

|                           | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>EYFS<br/>Nursery</b>   | <p><b><u>Gymnastics- Moving</u></b><br/>The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner (PD)</p> <p><b><u>Ball Skills – Hands</u></b><br/>The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing, and bouncing a ball with a partner to arm and upper body strength (PD) Children will show increasing control over a ball by kicking it (PD)</p> <p>Throughout this term, children will begin to develop their movement, balancing and riding skills, using bikes and scooters as part of their continuous provision. Children will begin to increasingly follow rules when using bikes and start to do this independently. (PSED) The children will become increasingly independent when undressing or dressing, such as putting on their own coat and doing up zips when going outdoors (PD)</p>                                                                                                                                                                                                     | <p><b><u>Dance – Nursery Rhymes</u></b><br/>The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explore character movements with a partner.</p> <p><b><u>Walking (Locomotion)</u></b><br/>The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games (PD)</p> <p>Throughout this term, children will begin implement their understanding of the curriculum as they choose the appropriate movement (crawling, walking &amp; running) to carefully navigate themselves around the obstacle course (PD)<br/>Children will begin to follow a growing number of rules when using equipment (PD) increasingly and independently.<br/>The children will become increasingly independent when undressing or dressing, such as putting on their own coat and doing up zips when going outdoors (PD)</p> | <p><b><u>Dance – Dinosaurs (Locomotion)</u></b><br/>The unit or work will enable pupils to explore different movements using different parts of the body, adding emotion and expression as they become dinosaurs. Pupils will develop movement ideas in pairs while exploring the different relationships between dinosaurs (PD &amp; PSED)</p> <p><b><u>Jumping (Physical Development)</u></b><br/>The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms, and feet, applying the basic jumping technique (PD)</p> |
| <b>EYFS<br/>Reception</b> | <p><b><u>Dance – Ourselves (Locomotion)</u></b><br/>The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters (PSED)<br/>Children will learn to negotiate space successfully by carefully selecting and adjusting the fundamental movement skills they have acquired (PD)</p> <p><b><u>Ball Skills - Feet</u></b><br/>The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing, and receiving to keep possession as a team and score a point.<br/>Children will show increasing control over a ball by kicking it. (PD)<br/>Children will begin to show a preference for a dominant foot and participate in team games which include opposing sides. They will be keeping play going by responding to what others are saying or doing. Children will begin to manage their needs during team games, learning to take turns and celebrating other achievements (PSED). They will begin to recognise and talk about the different factors that support overall health and well-being, such as physical activity. (PD)</p> | <p><b><u>Gymnastics – High, Low &amp; Under</u></b><br/>The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self-select where to work, exploring movements and balances and start to identify features of another pupil's work (PD)<br/>Children will begin to understand that equipment and tools must be used safely (PSED)</p> <p><b><u>Ball Skills – Throwing &amp; Catching</u></b><br/>The unit of work will explore the different ways of throwing, rolling, and stopping a ball (PD). Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too (PSED)</p>                                                                                                                                                                                                                                                                                                                                                                    | <p><b><u>Games for Understanding (Invasion Games)</u></b><br/>The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games (PSED)</p> <p><b><u>Rackets, Bats, Balls and Balloons</u></b><br/>The focus of learning is for pupils to explore different ways of pushing/hitting a balloon. Pupils will understand why we need to push/hit a balloon with accuracy and control. Pupils will develop their ability to balance an object using a racket/bat (PD)</p>                                                             |

|        | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Year 1 | <p><b><u>Health and Wellbeing (Physical Development)</u></b><br/>The unit of work will introduce pupils to agility, balance, and co-ordination, understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding.</p> <p><b><u>Running 1 (Locomotion)</u></b><br/>The unit of work will develop pupils' ability to run using different parts of their bodies. Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</p>                                                    | <p><b><u>Ball Skills – Feet (Invasion games)</u></b><br/>The unit of work will challenge pupils to combine their developing dribbling, passing, and receiving skills to keep possession and score a point. Pupils will apply these skills in teams in various games and activities.</p> <p><b><u>Gymnastics – Wide, Narrow &amp; Curled</u></b><br/>The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> | <p><b><u>Jumping (Locomotion)</u></b><br/>The unit of work will develop pupils' understanding of how and why we jump, using our head, arms, and feet, applying the correct jumping technique. Pupils will begin to understand the different reasons when, where and why we jump in different ways</p> <p><b><u>Rackets, Bats and Balls (Striking)</u></b><br/>The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding of accuracy and space in a variety of games.</p>       |
