



Unit Purpose

This 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.

Inspire Me!

Did you know... that in 2005 Dean Karnazes ran 350 miles across Northern California without stopping? He did not stop to sleep or to eat! Dean ran continuously for 80 hours, 44 minutes without a break!

Key Success Criteria

Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils will run and stay in a space avoiding the defenders.

Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.

Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.

Pupils will develop life skills such as honesty and self-belief as they strive to run as fast as possible, ensuring they are playing by the rules.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or when we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or if we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: Space is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.

Sport Specific Vocabulary

Speed is the ability to move all or part of the body as quickly as possible. Speed is a vital component to being successful when running.

Acceleration is how quickly an athlete can increase their speed over a distance when running.

Tagging or Tag is the method applied by the defending team to stop an attacker from moving.



Unit Purpose

This 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.

Inspire Me!

Did you know... that the Ancient Greeks used to prepare their young men ready for war by doing gymnastics?

Key Success Criteria

Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.

Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.

Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.

Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.

Vocabulary for Learning

Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and being still when they make a shape/balance.

Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump.

Narrow: This means moving or balancing in ways where the body stretches (arms and legs) vertically away from the centre of the body. For example, a pencil jump.

Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.

Sport Specific Vocabulary

Transition: The term transition means to move into and out of basic movements, actions or balances.

Interesting: This means pupils are thinking and being creative.

Linking: This means successfully adding two movements together so that they flow one after another.



Unit Purpose

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.

Inspire Me!

Did you know... that Basketball, Handball and Gaelic Football are sports that require us to dribble a ball with our hands?

Water Polo is a sport that requires us to swim and dribble a ball using our hands at the same time.

Key Success Criteria

Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.

Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.

Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.

Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always play fairly when keeping the score.

Vocabulary for Learning

Possession: When we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Space: An open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.

Control: This means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession.

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Sport Specific Vocabulary

Dribbling: A method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.

Accuracy: The ability to control where we roll, bounce or push a ball.

Power: The intensity and speed with which a ball is rolled, bounced or pushed.



Unit Purpose

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.

Inspire Me!

Famous Quote:

“When it comes to health and well-being, regular exercise is about as close to a magic potion as you can get.”

By Nhat Hanh

(a Vietnamese Monk)

Key Success Criteria

Pupils will move showing agility, be able to remain balanced and apply coordination in activities and within circuit challenges.

Pupils will demonstrate a basic understanding of agility, balance and coordination and why they are important.

Pupils will develop life skills such as empathy and fairness as they collaborate with their partners and support each other to complete the circuits.

Pupils will demonstrate honesty and self-belief as they try their hardest to improve their performances and keep their score.

Vocabulary for Learning

Attacker: We are considered an ‘attacker’ when we are in possession of the ball or in control of the ball. We are also an attacker when we are trying to avoid being caught by a defender.

Defender: We are considered a ‘defender’ when we are not in possession of the ball or we are trying to catch an attacker.

Agility: The body's ability to move quickly and easily in different directions.

Balance: The even distribution of weight enabling someone or something to remain upright and steady.

Coordination: The ability to use different parts of the body together efficiently.

Sport Specific Vocabulary

Hand-eye coordination: The ability to use our hands and eyes at the same time to perform and accomplish a given task, such as catching a ball.

Throwing: This means using your arm/hand to propel a ball with force through the air to a specific target or area.

Aiming: This means how we use our bodies to direct a ball or an object to a specific target.



Unit Purpose

The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus.

Pupils will transition between the theme words as they link movements together developing simple sequences.

Inspire Me!

Did you know... that gymnastics is a sport which involves doing lots of different exercises?

Gymnasts need to be strong and flexible and be able to balance with control.

Key Success Criteria

Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics' and start to link movements.

Pupils will experiment moving in a variety of ways understanding the differences between each type of movement. Pupils will be creative as they link movements.

Pupils will demonstrate life skills such as empathy and fairness as they work safely with each other. Pupils will support each other and share apparatus.

Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.

Vocabulary for Learning

Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.

Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement.

Narrow: This means moving or balancing in ways where the body stretching (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.

Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.

Big: This means moving or balancing in ways where the body is extended as large as possible.

Small: This means moving or balancing in ways where the body is made as small as possible.

Sport Specific Vocabulary

Interesting: This means pupils are thinking and being creative.

Linking: This means successfully adding two movements together so that they flow one after the other.



Unit Purpose

The unit of work will develop pupils' ability to apply effective dribbling skills.

Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.

Inspire Me!

The youngest ever player to play for England men's international football team is Theo Walcott, who came on as a substitute against Hungary in 2006 aged 17 years and 75 days.

Key Success Criteria

Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.

Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.

Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.

Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always play fairly when they keep the score.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try to prevent the attackers from scoring.

Space: An open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.

Sport Specific Vocabulary

Dribbling: This is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.

Passing: This is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.

Control: This means keeping the ball close to us, preventing the defenders from gaining possession.



Unit Purpose

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.

Inspire Me!

Did you know... The flower with the world's largest bloom is the *Rafflesia arnoldii*? This rare flower is found in the rainforests of Indonesia. It can grow to be 3 feet across and weigh up to 15 pounds!

Key Success Criteria

Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.

Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.

Pupils can demonstrate fairness as they work well with others, ensuring everyone is included.

Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: This means using a variety of body parts to move around the space in a creative way.

Control: This means moving our bodies in time with the music, beat or sound.

Rhythm: A repeated pattern of movements or sounds.

Sport Specific Vocabulary

Timing: In dance, timing refers to moving in time to the beat of the music.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Opposite: This refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.



Unit Purpose

The unit of work will consolidate pupils' 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.

Inspire Me!

Did you know... that in ten pin bowling the most points you can score is 300? This is known as the 'perfect game'.

As of 2021, there had been only 37 officially certified 'perfect games'.

Key Success Criteria

Pupils will be able to send a ball towards a target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent.

Pupils will develop their concentration skills as they focus on the target, their partner and the ball.

Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the rules.

Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance, always playing fairly when they keep the score.

Vocabulary for Learning

Batter: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

Fielder: A defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring.

Opponent: This means a player on the other team.

Aiming: The ability to use our bodies to direct an object towards a target.

Accuracy: The ability to control where we throw or roll and object.

Sport Specific Vocabulary

Throwing: Using your arm/hand to propel a ball with force through the air to a specific target or area.

Catching: This means to take hold of the ball with our hands after it is hit or thrown to us usually before it touches the ground.

Rolling: A method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.



Unit Purpose

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.

Inspire Me!

Did you know... that the first zoo was opened in Paris in 1794?

London Zoo is the world's oldest scientific zoo and was opened on the 27th April 1828.

Key Success Criteria

Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.

Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.

Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.

Pupils will develop life skills such as self-belief and courage as they create their sequences including more advanced compositional elements.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: This means using a variety of body parts to move around the space in a creative way.

Control: This means moving our bodies in time with the music, beat or sound.

Rhythm: A repeated pattern of movements or sounds.

Sport Specific Vocabulary

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Motif: A series of movements that are repeated.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.



Unit Purpose

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.

Inspire Me!

The men's world record for the high jump (height) is held by Javier Sotomayor, who jumped 2.45m in 1993. The women's world record is held by Stefka Kostadinova, who jumped 2.09m in 1987.

Key Success Criteria

Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.

Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.

Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.

Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.

Vocabulary for Learning

Jumping: A form of moving where we use our body to propel ourselves off a surface and into the air.

Distance: The length of space between two points. This might mean how far an athlete has jumped.

Space: An open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.

Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.

Defender: We are considered a 'defender' when we are trying to catch an attacker.

Sport Specific Vocabulary

Skipping: A combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.

Landing: This is how we use our bodies to land after we have left a surface and jumped into the air. When landing, we should land on two feet, bending our knees to absorb the impact.



Unit Purpose

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 in order to move the ball up the court, creating an attack that results in a shooting opportunity.

Inspire Me!

Did you know... that American football teams use one set of players when they are attacking and a different set of players when they are defending?

They even have a player whose role is only to kick the ball.

Key Success Criteria

Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.

Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.

Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.

Pupils will continue to develop and apply honesty as they play by the rules and keep the score.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: An open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.

Sport Specific Vocabulary

Rules: A set of regulations or principles that govern a particular activity that ensures that the activity is played fairly and safely.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Team: A team is a group of people who work together with the objective of achieving the same a goal.



Unit Purpose

The unit of work will introduce teamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team.

Pupils will begin to explore simple strategies to solve problems.

Inspire Me!

The Apollo 11 mission to the moon in 1969 is an excellent example of team work. Neil Armstrong became the first man to walk on the moon, but without his supporting team, he would not have been able to achieve his mission.

Key Success Criteria

Pupils will use developing teamwork skills in pairs and small teams to complete all of the challenges successfully.

Pupils will begin to understand what makes an effective team and why we must include everyone. Pupils will start to create simple tactics.

Pupils will develop life skills such as empathy and fairness as they work together to complete the challenges.

Pupils will develop life skills such as courage and self-belief as they try their hardest to complete the different challenges.

Vocabulary for Learning

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Inclusion: Inclusion means to include everyone in the activity or within a team no matter what their ability is. No one should be left out.

Communication: The method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.

Trust: The ability to have the confidence to believe in the actions of your partner or team.

Sport Specific Vocabulary

Team Member: A team member is an individual within a team who has a specific role and responsibility to perform. Team members need to cooperate and work together to enable their team achieve its goal.

Fairness: When we make judgements in accordance with the rules and treat everyone equally and fairly.



Unit Purpose

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.

Inspire Me!

Did you know... that the foot and ankle are made up of 26 bones, 33 joints and over 100 muscles, tendons and ligaments? Every time you take a step your body uses over 200 different muscles!

Key Success Criteria

Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.

Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.

Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.

Pupils will develop life skills such as honesty and self-belief as they strive to dodge effectively and keep the score in their games.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or when we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: Space is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.

Sport Specific Vocabulary

Dodge: is a method of moving quickly from one side to the other. It is used by an attacker to avoid being tagged by a defender.

Tagging or Tag: This is the method applied by the defending team to stop an attacker from moving where they want to go.



Unit Purpose

This unit of work will challenge pupils to explore different ways that they can link movements and balances together.

Pupils will apply 'champion gymnastics' and will be able to perform a sequence on apparatus focused on jumps, rolls and balances.

Inspire Me!

Did you know... that the youngest gymnast to compete at an Olympic Games was 10 year old Dimitrios Loundras? She competed at the 1986 Olympic games in Athens and won a bronze medal.

Key Success Criteria

Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.

Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.

Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.

Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.

Vocabulary for Learning

Champion Gymnastics: Champion refers to pupils being silent, pointing their fingers and toes and being still when they make shapes/ balances.

Linking: This means successfully adding two movements together so that they flow one after the other.

Flow: This is when a gymnast moves from one action to another without stopping.

Transition: The term transition means to move into and out of basic movements, actions or balances.

Sport Specific Vocabulary

Jump: This is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.

Roll: This is a method of moving where a gymnast completes a rotation of their body on the ground.

Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.



Unit Purpose

The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point.

Pupils will apply these skills in teams in various games and activities.

Inspire Me!

Did you know... that the most bounces of a basketball in one minute is 708?

This record was achieved by Leon Walraven from Netherlands, on 20 February 2019.

