



### 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 will continue to explore invasion based sports- continuing to develop knowledge, understanding and basic attacking/ defending principles into a range of increasingly competitive scenarios. Pupils will continue to develop awareness of rules and regulations in games and continue to adhere. Pupils will develop confidence in performing in game scenarios, in particular working in uneven teams to promote attacking success.

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

Pupils will continue to demonstrate clear understanding and capability when performing a range of techniques with dominant/ weaker sides of the body. Pupils will have been introduced to competitive elements/ phases of play and will have some knowledge regarding tactics, communication and teamwork in possession and invasion activities

### Key vocabulary & understanding:

Movement, Space, Attack, Defend, Positioning, Communication, Direction, Speed, Agility, Man-mark, Overload, Precision, Pass, Receive, Play the Ball, W-grip, Hooker, Dummy

### 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 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 develop confidence in ball handling
- To develop confidence in picking the ball up on the move
- To begin to develop passing technique
- To begin to understand the rules of Rugby League/ Tag Rugby
- To experience adapted game play and scenarios

### 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 tries 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?

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Movement, Space, Attack, Defend, Positioning, Communication, Direction, Speed, Agility, Man-mark, Overload, Precision, Pass, Receive

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

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- 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 know when to move within a game  
To know when to pass during a game  
Show an awareness of space and know how to use it in games  
To travel using change of direction and speed easily  
Describe what happens to their bodies when warming up

### 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

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

Pupils will demonstrate increased confidence and capability in performing extended routines as an individual, in a duet, or a small group. Pupils will have developed their knowledge and understanding of a range of techniques- canon, mirror, unison, levels etc. in order to add creative elements to their routines.

### Key vocabulary & understanding:

Sequence, Levels, Tempo, Speed, Rhythm, Creative, Dynamics, Expression, Action and Reaction, Counter Balance, Control, Character

### 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
- 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 move with strong, powerful, and precise dynamics  
Able to execute yoga actions  
Able to develop relationships- action and reaction  
Able to demonstrate counterbalances and control  
Select a range of actions to portray characteristics of Roman Gods

### 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 The Romans- understanding different jobs/ roles/ personalities during this period of time, linking to History, and interpreting knowledge into actions and sequences

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 perform dances using a range of movement patterns, continuing to follow a theme, applying previous knowledge to developed techniques covered throughout this module.

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

Pupils will demonstrate increased confidence and capability in performing extended routines as an individual, in a duet, or a small group. Pupils will have developed their knowledge and understanding of a range of techniques- canon, mirror, unison, levels etc. in order to add creative elements to their routines.

### Key vocabulary & understanding:

Sequence, Levels, Tempo, Speed, Rhythm, Creative, Dynamics, Relationships, Canon, Space, Action and Reaction, Counts

### 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
- 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 sudden and sharp dynamics

Able to demonstrate street dance actions

Able to develop relationships- canon

Able to explore the space around them- action/ reaction

Able to demonstrate time- counts of 8

### 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 link knowledge surrounding electricity, developed through Science, interpreting knowledge into sequences and movements. 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 apply different strategies to solve problems as well as develop their map reading skills and comprehension.

Pupils will continue to develop understanding and application surrounding map reading, orientation and understanding directions.

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

Pupils will have continued to develop knowledge and understanding of trial and error learning, in relation to problem solving activities, as well as continuing to develop communication, listening, teamwork and collaboration skills. Pupils will have had some introduction to basic orienteering skills, in particular; following a map/ route, basic compass understanding and basic keys.

### Key vocabulary & understanding:

Orienteering, Map Reading, Direction, Points of a Compass, Pathway, Route, Key, Symbols, Communication, Teamwork, Course, Obstacles

### 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

Develop some knowledge of orienteering  
To create their own course for a partner to follow  
To learn some common map symbols  
Choose & apply strategies to meet problems  
Use a map to travel around a simple course

### 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 Map Reading/ Orientation/ Map Symbols- linking into Geography and life skills  
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 (long & short distance), jumping and throwing 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 demonstrated confidence in performing a range of developed techniques, moving away from simple fundamentals of Athletics. Pupils will have increased knowledge and understanding of how to improve their own skills/ performance, in particular having greater control over; acceleration, deceleration, power and co-ordination

### Key vocabulary & understanding:

Accelerate, Speed, Power, Take-Off, Flight, Position, Hang, Follow Through, Technique, Landing, Fluency

### 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
- 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 jump for height & distance
- To explore different body positions in flight
- To jump hurdles with developing technique
- To communicate clearly with partners & teammates
- To locate some of the major muscles in the body

### 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)



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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 re-view the skill of dribbling as well as the concept of movement and teamwork in order to achieve an overall goal.