|        | <p><b><u>Dance - Heroes</u></b><br/>The unit of work will challenge pupils to respond to the stimulus (heroes) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> <p><b><u>Ball Skills – Hands 1 (Invasion games)</u></b><br/>The unit of work will develop pupils' sending and receiving skills, applying, and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> | <p><b><u>Ball Skills – Hands 2 (Invasion games)</u></b><br/>The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p> <p><b><u>Dance – The Zoo</u></b><br/>The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p>              | <p><b><u>Game Sense for Understanding (Invasion Games)</u></b><br/>The unit of work will develop pupils' ability to apply simple principles of attack vs defence, with a particular focus on creating simple tactics to win the game. Pupils will develop their understanding of how, where, and why to attack and defend in a game.</p> <p><b><u>Dance – Growing</u></b><br/>The unit of work will challenge pupils to respond to rhythm and patterns through their movements. Pupils will learn how to control and co-ordinate their bodies to perform a motif. In addition, pupils will explore various dynamics and movement qualities as they create movement patterns</p> |

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| Year<br>2 | <p><b><u>Dodging (Invasion games)</u></b></p> <p>This unit of work will challenge pupils to apply their knowledge of how, where, and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills</p> <p><b><u>Dance – Explorers</u></b></p> <p>The unit of work will develop pupil’s ability to create and develop their characters, adding movements, expression, and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography.</p> | <p><b><u>Ball Skills – Feet (Invasion games)</u></b></p> <p>The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing, and receiving to keep possession as a team and score a point.</p> <p><b><u>Gymnastics – Linking</u></b></p> <p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on, jumps, rolls, and balances</p>                                                                                                                      | <p><b><u>Jumping (Locomotion)</u></b></p> <p>The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps. Pupils will continue to develop their ability to apply jumping in games.</p> <p><b><u>Rackets, Bats and Balls (Striking)</u></b></p> <p>The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential to score points against the opposing team.</p> |
|           | <p><b><u>Dance - Water</u></b></p> <p>The unit of work will challenge pupils to use their whole body when creating sequences of movements. Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.</p> <p><b><u>Ball Skills – Hands 1 (Invasion games)</u></b></p> <p>The unit of work will challenge pupils to combine their developing dribbling, passing, and receiving skills to keep possession and score a point. Pupils will apply these skills in teams in various games and activities.</p>    | <p><b><u>Ball Skills - Hands 2</u></b></p> <p>The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents. Pupils will further extend their understanding of why we need to be accurate when we throw</p> <p><b><u>Dance - Mr Candy’s Sweet Factory</u></b></p> <p>The unit of work will develop pupil’s ability to create and develop their characters, adding movements, expression, and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography, including telling a story.</p> | <p><b><u>Team Building</u></b></p> <p>The unit of work will develop pupils’ ability to apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and apply simple strategies to solve problems.</p> <p><b><u>Game Sense for Understanding (Invasion Games)</u></b></p> <p>The unit of work will challenge pupils to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games</p>                                                                  |

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| Year<br>3 | <p><b><u>Hockey (Invasion – equipment striking)</u></b><br/>         Introduce dribbling<br/>         Introduce passing and receiving<br/>         Combine dribbling and passing to create space<br/>         Develop passing, receiving, and dribbling<br/>         Introduce shooting</p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score to win a modified game.</p> <p><b><u>Football (Invasion – Striking with feet) – Autumn 1</u></b><br/>         Introduce/develop dribbling and keeping control<br/>         Introduce passing and receiving<br/>         Combine dribbling and passing to create space<br/>         Develop passing, receiving, and dribbling</p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.<br/>         Pupils will learn how to keep possession and eventually score to win a modified game.</p>                                                                            | <p><b><u>Dodgeball (Invasion/Inclusive)</u></b><br/>         Developing changing direction<br/>         Introduce throwing with accuracy<br/>         Introduce catching<br/>         Develop moving, changing direction at speed</p> <p>The unit of work will explore how to apply the principles of attack vs defence in dodgeball.<br/>         Pupils will develop an understanding of when, where, and why we need to dodge, throw, catch and change direction during a game.</p> <p><b><u>Dance – Wild Animals</u></b><br/>         Responding to stimuli Developing character dance into a motif<br/>         Develop sequences with a partner in character that show relationships<br/>         Extending sequences with a partner in character</p> <p>The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance.<br/>         Pupils will bring together the choreography to create a final performance in groups.</p>       | <p><b><u>Tennis (Net &amp; Wall)</u></b><br/>         Introduction tennis, outwitting an opponent<br/>         Creating space to win a point<br/>         Consolidate how to win a game introduce rackets<br/>         Introduce the forehand</p> <p>The unit of work will explore how to apply the principles of attack vs defence to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.</p> <p><b><u>Netball (Invasion – hands)</u></b><br/>         Introduce passing, receiving, and creating space<br/>         Develop/combine passing and moving<br/>         Combine/develop passing and shooting<br/>         The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score to win a modified</p>                                                                                                                                                                                                                                    |
|           | <p><b><u>Tactics and Communication (O&amp;AA) – Autumn 2</u></b><br/>         Creating and applying simple tactics<br/>         Developing leadership<br/>         Develop communication as a team<br/>         Create defending and attacking tactics as a team<br/>         The unit of work will explore what makes an effective team through different problem-solving challenges.<br/>         Throughout the unit, there will be a focus on pupils developing their communication skills, essential to working within a team to complete the activities.</p> <p><b><u>Gymnastics – Symmetry &amp; Asymmetry – Autumn 2</u></b><br/>         Introduction to symmetry<br/>         Introduction to asymmetry<br/>         Application of learning onto apparatus<br/>         Sequence formation<br/>         Sequence completion</p> <p>The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways.<br/>         Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p> | <p><b><u>Gymnastics – Canon and Unison</u></b><br/>         Introduction to Unison<br/>         Introduction to Canon<br/>         Application of sequences in 'Unison' and 'Canon' onto apparatus<br/>         Combining Canon and Unison in groups</p> <p>The unit of work will challenge pupils to develop and apply an understanding of canon and unison to create sequences. Pupils will work in small groups to create sequences that combine both canon and unison, using a range of apparatus that flow.</p> <p><b><u>Handball (Invasion – hands)</u></b><br/>         Introduce passing, receiving, and creating space<br/>         Develop passing and moving<br/>         Combine passing and moving<br/>         Introduce shooting<br/>         Develop passing and shooting</p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score to win a modified game.</p> | <p><b><u>Cricket (Striking and fielding)</u></b><br/>         Understand the concept of batting and fielding<br/>         Introduce throwing overarm<br/>         Introduce throwing underarm<br/>         Introduce catching<br/>         Striking with intent</p> <p>The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.</p> <p><b><u>Athletics</u></b><br/>         Explore running for speed<br/>         Explore acceleration<br/>         Introduce /develop relay:<br/>         Running for speed in a team<br/>         Throwing: Accuracy vs distance<br/>         Standing Long Jump</p> <p>The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.<br/>         Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p> |

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| Year<br>4 | <p><b><u>Hockey (Invasion – equipment striking)</u></b><br/>Develop defending, blocking, and tacking<br/>Refine dribbling/passing to create attacking opportunities<br/>Refine attacking skills, passing dribbling and shooting<br/>Refine defending skills developing transition from defence to attack</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p><b><u>Rounders (Striking and fielding)</u></b><br/>Introduce to rounders<br/>Introduce overarm throwing<br/>Apply overarm and underarm throwing<br/>Introduce stopping the ball<br/>Application of stopping the ball in a game<br/>Develop fielding bowling with a backstop<br/>Develop batting; where and why<br/>Introduce and apply basic fielding tactics<br/>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p> | <p><b><u>Dodgeball (Invasion/Inclusive)</u></b><br/>Introduce jumping and ducking<br/>Develop throwing with accuracy and power over an increased distance<br/>Develop catching<br/>Consolidate dodging, jumping, and ducking</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence in games.<br/>Pupils will apply their throwing, catching and dodging skills combining these with their understanding of team work to try and win the game.</p> <p><b><u>Dance – Cats</u></b><br/>Responding to stimuli working together<br/>Extending sequences with a partner in character<br/>Exploring two contrasting relationships and interlinking dance moves<br/>The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions, and incorporate apparatus.</p>  | <p><b><u>Tennis (Net &amp; Wall)</u></b><br/>Developing the forehand<br/>Creating space to win a point using a racket<br/>Introduce the backhand<br/>Applying the forehand and backhand in game situations<br/>Applying the forehand and backhand creating space to win a point<br/>The unit of work will develop pupils' ability to apply the principles of attack vs defence to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques</p> <p><b><u>Basketball (Invasion – hands)</u></b><br/>Refine dribbling<br/>Refine passing and receiving<br/>Refine passing and dribbling, creating space<br/>Refine passing and dribbling, creating shooting opportunities<br/>Introduce marking</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court, creating an attack that results in a shooting opportunity.</p> |