Key Success Criteria

Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.

Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.

Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.

Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Opponent: A player on the other team. If we are an attacker dribbling, we need to keep the ball away from the defender who is our opponent.

Team: A group of players from one side who come together to try to achieve a common goal.

Sport Specific Vocabulary

Dribbling: A method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.

Chest Pass: A type of pass. The ball is thrown by gripping the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.



Unit Purpose

The unit of work will consolidate pupils' understanding of agility, balance and co-ordination, applying these elements of fitness in a variety of activities.

Pupils will perform circuits, understanding how motivation can enhance performance.

Inspire Me!

Famous Quote:

"Never let your head hang down. Never give up and sit down, always try to find another way."

By Satchel Paige

(a Baseball Player)

Key Success Criteria

Pupils will move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.

Pupils will demonstrate a strong understanding of agility, balance and coordination and why they are important.

Pupils will apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits.

Pupils will apply honesty and self-belief as they continue to improve their performances and keep their score.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. We are also an attacker when we are trying to avoid being caught by a defender.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to catch an attacker.

Agility: The body's ability to move quickly and easily in different directions.

Balance: The even distribution of weight enabling someone or something to remain upright and steady.

Coordination: The ability to use different parts of the body together efficiently.

Sport Specific Vocabulary

Dribbling: A method of moving with the ball using our hands or feet. The attacker in possession of the ball will continuously bounce it with their hands or kick the ball with their feet keeping it close to them.

Warm Up: Before taking part in a physical activity or a sport we need to prepare our body and mind for that activity. One of the reasons for a 'warm up' is to reduce the risk of injuring a muscle.



Unit Purpose

The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways.

Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.

Inspire Me!

Beth Tweddle MBE was the first female gymnast from Great Britain to win a medal at the European Championships, World Championships, and the Olympic Games.

Key Success Criteria

Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.

Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.

Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.

Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movements and balances.

Vocabulary for Learning

Champion Gymnastics: Champion refers to pupils being silent, pointing their fingers and toes and being still when they make shapes/ balances.

Linking: This means successfully adding two movements together so that they flow one after the other.

Flow: This is when a gymnast moves from one action to another without stopping.

Transition: The term transition means to move into and out of basic movements, actions or balances.

Sport Specific Vocabulary

Zig-Zag: This means a line or course having abrupt alternate right and left turns that a pupil follows as they create movements.

Curved: This means a line or outline which gradually deviates from being straight for some or all of its length. Pupils can follow this line as they create movements.

Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.



Unit Purpose

The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.

Inspire Me!

Fara Williams is an English footballer who is the highest capped player for her country.

Fara has played at four European Championships, three World Cups and represented Team GB at the 2012 Olympics.

Key Success Criteria

Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.

Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.

Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.

Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Possession: When we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Space: An open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.

Sport Specific Vocabulary

Dribbling: A method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.

Passing: A method of sending the ball to our partner or another member of our team in order to keep possession of the ball.



Unit Purpose

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.

Inspire Me!

Did you know ... that the Pacific Ocean is the deepest ocean in the world? The Mariana Trench is the deepest part of the ocean and its maximum known depth is 10,984 metres (36,037 ft or 6.825 miles).

Key Success Criteria

Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.

Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response.

Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.

Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: This means moving our bodies in time with the music, beat or sound.

Rhythm: A repeated pattern of movements or sounds.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Emotion: This refers to how a dance character is feeling depending on their circumstances, mood, or relationship with others.

Sport Specific Vocabulary

Stimulus: Something that provokes or causes an action or response.

Flow: This is when a dancer moves from one action to another smoothly and without stopping.

Timing: In dance, timing refers to moving in time to the beat of the music.



Unit Purpose

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.

Inspire Me!

Did you know... that the world record for throwing a cricket ball stands at 128.6 metres?

That's an incredible 140 yards and two feet.

Key Success Criteria

Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.

Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made.

Pupils will develop life skills such as communication and empathy as they listen to their partner and team members, working collaboratively together.

Pupils will apply life skills such as self belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession or in control of the ball.

Defender: We are considered a 'defender' when we are not in possession or in control of the ball.

Batting: Batting is the skill of hitting a ball with a bat into a space to score runs or rounders. The aim of the game for the batter (attacking team) is to score as many runs or rounders as possible.

Fielder: A defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring runs or a rounder.

Space: An open area on the court that is unoccupied by your opponent or the defending team.

Sport Specific Vocabulary

Throwing: Using your arm/hand to propel a ball with force through the air to a specific target or area.

Catching: This means to take hold of the ball with our hands after it is hit or thrown to us usually before it touches the ground.



Unit Purpose

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.

Inspire Me!

Did you know... that on May 29th, 1953, Sir Edmund Hillary reached the 29,035-foot summit of Mount Everest, becoming the first person to stand on top of the world's highest mountain?

Key Success Criteria

Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.

Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.

Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.

Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: This means moving our bodies in time with the music, beat or sound.

Rhythm: A repeated pattern of movements or sounds.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Emotion: This is how a dance character is feeling depending on their circumstances, mood, or relationship with others.

Sport Specific Vocabulary

Choreography: A set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Motif: A series of movements that are repeated.



Unit Purpose

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.

Inspire Me!

The men's world record for the triple jump (hop, skip and a jump) is held by Jonathan Edwards, who jumped 18.29m in 1995.

The women's world record is held by Inessa Kravets, who jumped 15.50m in 1995.

Key Success Criteria

Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.

Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.

Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.

Pupils will consistently apply life skills such as self-belief and honesty as they play within the rules of the game and jump confidently.

Vocabulary for Learning

Jumping: A form of moving where we use our body to propel ourselves off a surface and into the air.

Distance: The length of space between two points. This might mean how far an athlete has jumped.

Space: An open area within the playing area that is unoccupied by a defender or the defending team. When jumping, we need to identify open spaces to jump into to avoid other pupils.

Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.

Defender: We are considered a 'defender' when we are trying to catch an attacker.

Sport Specific Vocabulary

Speed: The ability to move all or part of the body as quickly as possible.

Landing: This is how we use our bodies to land after we have left a surface and jumped into the air. When landing, we should land on two feet, bending our knees to absorb the impact.



Unit Purpose

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.

Inspire Me!

Did you know... on average an NBA basketball team will have 85 shots per game? This means that a team could be attacking 85 times, but also means they could be defending up to 85 times too!

Key Success Criteria

Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag the opposition when defending.

Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defence.

Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.

Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self discipline.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: An open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.

Sport Specific Vocabulary

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Transition: This is defined as the process of recognising and responding after losing or regaining possession.

Team: A team is a group of people who work together with the objective of achieving the same a goal.



Unit Purpose

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.

Inspire Me!

Did you know... that geese fly in a V-formation with the strongest geese leading at the front. This makes it easier for the smaller or weaker geese following. They also 'honk' to motivate and encourage those who are getting tired.

Key Success Criteria

Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully.

Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics.

Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges.

Pupils will develop life skills such as courage and self-belief as they strive to complete the different challenges, adapting strategies and never giving up.

Vocabulary for Learning

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Inclusion: Inclusion means to include everyone in the activity or within a team no matter what their level of ability is. No one should be left out.

Communication: The method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.

Strategy: A planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Sport Specific Vocabulary

Courage: This means being brave enough to try something even when we find it scary or difficult.

Motivation: The positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal.



Unit Purpose

This 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.

Inspire Me!

Serena Monique Guthrie MBE is a netball player from Jersey who plays internationally for England. She plays in the Centre and Wing Defence positions. She is a dynamic player, known for her speed and athleticism.

Key Success Criteria

Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.

Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics.

Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.

By facilitating learning through game- based scenarios, pupils' self discipline will be challenged as they focus on trying their best, even when their team is losing.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. An attacker is a player whose task is to attack the opposition in an attempt to score.

Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. A defender is a player whose task it is to prevent the opposition scoring and to regain possession.

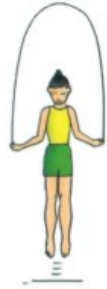
Possession: This is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Sport Specific Vocabulary

Chest Pass: The netball is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level.

Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. You may take a step in any direction with one foot but the other foot cannot be moved, other than to pivot on the spot.

P.E. Key Steps Gymnastics 2-Body Management Year 3



1
Single bounce skips with rope x 5



2
Dish with one leg out at a time



3
Towards half lever



4
Towards japana



5
Arch

6
Front support lower to floor



7
Right splits



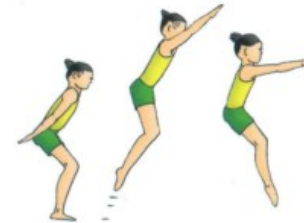
7
Box splits



7
Left splits



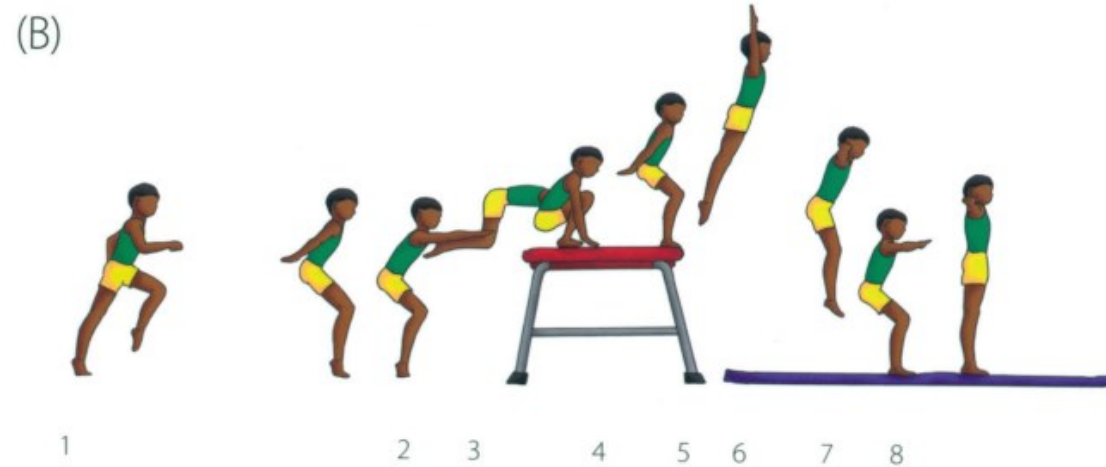
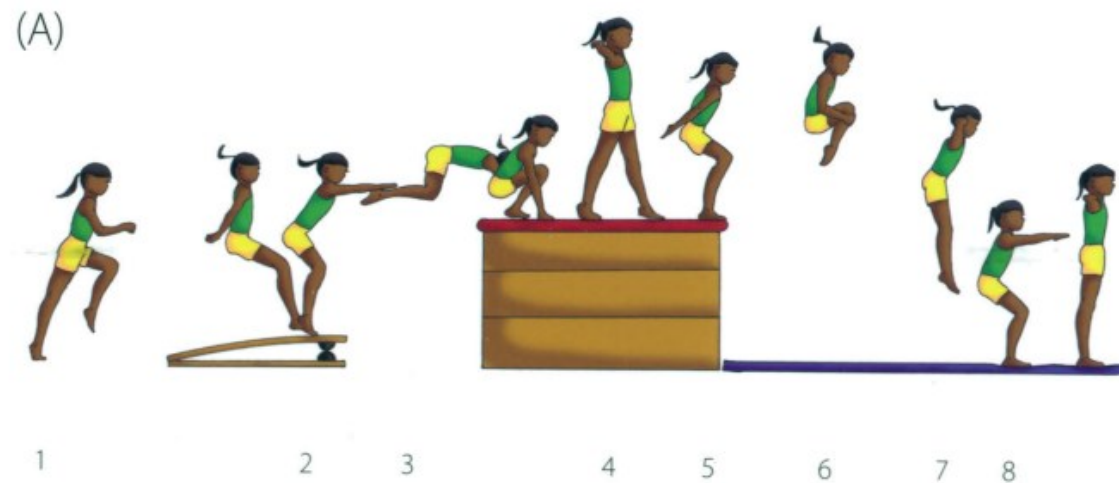
8
Shoulder flexibility