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

Pupils will continue to demonstrate clear understanding and capability when performing a range of techniques with dominant/ weaker sides of the body. Pupils will have been introduced to competitive elements/ phases of play and will have some knowledge regarding tactics, communication and teamwork in possession and invasion activities

### Key vocabulary & understanding:

Movement, Space, Attack, Defend, Positioning, Communication, Direction, Speed, Agility, Man-mark, Overload, Precision, Pass, Receive, Teamwork, Dribble, Control, Acceleration

### 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, 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 play games competitively  
To develop teamwork and team play  
To develop attacking and defending skills  
To consolidate dribbling using a football and/ or a hockey stick  
Develop skills in finding and using space

### 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. Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics. Pupils will be able to link thoughts and feelings surrounding the theme into creating fluid and flowing sequences

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

Pupils will have developed confidence in using a range of Gymnastics specific apparatus, and incorporating these into small sequences/ routines. Pupils will have continued to develop confidence linking movements and creating increasingly complex routines, introducing partner balances and developed techniques (mirror, canon etc.)

### Key vocabulary & understanding:

Balance, Routine, Control, Canon, Unison, Fluid, Flowing, Flexibility, Transition, Shape, Link, Analyse, Strength, Weakness, Improvement

### 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Specific unit objectives

To develop and demonstrate balance within a routine  
To know what 'canon' means and how to use it  
To know what 'unison' means and how to use it  
Identify what makes a performance effective  
Suggest improvements based on information

### 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 knowledge' surrounding 'The Water Cycle' focuses on sequencing and performing, with the topic theme 'rivers' being utilised throughout. (Linking to Science and Geography) 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 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 their rolling techniques as well as develop some knowledge of Rhythmic Gymnastics. Pupils will continue to demonstrate control over their movements whilst linking in some ball/ object control developed through other modules

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

Pupils will have developed confidence in using a range of Gymnastics specific apparatus, and incorporating these into small sequences/ routines. Pupils will have continued to develop confidence linking movements and creating increasingly complex routines, introducing partner balances and developed techniques (mirror, canon etc.)

### Key vocabulary & understanding:

Accelerate, Decelerate, Travel, Movement, Tempo, Transition, Rhythm, Control, Tension, Flow, Sequence, Twist, Turn, Analyse, Strengths, Weaknesses

### 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Specific unit objectives

To accelerate and decelerate whilst travelling  
To develop some knowledge of Rhythmic Gymnastics  
Perform a roll using control, body tension and flow  
To use equipment within a sequence  
Identify well performed skills when watching other groups

### Cross Curriculum Opportunities

Pupils should have plenty of opportunities to consolidate counting and using numbers through the majority of the activities throughout the unit  
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: strike and field in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will begin to consolidate basic strokes (when attacking) and fielders will be able to use spatial awareness and simple fielding techniques with greater control and consistency

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

Pupils will have been introduced into developed striking techniques from previous learning, building on basic accuracy and power based striking. Alongside this, pupils will have been introduced into a range of basic fielding skills, introducing them into competitive scenarios

### Key vocabulary & understanding:

Accuracy, Striking, Control, Space, Power, Technique, Direction, Aim, Fielding, Trapping, Direction, Overarm, Teamwork, Back-up, Long Barrier

### 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
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Specific unit objectives

Throw an object with varying speed and accuracy  
Throw an object or ball overarm  
Choose appropriate positioning when fielding  
Intercept an object or ball  
Work collaboratively in small teams

### 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 catches, counting runs 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 explore a variety of different strokes and techniques as well as develop reaction time and agility- demonstrating control over power, flight, distance, and accuracy when returning a ball as part of a rally

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

Pupils will have developed a range of striking skills, specifically focusing on striking over a net. Alongside this, pupils will have increased spatial awareness and understanding of positioning/ footwork when striking within a court. Pupils will have experienced some early form of rallying (in it's simplest format), and will have some contextual understanding of specific techniques to return a ball.

### Key vocabulary & understanding:

Accuracy, Striking, Control, Aim, Power, Flight, Distance, Backhand, Overhand, Serve, Return, Rally, Spike, Position, Space

### 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, 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 develop reaction time and agility
- To explore backhand hitting
- To attempt an overhand serve in tennis
- To develop knowledge of returning & rallying
- To attempt to 'Spike' in volleyball

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