learning from year 5. What do pupils remember?</p> <p>To consolidate pupils' ability to use passing and moving to create</p>	<p>create an attack that results in a successful shot.</p> <p>Ensure pupils understand that they are defending as soon as they lose possession of the ball.</p> <p>Refine their knowledge and understanding of defending (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities.</p> <p>Develop their understanding of the terminology relating to defending.</p> <p>Consolidate the pupils' understanding of attacking tactics, applying them into game situations.</p> <p>Apply their prior learning of passing, dribbling and moving, to create effective attacking tactics that</p>	<p>when, where and why they will apply these during a game.</p> <p>Recap what happens if the batter misses the ball and to introduce what happens if the batter hits the ball backwards.</p> <p>Consider tactics which batters can apply during the game.</p> <p>Bring together all of the units of learning into a level 1 tournament.</p> <p>Athletics - Competition To bring together the suggested sequence of learning for running into a competition</p> <p>To bring together the suggested sequence of learning for throwing into a competition</p> <p>To bring together the suggested sequence of learning for jumping into a competition</p>
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	<p>players to play in certain positions and understand what skills and attributes are required to be successful in these positions.</p> <p>To bring together the suggested sequence of learning into a level 1 tournament</p> <p style="text-align: center;">Invasion Basketball</p> <p>To consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.</p> <p>To consolidate pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games.</p> <p>To use their prior learning of passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful shot.</p>	<p>To experience dances from different cultural traditions.</p> <p>To create movements from a stimulus creating dances that use compositional principles.</p> <p>Develop their movements from the suggested sequence of learning part 3, using a stimulus, creating dances that use compositional principles.</p> <p>To review, describe and evaluate our dance performances.</p> <p>Pupils will rehearse and perform their dance sequences with technical control and a good sense of rhythm.</p> <p>To continue to review, describe and evaluate our dance performances.</p>	<p>assessment sheet (see appendix).</p> <p>This is also an opportunity for the teacher to assess whilst pupils experience performing their work.</p> <p style="text-align: center;">Dance Prejudice and Discrimination</p> <p>To explore the concepts of Prejudice and Discrimination through movement.</p> <p>By exploring this challenging topic, pupils will work together to demonstrate the emotions that surround prejudices.</p> <p>Pupils will then take a closer look at the impact of acting on his prejudice (Discrimination).</p> <p>To continue to explore and develop an understanding of the concepts of Prejudice and Discrimination through movement.</p>	<p>attacking opportunities to score a try.</p> <p>Consolidate defending. Pupils will refine their knowledge of tagging and defensive formations, which can be used to prevent an attack.</p> <p>Develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p> <p>Consolidate the pupils understanding of attacking tactics, applying them into game situations.</p> <p>Apply their prior learning of passing and moving, to create an attack that results in a try.</p> <p>Consolidate the pupils' understanding of defensive tactics, applying them into game situations.</p>	<p>results in a successful shot.</p> <p>Consolidate the pupils understanding of defensive tactics applying them to into game situations.</p> <p>Apply their prior learning of defending to create effective tactics that will prevent attacking opportunities.</p> <p>Bring together the suggested sequence of learning into a level 1 tournament</p> <p style="text-align: center;">Invasion Cricket</p> <p>What do pupils remember from year 5?</p> <p>To consolidate pupils' understanding of batting.</p> <p>Consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games.</p>	<p>To bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition Pupils will be responsible for selecting which pupils compete in each event.</p>
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	<p>To ensure pupils understand that they are defending as soon as they lose possession of the ball.</p> <p>Refine their knowledge and understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities.</p> <p>Develop their understanding of the terminology relating to defending.</p> <p>Consolidate the pupils' understanding of attacking tactics applying them into game situations.</p> <p>Apply their prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot.</p> <p>Apply their prior learning of defending to create effective tactics</p>	<p>Pupils will continue to rehearse and perform their dance sequences with technical control and a good sense of rhythm.</p>	<p>Pupils will take a closer look at the impact of acting on this prejudice (discrimination) through exploring sexism as a form of prejudice.</p> <p>Use their bodies to perform movements with control and rhythm to tell a clear story.</p> <p>Refine pupils' understanding of the concepts of Prejudice and Discrimination through movement.</p> <p>Pupils will continue to look at the impact of acting on prejudices (discrimination) through exploring classism as a form of prejudice.</p> <p>Use their bodies to perform movements with control and rhythm to tell a clear story.</p> <p>To highlight through dance the power of being united when tackling prejudices.</p>	<p>Apply their prior learning of defending to prevent attacking opportunities.</p> <p>Consolidate attacking and defending in games of tag rugby.</p> <p>Bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>Consolidate pupils knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games.</p> <p>Bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply attacking tactics to the mini games.</p> <p>During this sequence of learning, "attacking," means ways of winning the game.</p> <p>Consolidate pupils' knowledge, understanding and ability to effectively apply a range of batting and fielding skills and tactics into mini games.</p> <p>During this sequence of learning, "defensive," means ways of winning the game.</p>	
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	<p>that will prevent attacking opportunities.</p> <p>To bring together the suggested sequence of learning into a level 1 tournament</p>		<p>Work in groups to build on their learning around prejudice and to demonstrate that through unity we can support others to avoid being discriminated against.</p> <p>To bring together pupils' work on emotion and choreograph a final performance.</p>		<p>Consolidate pupils' knowledge, understanding and ability to effectively apply a range of batting and fielding skills and tactics into mini games.</p> <p>Bring together the suggested sequence of learning into a mini game.</p>	
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