9
Broad jump

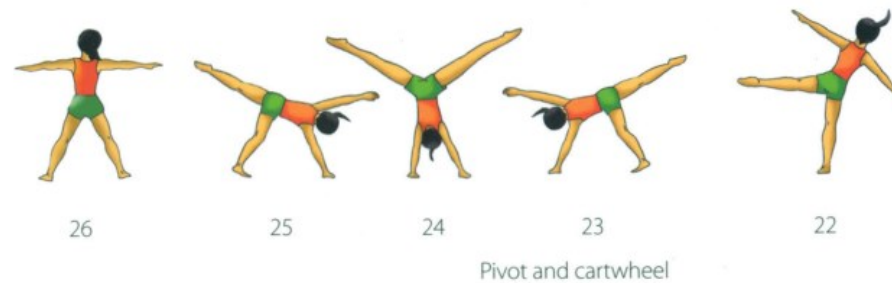
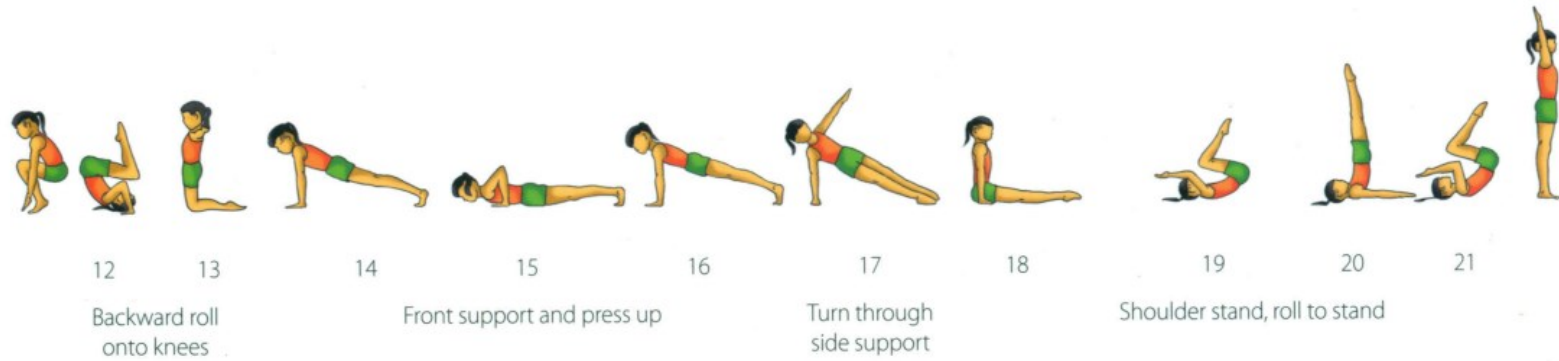
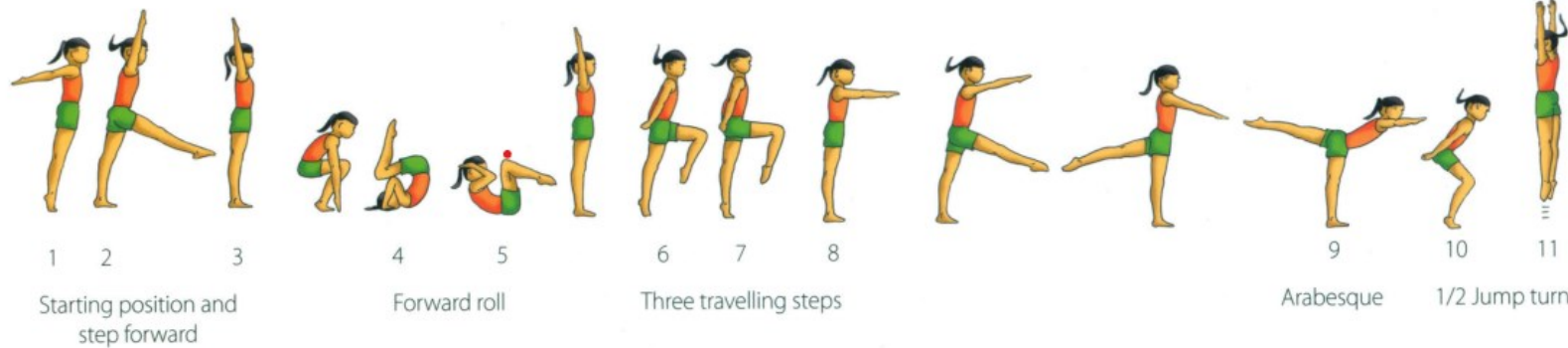


- 1. Approach to vault
- 2. Take off (1)
- 3. Flight onto apparatus
- 4. Travel on apparatus
- 5. Take off (2)
- 6. Stretched or tucked shape in air
- 7,8. Landing





(Sequence performed on a strip of mats approximately 6 x 1 metres)





Unit Purpose

This unit of work will explore how to orientate a map, locate points on the map, then travel to them and record what they find.

Pupils will learn how to collaborate with others and work as a team to complete the challenges.

Inspire Me!

Did you know... that the first international governing body for orienteering was the International Orienteering Federation, formed by eleven nations in 1961? The first world championships were held in 1966.

Key Success Criteria

Pupils will develop their ability to orientate a map and locate points, returning to base as quickly as possible.

Pupils will develop their understanding of what makes an effective team and understand how important teamwork is when orienteering.

Pupils will develop life skills such as respect and communication as they collaborate with their team to successfully complete the orienteering challenges.

Pupils will develop their ability to remain positive and try their best in every challenge. Pupils will begin to show leadership attributes.

Vocabulary for Learning

Navigate: This means to find a way through a planned course often by using a map.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Strategy: This is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Communication: The method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Sport Specific Vocabulary

Orienteering: A sport that requires navigational skills using a map and/or a compass to navigate from various points.

Symbol: Symbols are small images marked on a map that have been designed to look like what it represents. Map symbols are conventional signs as can be understood by everyone.



Unit Purpose

The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways.

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.

Inspire Me!

Simone Biles is an American gymnast, five-time world champion and one of the most decorated gymnasts of all times. At the 2016 Olympic games, Biles won 5 medals including four golds.

Key Success Criteria

Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.

Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.

Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.

Pupils will develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.

Linking: This means successfully adding two movements together so that they flow one after the other.

Flow: This is when a gymnast moves from one action to another without stopping.

Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

Sport Specific Vocabulary

Symmetrical: Symmetry occurs when a balance or a movement is identical on either side.

Asymmetrical: Asymmetry means when a balance or a movement does not match on either side.



Unit Purpose

The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and dribbling.

Pupils will learn how to keep possession and eventually score in order to win a modified game.

Inspire Me!

Did you know ... that former professional footballer Gary Linker never received a yellow card in his career?

He played over 460 club games and 80 times for England, meaning he was always on his best behaviour!

Key Success Criteria

Pupils will develop their passing, moving and dribbling skills to outwit their opponents and keep possession of the ball.

Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.

Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.

Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self-motivation.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball. The aim of the game for the attackers is to score, keep possession and score a goal.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal.

Space: An open area on the pitch that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score a goal.

Possession: When we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score a goal.

Sport Specific Vocabulary

Free Kick: A free kick is a method of restarting the game following an offence committed by the opposing side outside of the penalty area.

Penalty: A penalty kick is a method of restarting the game following an offence committed by the opposing side inside the penalty area.



Unit Purpose

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.

Pupils will bring together the choreography to create a final performance in groups.

Inspire Me!

Did you know...

that giraffes have black tongues?
Why?

It's so they don't get sunburnt while they eat. Their tongues on average are around 20 inches long.

Key Success Criteria

Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.

Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.

Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.

Pupils will strive to ensure their sequences are performed precisely and accurately showing self-motivation to want to improve.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity: This refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: This refers to how a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Motif: A series of movements that are repeated.

Choreography: A set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Character: This refers to the person or animal that the pupil is portraying in their performance.



Unit Purpose

The unit of work will explore how to apply the principles of attack vs defence in order 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.

Inspire Me!

Did you know...

that The Grand Slam tournaments, are the four major and most important annual tennis events?

The Grand Slam consist of the Australian Open, the French Open, Wimbledon and the U.S. Open.

Key Success Criteria

Pupils will throw/hit the ball into space on their opponents side of the court. After playing a shot, pupils will recover to a ready position, ready to return the ball.

Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponent's side of the court.

Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.

Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.

Vocabulary for Learning

Outwit: This means using your intelligence to trick or out smart your opponent to win a point.

Space: An open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

Return: This means successfully hitting a ball back over the net, landing it on your opponent's side of the court.

Recover: This means returning to a position on the court, usually in the middle of the court on the baseline, ready to receive a shot from your opponent.

Sport Specific Vocabulary

Baseline: The baseline runs parallel to the net and defines the back of the court on each side.

Forehand: Forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.

Out: The term used when the ball is returned over the net and does not bounce on the inside of the court.



Unit Purpose

The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance.

Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.

Inspire Me!

Did you know... that Death Valley (USA) holds the record for the hottest temperature ever recorded on Earth, which is 56.7 degrees. The lowest temperature ever recorded on Earth is -89.2 °C in Antarctica.

Key Success Criteria

Pupils will ensure that their movements are big and clear. They will perform with expression and emotion as they tell a story.

Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.

Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.

Pupils will strive to ensure their sequences are performed precisely and accurately showing self-motivation to want to improve.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity: This refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: This refers to how a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Rhythm: A repeated pattern of movements or sounds.

Timing: In dance, timing refers to moving in time to the beat of the music.

Stage presence: The ability of a dancer to capture and command the attention of an audience.

Motif: A series of movements that are repeated.



Unit Purpose

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.

Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.

Inspire Me!

One of the greatest moments in British sporting history happened on the 4 August 2012, when Team GB athletes Jessica Ennis-Hill, Greg Rutherford and Mo Farah all won gold medals at the London Olympics.

Key Success Criteria

Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique

Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important

Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.

Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.

Vocabulary for Learning

Tactics: A carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Speed: The ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Acceleration: How quickly an athlete can increase their speed over a distance. For example, this might mean how quickly an athlete ran over 10m starting from a stationary position.

Distance: The length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

Accuracy: The ability to control where we throw an object.

Sport Specific Vocabulary

Relay: A running race where members of a team take turns to complete.

Change Over: A change over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.



Unit Purpose

This unit of work will develop pupils' confidence in the water and will teach them to swim competently, confidently and proficiently over a distance of at least 5 metres.

