



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 develop some basic map reading skills as well as problem solve and work cooperatively during paired and team challenges. Pupils should be encouraged to explore the outdoors (when available), maximising the space available on school grounds to establish a sense of challenge.

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

Pupils will continue to develop confidence in participating in tasks in outdoor/ challenging environments. Pupils will have developed communication, collaboration and co-operation skills, as well as problem solving skills to increase likelihood of success in a range of challenges/ activities.

Key vocabulary & understanding:

Trust
Communication
Co-operation
Listening
Problem Solving
Trial and Error
Map
Symbols
Key
Pathways
Routes

NC Objectives- Key Stage

Pupils should be taught:

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:

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

To place trust in teammates
To develop problem solving skills
To create and recognise some map symbols
To develop basic map reading skills
Work cooperatively to solve group/ paired challenges

Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit. Pupils will be introduced to basic orienteering and map reading skills, understanding the importance of creating and following a key, as well as following basic directions (can link to Geography and Life Skills)

Introducing an element of rules and officiating will continue to allow pupils to explore Democracy and Respect as part of British Values. Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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 a range of movement individually, as well as continuing to develop an understanding and competence of including relationships in their sequences

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

Pupils should continue to develop confidence in moving in time to music, whilst maintaining character/ theme. Pupils will have also developed their confidence when increasing their sequences/ movement patterns, as an individual/ in a duet/ within a group

Key vocabulary & understanding:

| | |
|---------------|----------|
| Sequence | Levels |
| Tempo | Speed |
| Rhythm | Creative |
| Dynamics | Connect |
| Contact | Link |
| Relationships | Repel |
| Acceleration | Attract |

NC Objectives- Key Stage
Pupils should be taught:

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:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

- Able to demonstrate force and tension dynamics
- Able to demonstrate connecting body part actions
- Able to develop relationships- away/ towards
- Able to develop relationships- contact work
- Able to show acceleration in speed

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 awareness and understanding of Attraction and Magnetism, linking to Science, and interpret understanding into a practical setting, using ideas to create sequences Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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 develop flexibility, strength, technique, control and balance through gymnastics with a focus on creating and copying shapes and body positions- introducing greater amount of body awareness

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

Pupils will have developed confidence and capability performing a range of balances, transitions, travels, and jumps through previous learning. Pupils will also have increased understanding in sequencing skills and performing a routine for a longer period of time

Key vocabulary & understanding:

| | |
|----------------|------------|
| Symmetry | Identical |
| Strength | Power |
| Control | Tension |
| Counterbalance | Direction |
| Shape | Enter |
| Exit | Transition |
| Apparatus | Fluid |

NC Objectives- Key Stage Pupils should be taught:

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:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

- To build strength through pushing & pulling motions
- To perform with developing symmetry
- To use a change of direction in between jumps
- To copy and add to a shape
- To find different ways to exit and enter apparatus

Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit
Pupils will be continue to develop knowledge surrounding symmetry and a range of shapes (Numeracy and Design links where appropriate)
Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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. Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics- developing techniques from previous years and developing a greater understanding of travel to link movements and balances.

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

Pupils will have developed confidence and capability performing a range of balances, transitions, travels, and jumps through previous learning. Pupils will also have increased understanding in sequencing skills and performing a routine for a longer period of time

Key vocabulary & understanding:

Flight Shape
Tension Tuck
Straddle Pike
Take-Off Landing
Direction Rotation
Control Fluid

NC Objectives- Key Stage Pupils should be taught:

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:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

To be able to perform some basic jumps
To demonstrate shapes whilst in the air
To develop knowledge to 'take off'
To develop knowledge of 'landing'
To change direction whilst jumping

Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit
Pupils will be continue to develop knowledge surrounding water/ rivers as part of this theme (linking into Science/ Geography where applicable)
Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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-continuing to introduce developed ideas and techniques into sequences. Pupils will have greater understanding of tempo and rhythm after developing understanding from the previous year

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

Pupils should continue to develop confidence in moving in time to music, whilst maintaining character/ theme. Pupils will have also developed their confidence when increasing their sequences/ movement patterns, as an individual/ in a duet/ within a group

Key vocabulary & understanding:

| | |
|-----------------|-----------|
| Sequence Levels | |
| Tempo | Speed |
| Rhythm | Creative |
| Dynamics | Fine |
| Expression | Mudras |
| Bollywood | Gestures |
| Relationships | Unison |
| Canon | Illusions |
| Formation | |

NC Objectives- Key Stage Pupils should be taught:

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:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

Able to express happy dynamics

Able to demonstrate physical skill- looking at the hands whilst dancing

Able to demonstrate Bollywood technique- 'mudras' and arm gestures

Able to demonstrate relationships- unison and canon

Able to create an illusion- 1 person with 6 arms

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 awareness and understanding of different cultures and ways of life- celebrating Bollywood and religious beliefs (linking into Citizenship and Religious Education)

Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



The BIG Picture

Pupils should continue to apply and develop a broader range of skills, learning scores/ times/ distances.