|           | <p><b><u>Problem Solving (O&amp;AA)</u></b><br/>The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics.</p> <p><b><u>Gymnastics – Bridges</u></b><br/>Introduction to bridges<br/>Application of bridge learning onto apparatus<br/>Develop sequences with bridges<br/>Sequence formation<br/>Sequence completion</p> <p>The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow, and challenging their creativity.</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p><b><u>Gymnastics – Levels and Direction</u></b><br/>Exploring changes in 'Level'<br/>Exploring changes in 'Direction'<br/>Application of learning onto apparatus to include changes in 'Level' and 'Direction'<br/>Sequence completion and performance<br/>The unit of work will focus on pupils using and applying an understanding of levels and direction to create and perform sequences in groups. Pupils will create their sequences, combining both changes in level and direction, with balances and using a range of apparatus.</p> <p><b><u>Handball (Invasion – hands)</u></b><br/>Refine passing and receiving<br/>Develop passing and creating space<br/>Develop passing, moving, and shooting<br/>Combine passing and shooting<br/>Introduce defending<br/>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court, creating an attack that results in a shooting opportunity.</p> | <p><b><u>Football (Invasion – Striking with feet)</u></b><br/>Refine dribbling<br/>Turning<br/>Refine passing and receiving<br/>Develop passing and dribbling creating space<br/>Introduce shooting</p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the pitch, creating an attack that results in a shooting opportunity.</p> <p><b><u>Athletics</u></b><br/>Develop running at speed and exploring pace<br/>Exploring our stride pattern<br/>Understand and apply tactics when running for distance<br/>Javelin<br/>Standing Triple Jump<br/>The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.</p>                                                                    |

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| <b>Year<br/>5</b> | <p><b><u>Hockey (Invasion – equipment striking)</u></b><br/>Consolidate keeping, possession, develop officiating<br/>Consolidate defending<br/>Create, understand, and apply attacking/defending tactics in game situations</p> <p>The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p><b><u>Football (Invasion – Striking with feet)</u></b><br/>Refine dribbling and passing to maintain possession<br/>Introduce and develop defending<br/>Develop shooting<br/>Refine attacking skills, passing, dribbling, and shooting, introduce officiating</p> <p>The unit of work will challenge pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> | <p><b><u>Dodgeball (Invasion/Inclusive)</u></b><br/>Introduce blocking<br/>Consolidate catching<br/>Understand where we throw and why we need to throw with accuracy and power<br/>Explore basic attacking and defending tactics<br/>The unit of work will consolidate pupils' ability to apply the principles of attack vs defence in games. Pupils will consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending.</p> <p><b><u>Dance – Greeks</u></b><br/>Exploring the Greeks using compositional principles<br/>Extending sequences with a partner using compositional principles<br/>Creating movement using improvisation where movement is reactive</p> <p>The unit of work will challenge pupils to create movement using improvisation, to select and choreograph ideas into a sequence. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics, concluding with an opening ceremony performance.</p> | <p><b><u>Tennis (Net &amp; Wall)</u></b><br/>Introduce/develop the volley<br/>Controlling the game from the serve<br/>Doubles, understanding and applying tactics to win a point<br/>The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game to score points and win the game.</p> <p><b><u>Netball (Invasion – hands)</u></b><br/>Recap and refine dribbling and passing to create attacking opportunities<br/>Develop marking<br/>Refine shooting<br/>Refine attacking skills, passing, dribbling, and shooting introduce officiating</p> <p>The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their teams.</p> |

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|                      | <p><b><u>Orienteering (O&amp;AA)</u></b><br/>         Face orienteering<br/>         Cone orienteering<br/>         Point and return<br/>         Point to point<br/>         Timed course<br/>         Orienteering competition</p> <p>The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.</p> <p><b><u>Gymnastics – Counterbalances &amp; Counter Tension</u></b><br/>         Introduction to Counterbalance<br/>         Application of Counterbalance learning onto apparatus<br/>         Sequence formation and Sequence completion<br/>         Counter Tension</p> <p>The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p> | <p><b><u>Gymnastics – Flight</u></b><br/>         Introduction to Flight:<br/>         Developing Jumping<br/>         Developing Flight: Jumping and Turning<br/>         Application of 'Jumping,' learning, onto apparatus<br/>         Combining jumping on apparatus with Canon and Unison</p> <p>The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon, and unison all incorporated into the sequence.</p> <p><b><u>Handball (Invasion – hands)</u></b><br/>         Consolidate passing and receiving<br/>         Explore the function of other passes<br/>         Develop defending</p> <p>Develop passing and creating space, introduce officiating refine shooting</p> <p>The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p><b>Y5 Swimming</b></p> | <p><b><u>Cricket (Striking and fielding)</u></b><br/>         Refine batting, batting, and bowling tactics<br/>         Refine fielding stopping, catching, and throwing<br/>         Combine bowling and fielding creating and applying tactics<br/>         Introduce umpiring and scoring<br/>         Consolidate batting, fielding, and bowling<br/>         Create, understand, and apply attacking and defensive tactics in game</p> <p>The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p> <p><b><u>Athletics</u></b><br/>         Finishing a race<br/>         Evaluating our performance<br/>         Sprinting: My personal best &amp; introducing hurdles<br/>         Relay changeovers<br/>         Shot Put</p> <p>The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.</p> <p><b>Y5 Swimming</b></p> |