Key Success Criteria

Push and glide on the front maintaining a streamlined position with face in the water.

Push and glide on the back maintaining a streamlined position with arms by the side.

Perform both a pencil and star jump entering feet first and showing control in flight and landing.

Mushroom float for 3 seconds extending to glide for a further 3 seconds.

Tread water using hands and feet for a minimum of 20 seconds.

Push and glide rotating 180 degrees to log roll.

Scull head first for a distance of 5 metres.

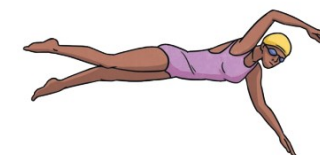
Sink, push and glide then swim under water through a submerged hoop.

Your Position

- Keep your body flat in the water.
- Your eyes should be looking forwards and down.
- Keep your head relaxed and in line with your spine.
- Your shoulders and hips will both rotate but your shoulders should rotate more!

Your Arms

- Reach one arm forwards with a bent elbow.
- Your hand should enter the water thumb first.
- Keep your fingers together.
- Pull the water back towards you.
- Don't bring your arm back out until it has reached your leg.
- Rotate and repeat using the other arm.



Front Crawl

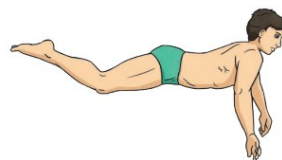
Your Legs

- Kick with your legs close together.
- Keep your ankles relaxed and kick from the hips.
- Keep your legs as straight as possible.

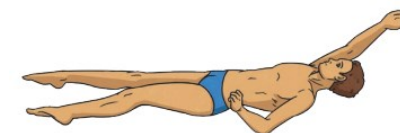
Your Breathing

- You will turn your head from side to side to breathe.
- Breathe out slowly with your face in the water.
- Turn to one side so your face is out of the water and inhale quickly.
- Change sides each time you inhale.
- Try to find a rhythm!

Breaststroke



Backstroke





Unit Purpose

The unit of work will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the role of each member of the team.

Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.

Inspire Me!

Did you know that rounders is a sport that is predominately played in Great Britain, Ireland and Canada? Rounders has lots of similarities to the American sports softball and baseball.

Key Success Criteria

Pupils will develop their ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills.

Pupils will apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batter.

Pupils will develop life skills such as respect and cooperation as they collaborate effectively with others including their opponents.

Pupils will apply their skills with developing confidence as they grow in their ability to show self-motivation and determination.

Vocabulary for Learning

Batting: The skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

Fielder: A defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.

Throwing: Using your arm/hand to propel a ball with force through the air to a specific target or area.

Sport Specific Vocabulary

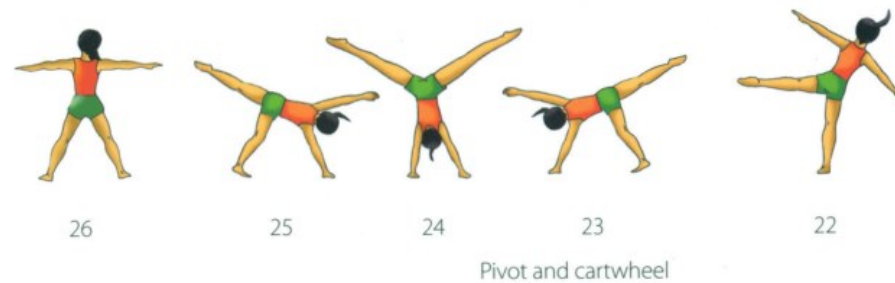
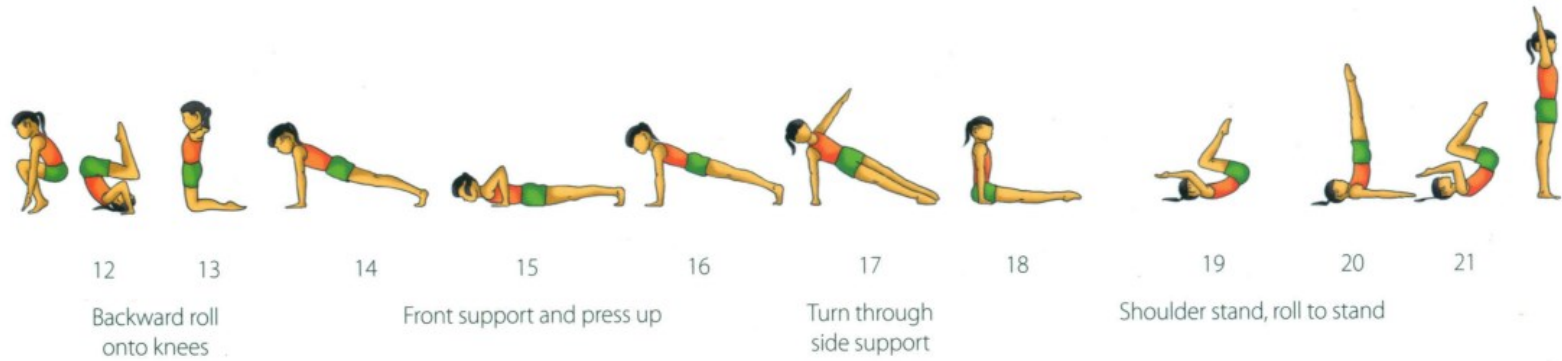
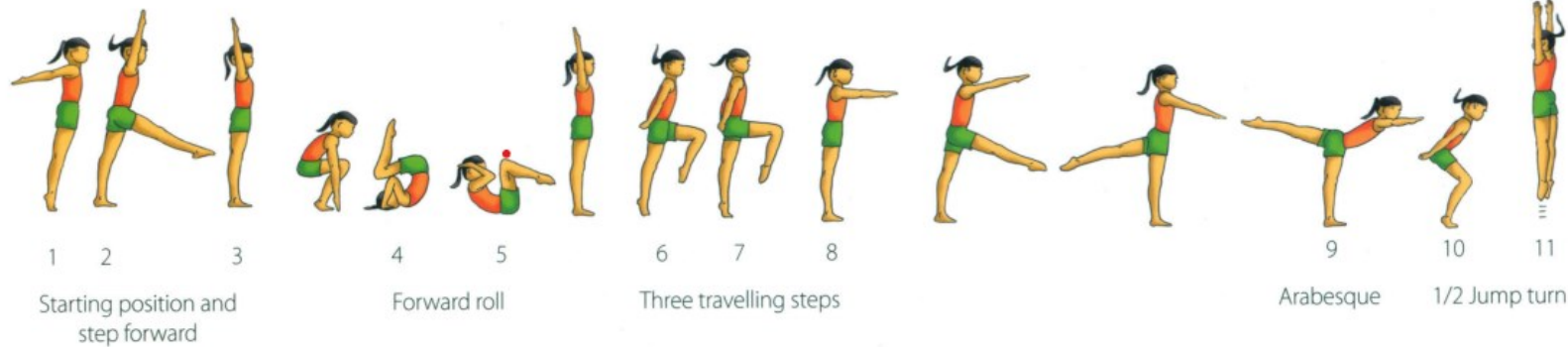
Base/Posts: There are four bases/posts that are used to mark out the pitch. These are positioned on the outside of the bowling square in a diamond shape.

Rounder: If the batter successfully runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores one rounder.

The Long Barrier: A fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, by positioning their body in line with the ball just in case they miss the ball with their hands.

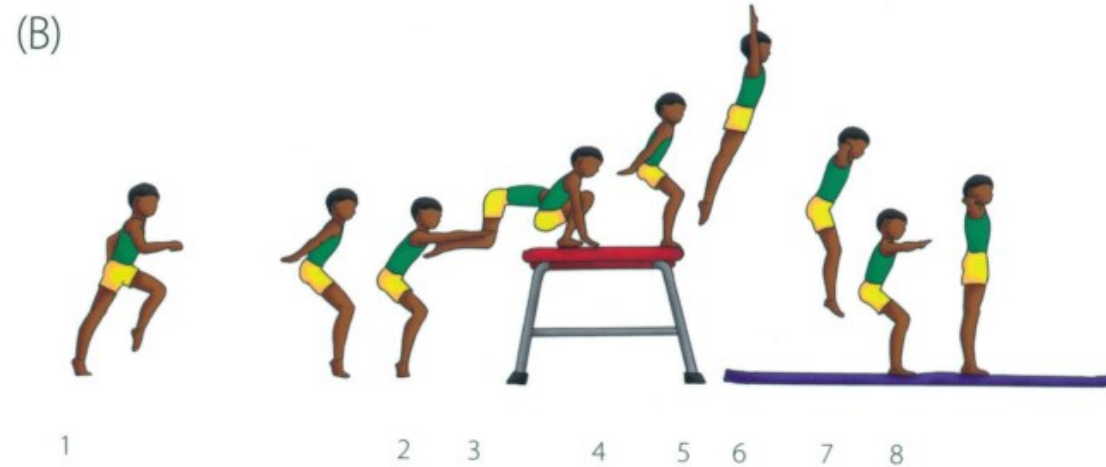
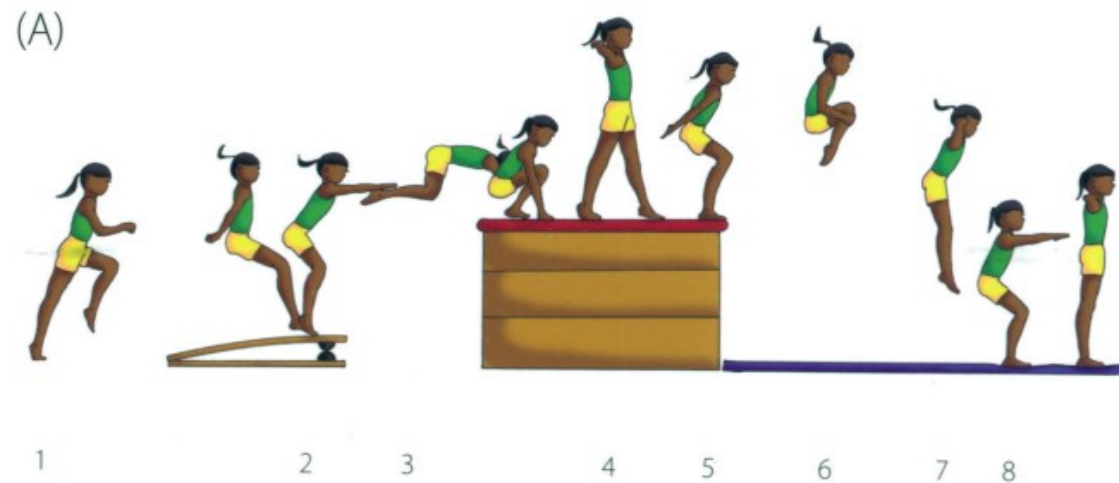


(Sequence performed on a strip of mats approximately 6 x 1 metres)

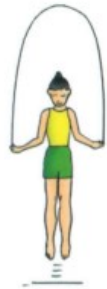




1. Approach to vault
2. Take off (1)
3. Flight onto apparatus
4. Travel on apparatus
5. Take off (2)
6. Stretched or tucked shape in air
- 7,8. Landing



P.E. Key Steps Gymnastics 2-Body Management Year 4



1
Single bounce skips with rope x 5



2
Dish with one leg out at a time



3
Towards half lever



4
Towards japana



5
Arch

6
Front support lower to floor



7
Right splits



7
Box splits



7
Left splits



8
Shoulder flexibility



9
Broad jump



Unit Purpose

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 in order to move the ball up the court, creating an attack that results in a shooting opportunity.

