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| **PE** | | |
| **Term 1.1**  **Hockey/Tag rugby** | | |
| Vocabulary | Knowledge | Objectives |
| Attacker  Defender  Dribbling  Marking  Tackling  Blocking  Free hit | 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. | I can dribble to keep control and possession of the ball  I can refine my passing to keep possession of the ball  I can pass and dribble to create an attack to create a shooting opportunity  I can pass and dribble to create space  I can begin to understand the importance of intercepting, blocking and tackling  I can bring my skills together for a tournament |
| Space  Attacker  Defender  Forward pass  Offside | Pupils will be able to apply a secure understanding of passing, moving to create space and score.  Pupils will apply tagging to prevent an attacker scoring. Pupils will demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills.  Pupils will develop and apply 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 | I can pass and move to create space to beat an opponent and score  I can apply passing and moving in 3v3 game  I can explore different ways the defending team event attackers from scoring  I can combine my skills in a mini tournament |
| **Term 1.2**  **Problem solving/Gymnastics: flight** | | |
| Vocabulary | Knowledge | Objectives |
| Communication  Tactics  Teamwork  Strategy  Non-verbal communication  Verbal communication | 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 | I can understand what makes an effective team  I can use communication in my team  I can collaborate with my team to problem solve  I can motivate my team whilst problem solving |
| Excellent gymnastics  Direction  Flow  Levels  Flight  Landing | Pupils will execute a variety of jumps on the floor and apparatus and use these jumps to create a sequence of movements in groups that flows. Pupils will apply life skills such as reflection and decision making 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 selfdiscipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences | I can apply excellent gymnastics when exploring jumps to generate flights  I can jump effectively and start to include turns in their jumps to create a moment of flight  I can use apparatus to create moments of flight  I can use apparatus in sequence in cannon  I can perform a sequence as part if a group |
| **Term 2.1**  **Health related exercise/Netball** | | |
| Vocabulary | Knowledge | Objectives |
| Cardiovascular system  Strength  Flexibility  Fitness  Circuits  Fitness assessment | Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.  Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits. Pupils will develop ilife skills such as self motivation, resilience and integrity as they strive to improve their own performances. | I can benchmark my fitness  I can complete a cardio circuit developing my aerobic fitness  I can complete a flexibility circuit  I can develop a strength circuit  I can perform an aerobic fitness circuit  I can compare my fitness scores |
| Attacker  Defender  Possession  Chest pass  Footwork | Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team. Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.  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. | I can pass and move effectively to keep possession  I can pass and move to create space and transition between attack and defence  I can work out simple tactics for creating space and keeping possession  I can use my knowledge to create an attack  I can play in a mini tournament |
| **Term 2.2**  **Cricket/Swimming** | | |
| Vocabulary | Knowledge | Objectives |
| Retrieving  Bowling  Strike  Batting  Fielder  The long barrier | 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. | I can develop my understanding of batting and fielding  I can begin to bowl underarm  I can develop ways of stopping and returning the ball  I can develop ways of retrieving the ball t prevent batters scoring runs  I can recognise where and why we need to strike the ball to score runs  I can apply my knowledge in a mini game |
| Float  Submerge  Rotate  Stroke  Glide  Streamline | Pupils can swim a continuous swim of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids. Whenever possible, at least part of the swim should be completed in deep water, defined as greater than shoulder depth. This is because ‘competence’ and ‘proficiency’ can’t be assured if the swim takes place in shallow water only. The stroke, or strokes, are as strong at the end of the swim as at the start, and that the swim is completed without undue stress. The stroke or strokes are recognisable to an informed onlooker.  Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success.  Pupils should know the dangers of water and understand how to act responsibly when playing in or near different water environments | I can enter and exit the water safely  I can float with and without submerging my face  I can push and glide in a streamline position  I can breathe effectively  I can move effectively use a simultaneous stroke such as front or back crawl  I can explain how to stay safe near water |
| **Term 3.1**  **Tennis/Quidditch** | | |
| Vocabulary | Knowledge | Objectives |
| Outwit  Space  Return  Recover  Baseline  Forehand  Rally  Out | 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 opponents 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. | I can use my forehand  I can use my racket to direct the ball towards a space  I can recognise when and where to use the backhand shot  I can decide which shot to use in a game  I can use tactical play  I can play a short tennis game |
| Chaser  Beater  Space  Possession  Bludger  Quaffle | Pupils will develop an understanding of passing and moving to score points against another team. Pupils will throw accurately when passing and shooting.  Pupils will being to understand some of the different positions in Quidditch as well as being able to create simple tactics in game situations. Pupils will develop life skills such as respect 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 integrity. | I can recognise when and why we need to throw the bludger with accuracy and power  I can develop the role of the chaser  I can dodge, jump and suck I game situations  I can develop my knowledge of the role of the keeper  I can play a Quidditch game |
| **Term 3.2**  **Athletics/Dance** | | |
| Vocabulary | Knowledge | Objectives |
| Tactics  Speed  Distance  Pace  Power  Stride pattern | 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 and develop.  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. | I can develop my own sprinting technique  I can increase my stride pattern to maintain speed  I can explore pacing for running longer distances  I can understand how to throw a javelin to improve distance  I can use my body to help me jump |
| Excellent dancers  Expression  Creativity  Choreography  Motif  Breakdance | Pupils will perform accurately and convincingly as they bring street art to life through movement. Pupils can perform with flow showing clarity and fluency. Pupils will consolidate their ability to evaluate their own and others’ performances. Pupils will apply effective decision making as they construct their movements | I can join moves together in a sequence  I can choregraph a short sequence  I can interpret music  I can count a beat  I can perform a short sequence |