| <p><b>Year 6</b></p> | <p><b><u>Hockey (Invasion – equipment striking)</u></b><br/>         Consolidate keeping possession, develop officiating<br/>         Consolidate defending<br/>         Create, understand, and apply attacking/defending tactics in game situations</p> <p>Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b><u>Football (Invasion – Striking with feet)</u></b><br/>         Consolidate keeping possession, develop officiating<br/>         Consolidate defending<br/>         Organise formations decide tactics, manage teams, and officiate games</p> <p>Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p>                                                                                                                                                                                                                                | <p><b><u>Dodgeball (Invasion/Inclusive)</u></b><br/>         Consolidate/understanding attacking and defending tactics<br/>         Transition between attack and defence<br/>         Applying the rules: Officiating games<br/>         Managing tactics and officiate games</p> <p>Pupils will refine their understanding of attacking and defending, applying skills, and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.</p> <p><b><u>Dance – Carnival</u></b><br/>         Performing with technical control and rhythm in a group<br/>         Creating rhythmic patterns using the body<br/>         Experiencing dance from a different culture<br/>         Chorographical elements including still imagery</p> <p>The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p> <p><b>Y6 Swimming</b></p>                                                                                | <p><b><u>Tennis (Net &amp; Wall)</u></b><br/>         Game application<br/>         Game application, mixed ability doubles, round robin games</p> <p>Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim to score a point. Pupils will create, apply, and evaluate tactics in singles and doubles games.</p> <p><b><u>Basketball (Invasion – hands)</u></b><br/>         Keeping possession and officiating<br/>         Defending<br/>         Create, understand, and apply attacking tactics in game situations<br/>         Create, understand, and apply defending tactics in game situations</p> <p>Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p>                                                                                                                                                                                                                                                                                                                                                                                              |



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|  | <p><b><u>Leadership (O&amp;AA)</u></b><br/> Understanding what makes an effective leader<br/> Communicating as a leader<br/> Introducing the STEP principle: Space, Task, Equipment and People<br/> The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics.</p> <p><b><u>Gymnastics – Matching and Mirroring</u></b><br/> Introduction to matching/mirroring<br/> Application of matching mirroring learning onto apparatus<br/> Sequence development<br/> The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p> <p><b>Y6 Swimming</b></p> | <p><b><u>Gymnastics – Creating Sequences</u></b><br/> Challenging creativity<br/> Sequence development<br/> Sequence performance<br/> The unit of work will challenge pupils' creativity as they use and apply their understanding of the different themes and concepts, they have learnt throughout KS2. Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus.</p> <p><b><u>Handball (Invasion – hands)</u></b><br/> Consolidate keeping possession, develop officiating<br/> Understand and apply defending tactics in game situations<br/> Consolidate defensive tactics; understand and apply defensive tactics in game scenarios<br/> Pupils will consistently apply effective passes, applying decision making as to which pass to make and when to keep possession and score. Pupils will create and apply tactics in games adapting them as the game situation changes.</p> | <p><b><u>Rounders (Striking and fielding)</u></b><br/> Develop fielding tactics maximising players<br/> Understand what happens if the batter misses the ball<br/> Refine fielding tactics, what players where?<br/> Applying tactics in mini games<br/> Refine our understanding of what happens if the batter misses or hits the ball backwards<br/> Batting considerations<br/> Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p> <p><b><u>Athletics</u></b><br/> Running for speed competition<br/> Running for distance competition<br/> Throwing competition<br/> Jumping competition<br/> The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p> <p><b>Y6 Swimming</b></p> |
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|                            | <b>Swimming</b>                                                                                                                                                                                                                                                                                 |
| <b>Year 5 &amp; Year 6</b> | <p>Pupils will be taught to:<br/> Swim competently, confidently and, proficiently over a distance of at least 25 metres<br/> Use a range of strokes effectively (for example, front crawl, backstroke, and breaststroke)<br/> Perform safe self-rescue in different water-based situations.</p> |