Inspire Me!

The Great Britain's Women's Hockey Team won gold at the 2016 Olympics beating Netherlands on penalties. Goalkeeper, Maddie Hinch was one of the heroines saving four consecutive penalties.

Key Success Criteria

Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks.

Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.

Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.

Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a goal.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal.

Dribbling: This is a method of moving with the ball using our stick. When we dribble we can only use the flat side of stick.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

Sport Specific Vocabulary

Tackling: This is a method of defending in hockey. It involves a defender using their stick to knock the ball out of the possession of an attacker.

Blocking: A block occurs when an attacker takes a shot and a defender uses their stick to prevent the ball from going towards the goal.

Free Hit: A free hit is awarded when a foul occurs or the ball hits a players foot. The free hit is taken from where the violation took place.



Unit Purpose

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 in order to move the ball up the court, creating an attack that results in a shooting opportunity

Inspire Me!

The Harlem Globetrotters are an American exhibition basketball team. They combine athleticism and theatre in their style of play. They have played more than 26,000 exhibition games in over 124 countries.

Key Success Criteria

Pupils will be able to apply a secure understanding of passing, moving, dribbling and shooting in order to score points against another team.

Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.

Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.

Pupils will continue to develop and apply life skills such as resilience and self discipline as they strive to improve their own performance and understanding.

Vocabulary for Learning

Possession: When we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

Space: An open area on the court that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score.

Sport Specific Vocabulary

Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.

Pivot: A pivot is used to allow the attacker in possession of the ball the opportunity to change direction without committing an offence. One foot must remain on the ground known as the pivot foot. The attacker can step with their other foot, using their pivot foot to change direction.



Unit Purpose

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.

Inspire Me!

Max Whitlock became Britain's first ever gold medallist in artistic gymnastics when he won both the men's floor and pommel horse exercises at the 2016 Summer Olympics. He is the most successful gymnast in Britain's history.

Key Success Criteria

Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.

Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.

Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.

Pupils will develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.

Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

Control: This refers to pupils being able to move their bodies silently.

Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements

Sport Specific Vocabulary

Bridge: A bridge is a structure that passes over a road, a river or other obstacle. In this unit, we want to recreate the idea of a bridge using our bodies.

Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Flow: This is when a gymnast moves from one action to another without stopping.



Unit Purpose

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 and actions, and will incorporate apparatus.

Inspire Me!

Did you know... the first year of a cat's life is equal to the first 15 years of a human life?

The average cat spends 70% of their lives sleeping, which works out to be around 13-16 hours a day.

Key Success Criteria

Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.

Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.

Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison.

Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity: This refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: This refers to how a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Motif: A series of movements that are repeated.

Flow: This is when a dancer moves from one action to another smoothly and without stopping.

Character: This refers to the cat that the pupil is portraying in their performance.



Unit Purpose

This unit of work will teach pupils to swim competently, confidently and proficiently over a distance of at least 10 metres. They will learn a range of skills, how to use a range of strokes effectively and how to perform safe self-rescue in different water-based situations.

Key Success Criteria

Push and glide.

Enter the water of at least full reach depth using a straddle entry.

Surface dive head first from swimming.

Surface dive feet first from treading water.

Scull feet first for 5 metres.

Swim 5 metres front crawl rotate and continue for a further 5 metres on the back.

Swim 10 metres propelling a ball without touching it with their hands.

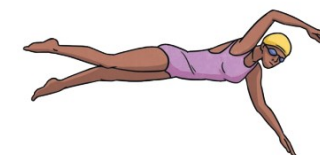
Climb out in deep water unaided and without using the steps.

Your Position

- Keep your body flat in the water.
- Your eyes should be looking forwards and down.
- Keep your head relaxed and in line with your spine.
- Your shoulders and hips will both rotate but your shoulders should rotate more!

Your Arms

- Reach one arm forwards with a bent elbow.
- Your hand should enter the water thumb first.
- Keep your fingers together.
- Pull the water back towards you.
- Don't bring your arm back out until it has reached your leg.
- Rotate and repeat using the other arm.



Front Crawl

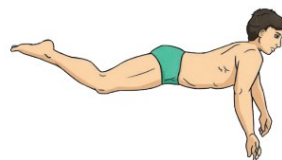
Your Legs

- Kick with your legs close together.
- Keep your ankles relaxed and kick from the hips.
- Keep your legs as straight as possible.

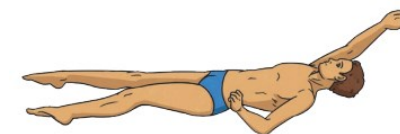
Your Breathing

- You will turn your head from side to side to breathe.
- Breathe out slowly with your face in the water.
- Turn to one side so your face is out of the water and inhale quickly.
- Change sides each time you inhale.
- Try to find a rhythm!

Breaststroke



Backstroke





Unit Purpose

The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try.

Pupils will develop their understanding of when, where and why they need to create space when they are attacking.

Inspire Me!

Jonah Lomu was a rugby player from New Zealand and is regarded as one of the greatest players of all time.

Jonah became the youngest ever player to represent his country at the age of 19 years old

Key Success Criteria

Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent.

Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging.

Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents.

Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self-motivation.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a try.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a try.

Possession: When we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Dodge: A method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender.

Sport Specific Vocabulary

Try: A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the opposition's try line using two hands.

Tagging or Tag: The method applied by the defender trying to stop the ball carrier running with the ball.

Ball Carrier: The ball carrier is defined as the attacker who is in possession of the ball.



Unit Purpose

The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis.

Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.

Inspire Me!

The Williams sisters, Venus and Serena are two professional American tennis players who have dominated the women's game since the late 90s. Between them they have won over 60 grand slam titles and 5 Olympic titles.

Key Success Criteria

Pupils will hit the ball into space on their opponent's side of the court, creating space for the next shot that will win them the point.

Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.

Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game.

Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.

Vocabulary for Learning

Outwit: This means using your intelligence to trick or out-smart your opponent to win a point.

Space: An open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

Accuracy: The ability to control where we hit the ball on our opponent's side of the court.

Power: The intensity and speed with which a ball is hit.

Sport Specific Vocabulary

Baseline: The baseline runs parallel to the net and defines the back of the court on each side.

Forehand: Forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

Backhand: Backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.

Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.

Out: The term used when the ball is returned over the net and does not bounce on the inside of the court.



Unit Purpose

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.

Inspire Me!

Did you know... that the longest standing men's world record is the discus throw set by Jürgen Schult in 1986?

The longest standing women's world record is the 800m set by Jarmila Kratochvílová in 1983.

Key Success Criteria

Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.

Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.

Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve.

Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.

Vocabulary for Learning

Tactics: A carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Speed: The ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Distance: The length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

Pace: The amount of time it takes an athlete to cover a specific distance. It is important for long distance runners to pace themselves, if they go too fast, they will finish the race more slowly.

Power: The ability to perform strength based movements quickly. Power can be the intensity, force or speed with which an object is thrown or how an athlete uses their body to increase the distance they jump.

Sport Specific Vocabulary

Stride Pattern: The distance covered when an athlete takes a step or the number of steps taken between hurdles. An athlete's stride pattern will differ depending on the distance that the athlete is running.



Unit Purpose

The unit of work will develop pupils ability to apply the principles of attack vs defence in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible.

Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible.

Inspire Me!

Baroness Rachael Heyhoe Flint was a pioneer for women's cricket. Flint led England to their first World Cup victory in 1973. Did you know that Flint was the first woman to hit a six in a test match?

Key Success Criteria

Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.

Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders.

Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.

Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.

Vocabulary for Learning

Retrieving: Returning the ball as quickly as possible to a bowler, fielder or wicketkeeper to prevent the batters from scoring runs.

Bowling: The action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.

Strike: Hitting the ball with a bat away from the fielders at different angles and speeds with the purpose of scoring runs.

Sport Specific Vocabulary

Batting: The skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.

Fielder: A defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batter's score as low as possible.

The Long Barrier: A fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, by positioning their body in line with the ball just in case they miss the ball with their hands.



Unit Purpose

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.

Inspire Me!

Tom Brady is the most successful American football quarterback of all time. Brady holds the record for the most yards passed. This means Brady has been able to communicate his tactics and where he is going to throw the ball to his team.

Key Success Criteria

Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully.

Pupils will apply an ability to evaluate and improve strategies to solve the problems.

Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges.

Pupils will demonstrate leadership attributes as they take responsibility for their team members.

Vocabulary for Learning

Communication: The method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Strategy: A planned set of actions that are used by a team or individual to achieve a long- term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Sport Specific Vocabulary

Non-verbal communication: A method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.

Verbal communication: A method of communicating using our voice. When communicating verbally, it is important that our message is clear and precise so that our team members can understand.



Unit Purpose

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.

Inspire Me!

Layla Guscoth is an England netball international. She was a member of the England squad that won a bronze medal at the 2019 Netball World Cup. Layla is also a practicing doctor!

Key Success Criteria

Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.

Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics.

Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.

By facilitating learning through game- based scenarios, pupils' self discipline will be challenged as they focus on trying their best, even when their team is losing.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Transition: This is defined as the process of recognising and responding after losing or regaining possession.

Possession: This is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

Sport Specific Vocabulary

Shoulder Pass: The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it is another way you can outwit defenders.

Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.



Unit Purpose

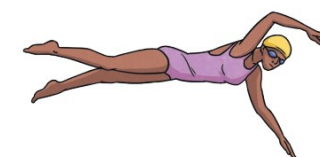
This unit of work will teach pupils to swim competently, confidently and proficiently over a distance of at least 25 metres. They will learn to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and how to perform safe self-rescue in different water-based situations.

Key Success Criteria

- Push and glide into a forward somersault.
- Perform a handstand showing good control.
- Scull head first on the back for 10 metres, perform a back somersault and return to sculling feet first.
- Swim 5 metres into a pike surface dive and retrieve a brick from water of full reach depth. Carry the brick a further 15 metres using an inverted breaststroke.
- Tread water for 2 minutes.
- Climb out in deep water unaided and without using the steps.
- Dive into 1.8m of water and hold glide for 5 metres.

- Your Position
- Keep your body flat in the water.
 - Your eyes should be looking forwards and down.
 - Keep your head relaxed and in line with your spine.
 - Your shoulders and hips will both rotate but your shoulders should rotate more!

- Your Arms
- Reach one arm forwards with a bent elbow.
 - Your hand should enter the water thumb first.
 - Keep your fingers together.
 - Pull the water back towards you.
 - Don't bring your arm back out until it has reached your leg.
 - Rotate and repeat using the other arm.

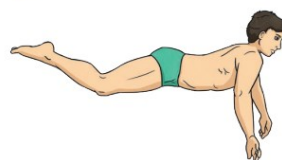


Front Crawl

- Your Legs
- Kick with your legs close together.
 - Keep your ankles relaxed and kick from the hips.
 - Keep your legs as straight as possible.

