



### The BIG Picture

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to perform dances using simple movement patterns- in particular beginning to focus on dynamics and expression in their movements

### What do we already know? What can we already do?

Pupils will have increased understanding of rhythm and musicality. Pupils will have experienced developing small routines- following demonstrations and guidance. Pupils will also have increased confidence when dancing with a partner/ in a small group

### Key vocabulary & understanding:

Celebration  
Sequence  
Levels  
Tempo  
Speed  
Rhythm  
Creative  
Dynamics  
character

### NC Objectives- Key Stage Pupils should be taught:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including and developing balance, agility and co-ordination,
- perform dances using simple movement patterns.

### Specific unit objectives

Able to create shapes to represent a dangerous animal  
Able to demonstrate clawing tiger actions  
Able to move demonstrating fierce dynamics  
Able to use the space to create an entrance  
Able to develop relationships- action and reaction in George and the Dragon fight

### Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit- counting time, counting balances, counting linked movements etc. Pupils will have the opportunity to develop their ideas surrounding animals and habitats (Science)- linking knowledge of particular animals and their movements to their routines. Pupils will also have the opportunity to develop knowledge surrounding St George and the Dragon (English History/ Folklore) and interpret the story into small sequences. Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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### Key vocabulary & understanding:

Celebration  
Sequence  
Levels  
Tempo  
Speed  
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### NC Objectives- Key Stage

#### Pupils should be taught:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

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- perform dances using simple movement patterns.

### Specific unit objectives

Able to demonstrate star and arch shapes  
Able to demonstrate folk dance actions  
Able to demonstrate happy and energetic dynamics  
Able to use the space to create different formations  
Able to develop relationships- folk dance moves with a partner

### Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit- counting time, counting balances, counting linked movements etc. Pupils will have the opportunity to understand particular traditions from different areas of the country- understanding some of the history behind them and appreciate the value to our culture and history. Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be shown how to strike a ball or object using a racket, using techniques encouraged to develop balance, control & accuracy.

### What do we already know? What can we already do?

Pupils will be building on the understanding of striking and becoming increasingly confident and competent. Pupils will experience a range of opportunities to extend their agility, balance and coordination that they can now build on.

### Key vocabulary & understanding:

Striking  
Space  
Accuracy  
Follow-through  
Stroke  
Power  
Direction  
space  
Forearm/Bump

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- master basic movements including and developing balance, agility and co-ordination,
- participate in team games, developing simple tactics for attacking and defending

### Specific unit objectives

To aim, strike & follow through towards  
To hit an object with varying power using a racket and target  
To be able to hit a ball or object towards a partner  
To explore a badminton racket and shuttlecock  
To attempt a 'forearm' or 'bump' pass (Volleyball)

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Pupils should be taught to: master basic movements including passing and receiving, as well as developing balance, agility and co-ordination, and begin to apply these in a range of group based activities.

### What do we already know? What can we already do?

Pupils will have continued to develop knowledge and understanding of how to strike a ball, using a range of different sized equipment, as well as basic fielding (sending and receiving) skills- which can be transferred from different sporting activities. Pupils will also have increased understanding of demonstrating a range of power (striking for distance or accuracy)

### Key vocabulary & understanding:

Aim  
Accuracy  
Distance  
Target  
Catch  
Follow Through  
Technique  
Space  
Aware  
Co-Ordination  
Co-operation  
Group/Teamwork

### NC Objectives- Key Stage Pupils should be taught:

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- master basic movements including and developing balance, agility and co-ordination,
- participate in team games, developing simple tactics for attacking and defending

### Specific unit objectives

To be able to work effectively within a small group  
To attempt to create a group game using small equipment  
To develop agility and co-ordination  
To negotiate space effectively in group games  
To develop co-ordination when running

### Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit- counting passes, counting goals etc. Pupils will continue to develop British Values fundamental qualities- such as; turn taking, understanding rules (and abiding by them), and working together to achieve common goals etc. Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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Pupils will continue to develop basic Athletics-based skills and techniques- developed through previous years, in order to explore distance/ weight/ height in different disciplines

### What do we already know? What can we already do?

Pupils will have continued to develop knowledge and understanding of how to strike a ball, using a range of different sized equipment, as well as basic fielding (sending and receiving) skills- which can be transferred from different sporting activities. Pupils will also have increased understanding of demonstrating a range of power (striking for distance or accuracy)

### Key vocabulary & understanding:

Accuracy  
Distance  
Height  
Weight  
Throw  
Jump  
Follow through

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- master basic movements including and developing balance, agility and co-ordination,
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### Specific unit objectives

To run in a co-ordinated & fluent way over obstacles  
Develop awareness of distance & weight  
To throw a range of different throwing implements  
Developing awareness of distance & height  
To hit a ball off a tee

### Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit- counting passes, counting goals etc. Pupils will continue to develop British Values fundamental qualities- such as; turn taking, understanding rules (and abiding by them), and working together to achieve common goals etc. Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



### The BIG Picture

Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be given the opportunity to continue to develop the fundamental skills of travelling, throwing and balancing as well as starting to recognise how different rules work within a game. Pupils will have the opportunity to understand teamwork and some of the roles within a team.

### What do we already know? What can we already do?

Pupils will have been introduced to basic teamworking and communication skills through previous learning, as well as an appreciation for problem solving skills. Pupils will have increased confidence in working in the outdoors and in challenging environments/ situations, Pupils should begin to introduce skills developed in a range of different sports and activities into their problem solving skills to achieve goals.

### Key vocabulary & understanding:

Rules  
Communication  
Co-operation  
Teamwork  
Adapt  
Competition  
creative

### NC Objectives- Key Stage Pupils should be taught:

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Pupils should be taught to:

- master basic movements including and developing balance, agility and co-ordination,
- participate in team games, developing simple tactics for attacking and defending

### Specific unit objectives

- To continually develop fundamental skills
- To take part in competitive activities
- To begin to work as a team
- To further develop thinking and creativity
- To create different rules for games

### Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit- incorporating numbers into rules (passes/ goals) etc. Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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### What do we already know? What can we already do?

Pupils will have developed confidence in holding a range of simple balances, incorporating different levels and points of contact with the ground. Pupils will have developed their control and balance through a range of Physical Education experiences, and will be able to transfer key fundamental skills from different activities.

### Key vocabulary & understanding:

Balance  
Co-Ordination  
Control  
Tension  
Rolls  
Speed  
Direction  
Level  
Sequence

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- master basic movements including and developing balance, agility and co-ordination,

### Specific unit objectives

Travel, showing change of speed and direction  
Develop body awareness through varying body balances  
To perform 'Teddy bear' & 'Pencil' rolls  
To adopt the positions of 'happy cat' & 'angry cat'  
Create, remember, and perform simple movement sequences

### Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit- counting balances, rolls, sequencing etc. Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)





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Pupils should be taught to: master basic movements including kicking and dribbling, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

### What do we already know? What can we already do?

Pupils will have continued to develop knowledge and understanding of how to send and receive a ball, using different passing techniques- push pass (Hockey) and side foot pass (Football). Pupils will also demonstrate ability to move with a ball at varying speeds with greater control- shielding the ball away from a passive defender/ obstacles.

### Key vocabulary & understanding:

Kicking  
Accuracy  
Striking  
Sidefoot  
Control  
Space  
Dribble

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Pupils should be taught to:

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### Specific unit objectives

- To kick accurately towards a target
- To travel whilst moving a ball with your feet or apparatus
- To develop knowledge of stronger and weaker sides of the body
- To dribble around various cones and objects
- To kick the ball confidently with the inside of your foot

### Cross Curriculum Opportunities

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