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: use running (long & short distance), jumping and throwing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will continue to develop technique across all athletics disciplines in an attempt to achieve personal best

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

Pupils will have understanding of developing techniques within each discipline- running, throwing, and jumping. Pupils will demonstrate control over their movement, speed, acceleration, and power in a range of different skills.

Key vocabulary & understanding:

Power
Accuracy
Momentum
Distance
Javelin
Grip
Baton
Accelerate
Decelerate
Change over
Fluency
Strength
Speed

NC Objectives- Key Stage Pupils should be taught:

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

To attempt to throw a shot putt using the rotation technique
To consolidate different throwing techniques
To attempt a javelin throw with correct technique
To be able to pass & receive a relay baton
Continually develop awareness of distance

Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit
Pupils will continue to develop understanding of measurement, distance and time using measuring tape and stopwatches (supporting Numeracy skills)
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 explore a variety of different strokes as well as begin to identify specific rules that govern games-developing independence, communication skills and decision making skills.

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

Pupils will have developed confidence in striking a ball, and will have been introduced into striking a ball for height (over an obstacle). Pupils will also have developed agility and positional awareness when striking a ball
*understanding basic positioning on a court)

Key vocabulary & understanding:

Rules, Fair Play, Sportsmanship, Gamesmanship, Respect, Underarm, Serve, Forearm/Forehand, Approach, Positioning, Space, Alert

NC Objectives- Key Stage Pupils should be taught:

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

- To identify & describe some rules of tennis & badminton
- To consolidate the underarm serve technique
- To explore forehand hitting
- To move towards a ball or object before striking it
- To explore the 'serve' technique (volleyball/ badminton)

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 scores/ shots during a rally.

Introducing an element of rules and officiating will continue to allow pupils to explore Democracy and Respect as part of British Values.

Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate.

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

Pupils will have increased confidence in demonstrating a range of techniques, building on fundamental body control skills. Pupils will have experienced some adapted challenging scenarios, so will have some insight into invasion and possession based skills, as well as developed communication to succeed in team games.

Key vocabulary & understanding:

Kicking, Accuracy, Striking, Sidefoot, Control, Space, Dribble, Bounce, Movement, Space, Possession, Pressing, Overload

NC Objectives- Key Stage Pupils should be taught:

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

- To be able to pass a ball accurately and with speed
- To be able to catch a ball consistently
- To be able to pass with control and technique
- To further increase their understanding of space
- To work collaboratively within a small group

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 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 develop flexibility, strength, technique, control and balance through gymnastics- continuing to develop strength in order to maintain counterbalances with a partner.

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

Pupils will have developed confidence and capability performing a range of balances, transitions, travels, and jumps through previous learning. Pupils will also have increased understanding in sequencing skills and performing a routine for a longer period of time

Key vocabulary & understanding:

Creative, Travel, Bridges, Counterbalance, Levels, Mirror, Roll, Momentum, Shape, Tension, Control, Still, Contrast, Levels

NC Objectives- Key Stage
Pupils should be taught:

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:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

- To travel in creative ways
- To form different 'bridges'
- To work collaboratively whilst mirroring travel
- To consolidate different rolling techniques
- To perform 'Shoulder stand' and 'Straddle' positions

Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit Pupils will be continue to develop knowledge surrounding the Romans, linking back to History- in particular how the Romans helped to develop modern day Bridges Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils should also be taught the concept behind team invasion and how dribbling correctly can aid a team's success.

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

Pupils will have increased confidence in demonstrating a range of techniques, building on fundamental body control skills. Pupils will have experienced some adapted challenging scenarios, so will have some insight into invasion and possession based skills, as well as developed communication to succeed in team games.

Key vocabulary & understanding:

Attack, Defence, Dribble, Close Control, Space, Inside/ Outside, Deceive, Press, Shadow, Possession, Movement, Space, Man-Marking

NC Objectives- Key Stage Pupils should be taught:

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

Develop their dribbling skills with a stick and/ or a ball
To use space within the pitch area
To develop knowledge of attacking whilst invading
To consolidate dribbling with a football
To attempt to keep possession whilst dribbling

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. Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)



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: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will develop consistency and accuracy when striking a ball, understanding the importance of attacking space, and reducing space in the field.

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

Pupils will have developed confidence in striking different sized objects, with different sized equipment. Pupils will have begun to develop understanding of accuracy and power, beginning to think about direction and placement when striking an object. Pupils will have also developed their throwing techniques in order to field effectively.

Key vocabulary & understanding:

Accuracy, Striking, Control, Space, Power, Technique, Direction, Aim, Fielding, Trapping, Direction

NC Objectives- Key Stage Pupils should be taught:

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Specific unit objectives

To be able to strike a ball with some accuracy

To vary the speed and direction of a ball

Perform the basic skills needed for the games with control and consistency

Describe what is successful in their own and other's play

To develop understanding of distance and power when striking

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 understanding of angles, distance, power, speed etc. which can link to particular topics within Numeracy and Science for example.

Where applicable, link to current learning across the curriculum (develop activities to link to particular themes currently being delivered)