- Your Breathing
- You will turn your head from side to side to breathe.
 - Breathe out slowly with your face in the water.
 - Turn to one side so your face is out of the water and inhale quickly.
 - Change sides each time you inhale.
 - Try to find a rhythm!

Breaststroke

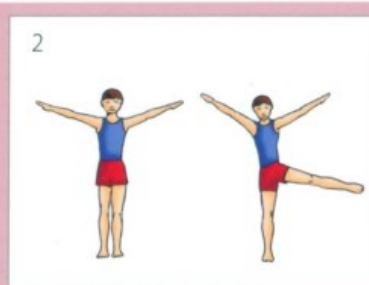
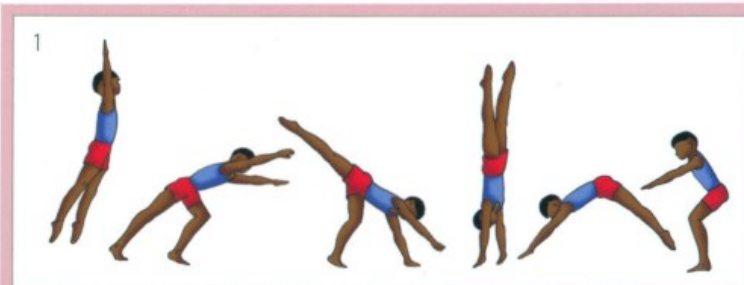


Backstroke

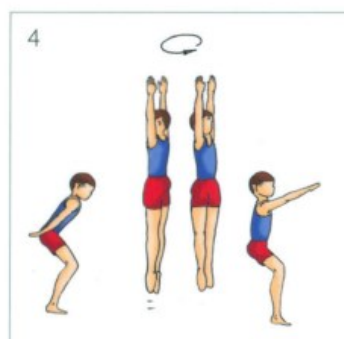




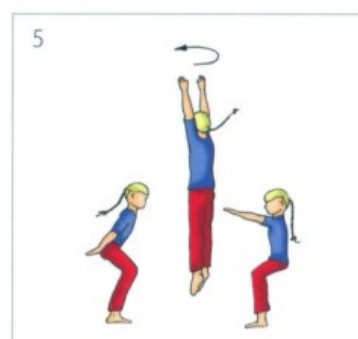
(Sequence performed on a rectangle of mats approximately 8 x 6 metres if possible) - PERFORM 6 SKILLS ONLY IN ANY ORDER



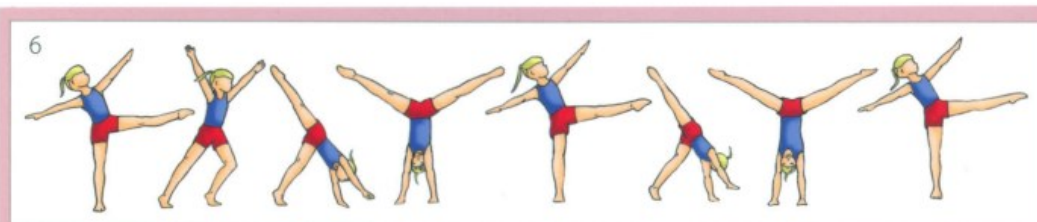
1. Round off
2. Side scale towards Y balance
3. Backward roll straddle
(include each of these elements in any order in your sequence)



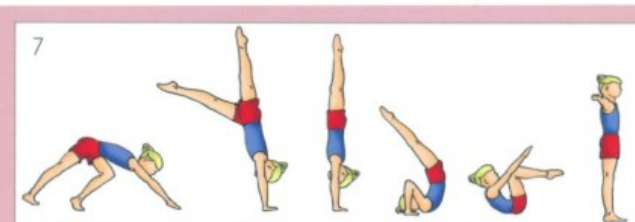
OR



4.5. Full or 1/2 turn jump (choose one between these 2 elements)



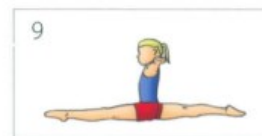
OR



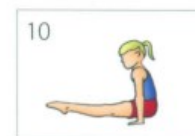
6. Two cartwheels consecutively or
7. Handstand forward roll



OR



OR



8,9,10. Bridge or splits or 1/2 lever
(choose one between these 3 elements)

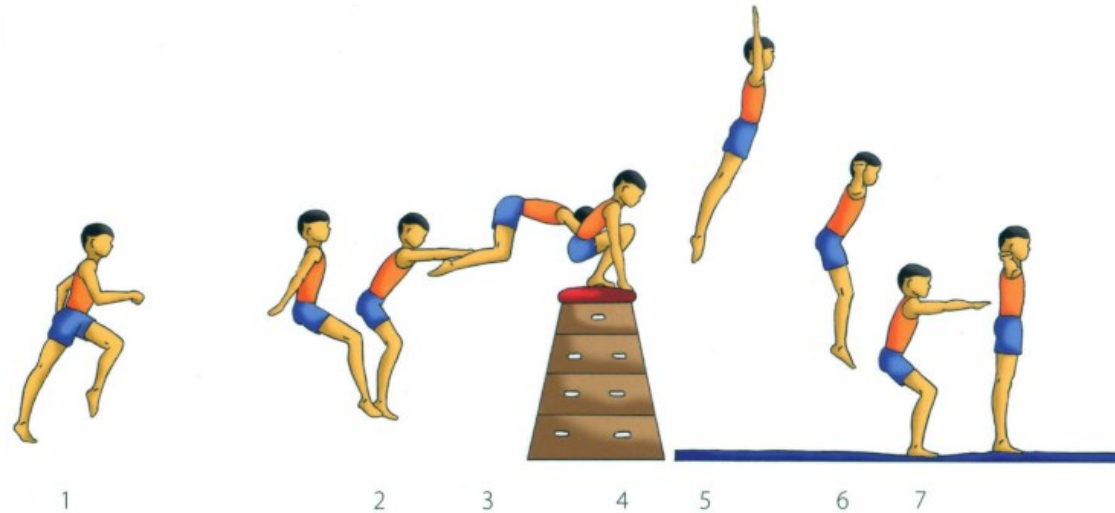


(A) A few short running steps to take off floor and jump into a squat position on apparatus (height optional to suit performer) followed by an immediate take off into a straight jump to land with control on floor mats. (Mark out of 9.0)

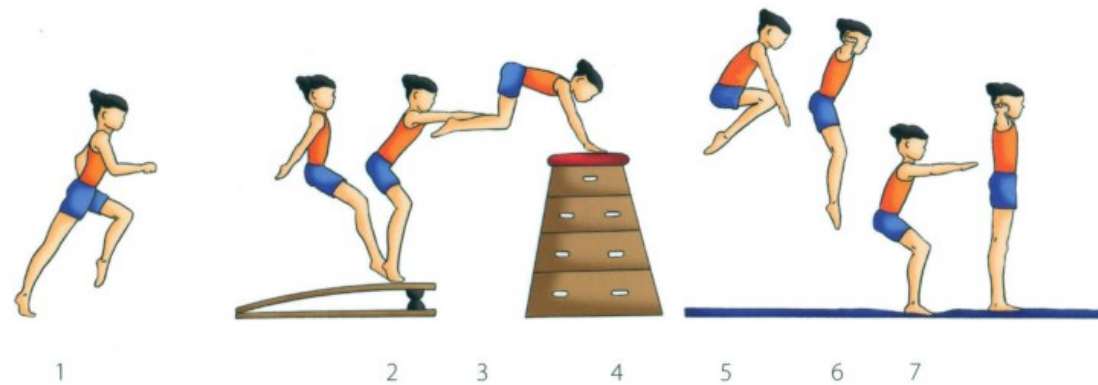
(B) Through vault. (Mark out of 10)

(A)

1. Approach
2. Take off
3. Flight onto apparatus
- 4,5. Rebound and flight off
- 6,7. Landing



(B)





1
Single bounce skips
with ropes x 10



2
Dish



3
Roll to arch and back
to dish



4
Towards half lever



5
Japana



6
Press up



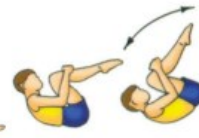
7
Left splits

7
Box splits

7
Right splits



8
Bridge



9
Broad jump



Unit Purpose

The unit of work will focus on exploring Counter Balances 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.

Inspire Me!

Nadia Comăneci is a Romanian retired gymnastics and five-time Olympic gold medallist. At the age of 14, Comăneci was the first gymnastic to be awarded a perfect 10 at the Olympic Games.

Key Success Criteria

Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.

Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.

Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.

Pupils will apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.

Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

Flow: This is when a gymnast moves from one action to another without stopping.

Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Sport Specific Vocabulary

Counter Balance: A counter balance is a pushing balance.

Counter Tension: A counter tension is a pulling balance.

Unison: Unison is where pupils perform the same movement at exactly the same time as their partner or group.

Canon: Canon is where pupils perform the same movement one after the other.



Unit Purpose

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.

Inspire Me!

Did you know... you would not be able to walk on Jupiter, Saturn, Uranus or Neptune because they have no solid surface?

Also if you could fly a plane to Pluto, the trip would take more than 800 years!

Key Success Criteria

Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.

Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.

Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.

Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity: This refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: This refers to how a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Motif: A series of movements that are repeated.

Choreography: A set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.

Character: This refers to the astronaut or alien that the pupil is portraying in their performance.



Unit Purpose

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.

Inspire Me!

Did you know... that red and yellow cards were first used at the 1970 World Cup in Mexico?

The cards were introduced as a way of communicating to players and spectators that a player had been cautioned or sent off.

Key Success Criteria

Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.

Pupils will begin to create and apply tactics that they can then adapt depending on the situation.

Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.

By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

Pressure: Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure in an attempt to regain possession.

Tackle: A method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A mistimed tackle could result in a foul being awarded.

Sport Specific Vocabulary

Shadowing: The defending player keeps their eyes on the ball and mirrors the attacker's movements. This technique is used to apply pressure to the attacker in an attempt to force them to lose possession of the ball.

Tracking Back: A term used when a player loses possession of the ball and then follows an opponent back to try to tackle them, or to stop them from getting the ball.



Unit Purpose

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.

Inspire Me!

Did you know that the first Olympic Games began over 2,700 years ago in Olympia, Greece? The ancient games were a religious festival, held in honour of Zeus, the King of the Gods.

Key Success Criteria

Pupils can perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.

Pupils will consolidate their ability to evaluate their own and others' performances.

Pupils will apply effective decision making as they construct their sequences.

Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performances.

Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity: This refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: This refers to how a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Motif: A series of movements that are repeated.

Compositional: A type of choreography used to create a dance performance in relation to a poem or piece of music. It often follows a storyline or communicates an idea or message.

Improvisation: To perform a dance sequence or movement to a particular piece of music or drama, spontaneously or without preparation.



Unit Purpose

The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus.

Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group.

Inspire Me!

Did you know... the circus was first established by Philip Astley in 1768? Astley would perform tricks on top of horses in a circular ring, which he would refer to as a 'circus'.

Key Success Criteria

Pupils will perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.

Pupils will consolidate their ability to evaluate their own and others' performances.

Pupils will apply effective decision making as they construct their sequences.

Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performances.

Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: This refers to the actions that a dancer uses to make their character's thoughts or feelings known.

Creativity: This refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: This refers to how a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Motif: A series of movements that are repeated.

Character: This refers to the outcast or circus performer that the pupil is portraying in their performance.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.



Unit Purpose

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 put and explore and develop an understanding of how to hurdle safely.

Inspire Me!

At the 1992 Olympics Derek Redmond tore his hamstring in the 400 metres semi-final but continued the race limping. With assistance from his father, he managed to complete the race as the crowd gave him a standing ovation.

Key Success Criteria

Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.

Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.

Pupils will consolidate their ability to encourage and collaborate with others while giving feedback and showing respect.

Pupils will strive to improve their own technique, ensuring they always apply maximum effort.

Vocabulary for Learning

Tactics: A carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Speed: The ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Distance: The length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

Evaluation: For an athlete to review their own or a team's performance, making judgements on strengths and weaknesses in order to improve performance.

Sport Specific Vocabulary

Change Over: A change over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.

Personal Best: An individual or team's best performance in a given event.

Lap: One full completed circuit of a track in a running race.



Unit Purpose

The unit of work will challenge pupils to apply their understanding of how to create space to win a point.

Pupils will refine their understanding of when to apply the forehand and backhand in a game situation to win a point and how to take control of the game from the beginning (serve).

Inspire Me!

Badminton has been contested at the Summer Olympic Games since its introduction in 1992. The mixed doubles badminton tournament started in the 1996 Summer Olympics.

Key Success Criteria

Pupils will be able to execute the backhand and forehand technique with accuracy and consistency. Pupils will be able to use and apply the serve in games.

Pupils will demonstrate an understanding of where to play the shuttle and why.

Pupils will understand the consequences if shots are not accurate and controlled.

Pupils will develop life skills such as communication and respect as they collaborate with others and play by the rules.

Pupils will apply self motivation and integrity as they strive to always try their best, even when they are losing or finding the skills difficult to apply.

Vocabulary for Learning

Outwit: This means using your intelligence to trick or out smart your opponent to win a point.

Space: This is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

Return: This means successfully hitting a shuttlecock back over the net, landing it in, on your opponent's side of the court.

Recover: This means returning to a position on the court, usually in the middle of the court on the baseline, ready to receive a shot from your opponent.

Sport Specific Vocabulary

Forehand: Forehand is a shot in which the palm of your hand faces the direction in which you are hitting the shuttlecock.

Backhand: Backhand is a shot in which you hit the shuttlecock with your arm across your body and the back of your hand facing the ball.

Serve: The method of starting a game of badminton. A serve is from the baseline and the shuttlecock must be hit diagonally into the opponent's service box.



Unit Purpose

The unit of work will challenge pupils to apply fielding tactics, exploring how to maximise the fielding set up to get the most from the players, making it harder for the batting team.

Pupils will be able to explore the skill set of each team and tactically select players to play in positions that utilise their skills.

Inspire Me!

Did you know that rounders is an amateur sport and not a professional one? Rounders is an inclusive sport that can help build and develop life skills such as teamwork, communication and respect.

Key Success Criteria

Pupils will be able to apply refined fielding skills, (accurate throwing, catching and retrieving skills) in order to prevent the batters from scoring.

Pupils will apply effective decision making within the fielding team when making choices as to which positions pupils play.

Pupils will work positively with their team members to find success demonstrating effective collaborative skills and leading their team.

By facilitating learning through game situations, pupils will be challenged to always try their best, even when they find it difficult and even when their team is losing.

Vocabulary for Learning

Batting: The skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

Fielder: A defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.

Bowling: The action of propelling the ball towards the batter.

Tactics: A carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Sport Specific Vocabulary

The batting square: A marked area that the batter stands in when striking the ball.

The bowling square: The area where the bowler stands when bowling the ball.

No ball: A no ball is an unfair delivery (bowled by the bowler) that is either dangerous; the ball is bowled above the batter's head and below the knee or the ball bounces before the batter.

Out: A form of dismissal which occurs when the batter's period of batting is brought to an end by the opposing team.



Unit Purpose

The unit of work will refine pupils' ability to apply effective teamwork through different problem-solving challenges.

Throughout the unit, there will be a focus on pupils refining effective communication skills, essential to working within a team to complete the challenges.

Inspire Me!

Did you know... visually impaired runners race with a guide, who is attached to them with a band at the wrist? The guide's role is to provide valuable information to the runner throughout the race.

Key Success Criteria

Pupils will work within teams to refine effective strategies and tactics in order to complete the different problem solving challenges successfully.

Pupils will be able to think tactically and communicate their ideas for completing the challenges to their team members.

Pupils will refine life skills such as collaboration and communication effectively as they apply both speaking and listening skills within their teams.

Pupils will apply effective leadership skills as they control their own emotions and take responsibility for their team members.

Vocabulary for Learning

Communication: This is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Strategy: A planned set of actions that are used by a team or individual to achieve a long- term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Sport Specific Vocabulary

Adapt: To change or modify something depending on the situation. An individual or team may need to adapt their tactics to help them achieve their goal.

Motivation: The positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal.

Cooperation: Cooperation is another word used to define teamwork, meaning to work together to achieve a goal or to complete a task.



Unit Purpose

Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score.

Pupils will in turn apply pressure when defending to regain possession effectively.

Inspire Me!

Natascha Keller is a former German hockey player. Natascha is the most capped player in the history of the game having represented her country over 400 times. Natascha won a gold medal at the 2004 Olympics.

Key Success Criteria

Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession.

Pupils will demonstrate create a range of attacking and defending tactics, applying these to their games and adapting when applicable.

Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will aim to ensure the team feels motivated.

Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Attack: The aim of the game for the attackers is to score a goal. When a team are in possession of the ball, they need to work together and apply their understanding of passing, moving and dribbling to create a shooting opportunity.

Defending: The aim of the game for the defenders is to prevent the attackers from scoring. When a team does not have possession, they need to work together and apply their understanding of tackling, blocking and marking to gain back possession.

Counter Attack: A tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

Sport Specific Vocabulary

Free Hit: This is awarded when a foul occurs or the ball hits a player's foot. It is taken from where the violation took place.

Man-to-Man Marking: This is a defensive tactic used where each player is assigned to defend and follow the movements of particular player on the opposite team.

Goal Side: A defensive tactic used when a defender marks an opponent. The defender positions themselves between the attacker and the goal, increasing the defender's chances of preventing an attack.



Unit Purpose

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.

Inspire Me!

Vitaly Scherbo is a former Belarusian gymnast and one of the most successful gymnasts of all time.

Vitaly is the only male gymnast to have ever won a world title in all eight gymnastic exercises.

Key Success Criteria

Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.

Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.

Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.

Pupils will consistently apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.

Flow: This is when a gymnast moves from one action to another without stopping.

Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Sport Specific Vocabulary

Matching: Pupils perform exactly the same movements at the same time.

Mirroring: Pupils perform their movements creating a mirror image of each other.

Unison: Pupils perform the same movement at exactly the same time as each other.

Canon: Pupils perform the same movement one after the other.



Unit Purpose

Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score.

Pupils will in turn apply pressure when defending to regain possession effectively.

Inspire Me!

James Naismith was a Canadian-American physical educator/physician and the inventor of the game of basketball.

Naismith designed the game of basketball while he was teaching at the Springfield College in America

Key Success Criteria

Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.

Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.

Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.

Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Transition: This is defined as the process of recognising and responding after losing or regaining possession.

Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

High Press: A high press is a tactic applied by the defending team that defends high up the court and inside the opposition's half in an attempt to regain possession quickly.

Sport Specific Vocabulary

Backcourt Violation: A foul is called when the team in possession of the ball crosses into the opposition's half of the court and then, passes or dribbles the ball back into their half of the court. When a team commits a backcourt violation possession changes.

Man-to-Man Marking: This is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.



1
Single bounce skips
with ropes x 10



2
Dish

3
Roll to arch and back
to dish



4
Towards half lever



5
Japan

6
Press up



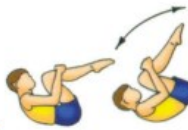
7
Left splits

7
Box splits

7
Right splits



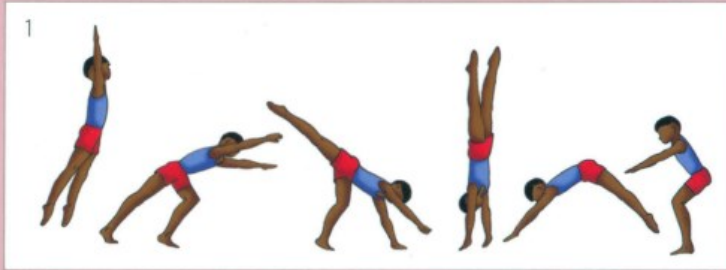
8
Bridge



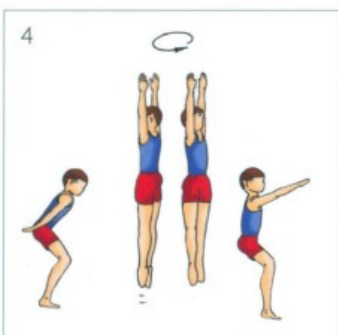
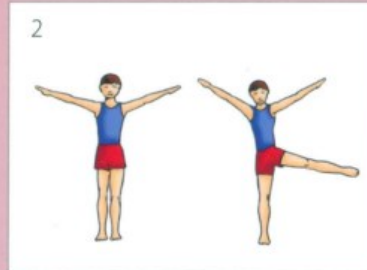
9
Broad jump



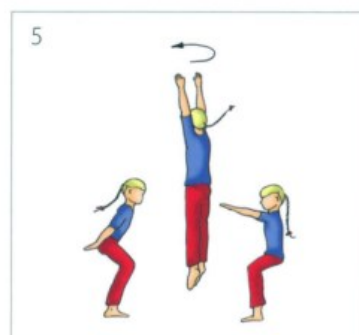
(Sequence performed on a rectangle of mats approximately 8 x 6 metres if possible) - PERFORM 6 SKILLS ONLY IN ANY ORDER



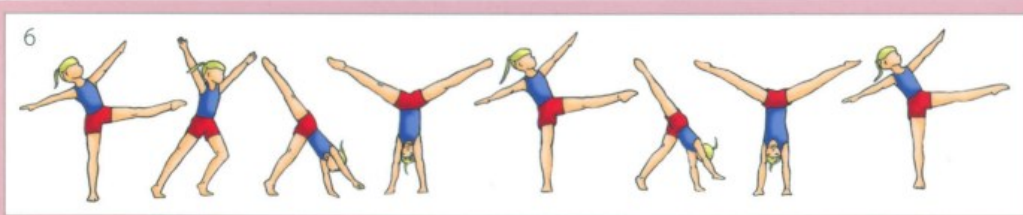
1. Round off
2. Side scale towards Y balance
3. Backward roll straddle
(include each of these elements in any order in your sequence)



OR



4,5. Full or 1/2 turn jump (choose one between these 2 elements)



6. Two cartwheels consecutively or
7. Handstand forward roll

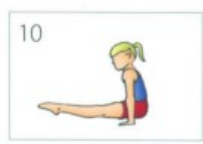
OR



OR



OR



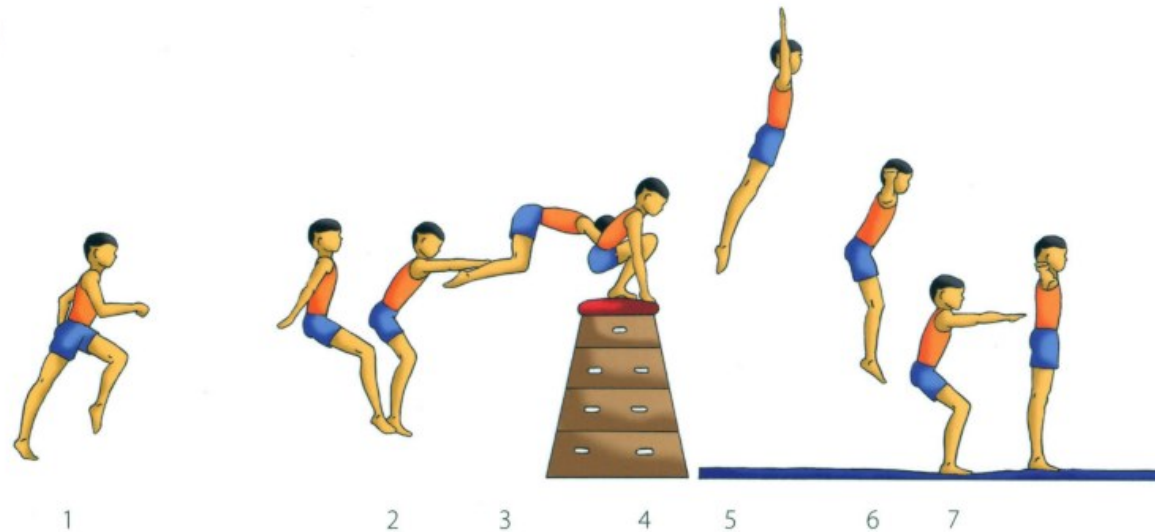
8,9,10. Bridge or splits or 1/2 lever
(choose one between these 3 elements)



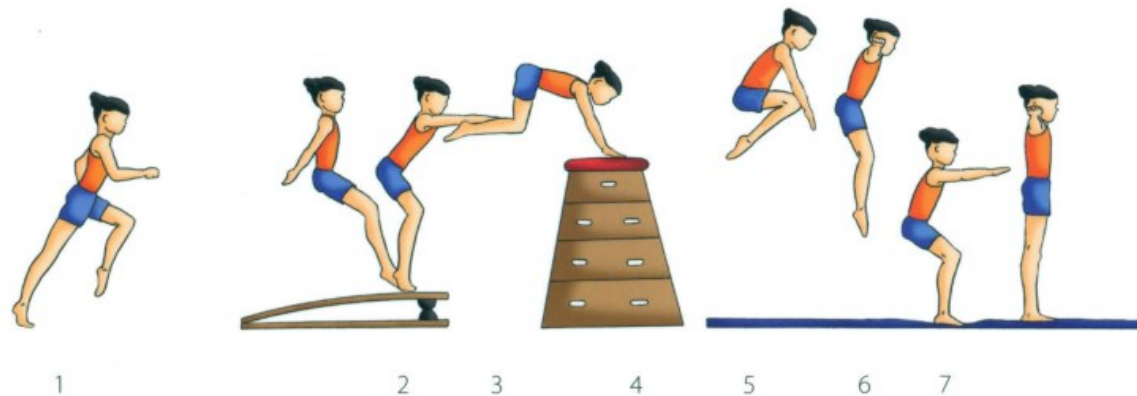
(A) A few short running steps to take off floor and jump into a squat position on apparatus (height optional to suit performer) followed by an immediate take off into a straight jump to land with control on floor mats. (Mark out of 9.0)
 (B) Through vault. (Mark out of 10)

(A)

1. Approach
2. Take off
3. Flight onto apparatus
- 4,5. Rebound and flight off
- 6,7. Landing



(B)





Unit Purpose

Pupils will consolidate their understanding of attacking and defending.

Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.

Inspire Me!

Nigel Owens was a Welsh international rugby union referee. Nigel holds the record for the most international matches refereed, exactly 100.

This includes the 2015 Rugby World Cup Final between New Zealand and Australia.

Key Success Criteria

Pupils will apply a refined understanding of the skills required for both attacking and defending. Pupils will switch fluidly between attack and defence as possession changes.

Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics and applying these to their games.

Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.

Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Transition: The process of recognising and responding after losing or regaining possession.

Offside: occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker intercepts the first pass, this is known as offside.

Formations: A formation describes how the attackers and defenders position themselves on the pitch.

Sport Specific Vocabulary

Knock On: An offence committed by the attacking team when the ball carrier or an attacker receiving a pass 'drops' the ball forwards towards their opponents' try line.

Advantage: This is applied when an infringement occurs. Instead of stopping the game the referee can apply an 'advantage' to the non-offending team if they have/gained possession and can create an attack.



Unit Purpose

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.

Inspire Me!

Did you know... Rio's Carnival is registered on the Guinness Book of Records as the biggest carnival in the world? There are more than 2 million people dancing on the streets every day during the carnival in Rio.

Key Success Criteria

Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.

Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.

Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.

Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity: This refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: This refers to how a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Stimulus: Stimulus is something that provokes or causes an action or response.

Choreography: A set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.

Rhythm: A repeated pattern of movements or sounds.



Unit Purpose

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness.

Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.

Inspire Me!

Did you know... that in 2020, Mathew Fraser earned the title of Fittest Man on Earth for the fifth consecutive year?

Matthew started out as an Olympic weightlifter and was a junior national champion.

Key Success Criteria

Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.

Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.

Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits.

Pupils will refine life skills such as self motivation, resilience and self discipline as they strive to improve their own performances.

Vocabulary for Learning

Cardiovascular System: The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies.

Strength: Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.

Flexibility: Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.

Fitness: Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease.

Sport Specific Vocabulary

Circuits: Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.

Fitness Assessment/Test: A fitness test will evaluate your overall health and physical status. The test marks the starting point for designing an appropriate exercise programme.



Unit Purpose

The unit of work will challenge pupils to recreate the story of The Titanic through controlled movements and balances.

Pupils will perform choreographed movements and balances that incorporate emotion, expression and characterisation.

Inspire Me!

Did you know... The Titanic sank on 15 April 1912 in the North Atlantic Ocean, four days into her maiden voyage from Southampton to New York City? The Titanic had an estimated 2,224 people on board but only 706 survived.

Key Success Criteria

Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements and balances with accurate expression and emotion.

Pupils will make effective evaluations of an individual, pair or group's strengths and weaknesses. Pupils will reflect on their own performances.

Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performances.

Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: This refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity: This refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: This refers to how a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Motif: This is a series of movements that are repeated.

Rhythm: This is a repeated pattern of movements or sounds.

Choreography: This is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.



Unit Purpose

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 of 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.

Inspire Me!

Dick Fosbury is a retired high jumper who is considered one of the most influential athletes in history. He revolutionised the high jump event with a "back-first" technique, which is adopted by almost all high jumpers today .

Key Success Criteria

Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.

Pupils will demonstrate a strong understanding of how to apply the correct technique in each event and why the correct technique is so important.

Pupils will consolidate their ability to encourage and collaborate with others while giving feedback and showing respect.

Pupils will constantly apply life skills such as responsibility and self-discipline by applying their best effort every time and leading others by example.

Vocabulary for Learning

Tactics: A carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Speed: The ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Distance: The length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

Teamwork: The combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Evaluation: For an athlete to review their own or a team's performance, making judgements on strengths and weaknesses in order to improve performance.

Sport Specific Vocabulary

False Start: A false start is where an athlete begins a running race before they are permitted to do so.

Events: The different track and field activities in athletics are known as events. Track is the name given to running events whereas field includes the throwing and jumping events.



Unit Purpose

Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation.

Pupils will apply their learning in singles and doubles games.

Inspire Me!

Simon Archer and Joanne Goode were the first British players to win a medal at an Olympic games, winning bronze in 2000. Did you know Archer once held the world record for the fastest smash at 162 mph?

Key Success Criteria

Pupils will apply a refined ability to execute the correct technique for a range of shots, with accuracy and consistency.

Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.

Pupils will refine life skills such as communication and respect as they collaborate with others and play by the rules

Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Outwit: Using your intelligence to trick or out-smart your opponent to win a point.

Space: An open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

Sport Specific Vocabulary

Lob: A lob shot is played from the front of the court using an underarm action. The aim is to lift, the shuttlecock over your opponent, making the shuttlecock land as near to the back of the court as possible.

Drop: A drop shot is played with the intention of making your opponent move to the front of the court. For the shot to be effective you should make your opponent believe that you are playing clear or a smash shot, then execute a drop shot.

Clear: A clear shot is a defensive shot played in badminton. The aim of a clear is to hit the shuttlecock towards the back of your opponent's court allowing you more time to recover and get in position for your next shot.



Unit Purpose

Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.

Inspire Me!

Sir Don Bradman was an Australian cricketer, and is widely acknowledged as the greatest batsman of all time. When Bradman retired from international cricket in 1948, he had a test batting average of 99.94.

West Indian cricketer Brian Lara holds the record for the most runs scored, 400 in a men's Test Match.

Key Success Criteria

Pupils will consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.

Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games.

Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.

Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: A carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Umpire: An official who watches the game or match closely enforcing the rules and makes sure that the game is played fairly. The umpire's decision is final and should be respected.

Boundary: The perimeter of the playing area. The batters score four or six runs if the ball crosses the boundary.

Run Out: A run out occurs when a batter attempting a run, has not reached their ground when the stumps are successfully hit with the ball by the fielding team.

Wide: A ball bowled by the bowler that the batter is unable to reach or hit.

Sport Specific Vocabulary

Four Runs: The batter scores four runs if the ball crosses the boundary having touched the ground first.

Six Runs: The batter scores six runs if the ball crosses the boundary in the air not having touched the ground.

Over: An over consists of six consecutive legal (wides and no-balls do not count) deliveries bowled from one end by a bowler.



Unit Purpose

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 consolidating effective communication skills, applying these within teams and when leading teams.

This unit will refine 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.

There will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as to create, evaluate and adapt tactics.

Key Success Criteria

Pupils will work within teams to consolidate effective strategies and tactics in order to complete the different problem solving challenges successfully.

Pupils will be able to think tactically and create, evaluate and refine tactics for completing the challenges.

Pupils will communicate effectively as they apply both speaking and listening skills within their teams.

Pupils will play by the rules, lead others by example, refine their ability to orientate a map and locate points, returning to base as quickly as possible.

Pupils will apply a refined understanding of passing and moving to score points against another team.

Vocabulary for Learning

Communication: The method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Teamwork: Teamwork is the combined effort of a group to achieve a goal in the most effective and efficient way.

Strategy: A planned set of actions that are used to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Navigate: To find a way through a planned course often by using a map.

Sport Specific Vocabulary

Leadership: Leadership is the ability to guide members of your team towards achieving your goal.

Responsibility: When you take ownership for the things that you are supposed to do and accept the results or consequences of your actions.

Cooperate: To work together to achieve a goal.

Trust: The ability to have the confidence to believe in the actions of your team or partner.