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| **PE** | | |
| **Term 1.1**  **Outdoor Education/Health Related Exercise** | | |
| Vocabulary | Knowledge | Objectives |
| * Cardiovascular system * Strength * Flexibility * Fitness * Circuits * Fitness assessment/test | * 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 dicipline as  they strive to improve their own  performances. | 1. The focus of the learning is to take pupils through 4 health related fitness assessments. 2. I can understand the functions of the cardiovascular system and how aerobic fitness affects our bodies. 3. I can understand the meaning of flexibility and how flexibility affects our bodies. 4. I can understand the meaning of strength and how strength affects our bodies. 5. I can develop my understanding of aerobic fitness and how exercise affects our bodies. 6. The focus of the learning is to take pupils through the 4 fitness assessments performed in week 1. |
| **Term 1.2**  **Swimming/Gymnastics** | | |
| Vocabulary | Knowledge | Objectives |
| * 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. | 1. I can enter and exit the water safely 2. I can float with and without submerging my face 3. I can push and glide in a streamline position 4. I can breathe effectively 5. I can move effectively use a simultaneous stroke such as front or back crawl 6. I can explain how to stay safe near water |
| * Flow * Levels * Matching * Mirroring * Unison * Canon | * Pupils will create and design sequences following the different challenge cards, executed with accuracy and fluidity using a range of apparatus. * Pupils will effectively apply life skills such as reflection 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 take responsibility and apply self-discipline as they perform their sequences and receive feedback. | 1. I can work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus. 2. I can use and apply my understanding of the different themes and concepts I have learnt. 3. I can design and create my own sequences, constructing the sequences in any order and using any movement or balance I choose. |
| **Term 2.1**  **Hockey/Dance** | | |
| Vocabulary | Knowledge | Objectives |
| * Tactics * Attack * Defending * Counter attack * Free hot | * 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 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. | * I can consolidate my ability to use passing, dribbling and moving skills to keep possession and score. * I can apply my prior learning of passing, dribbling and moving, to keep possession and create an attack that results in a successful shot. * I can apply my knowledge and understanding of defending (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities. * I can apply prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot. * I can apply prior learning of defending to create effective tactics that will prevent attacking opportunities. * I can play in a tournament |
| * Excellent Dancers * Expression * Creativity * Emotion * Chorography * Rhythm | * 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. | * I can create group movements selecting and applying choreography into a routine. * I can use my body to perform technical movements with control and rhythm. * I can experience dances from different cultural traditions. * I can review, describe and evaluate dance performances. |
| **Term 2.2**  **Netball/Tag Rugby** | | |
| Vocabulary | Knowledge | Objectives |
| * Tactics * Transition * Umpire * Positions * Marking | * Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently. * Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics. * 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 | * I can consolidate my attacking skills to effectively pass and move, to progress the ball forwards and create successful shooting opportunities * I can consolidate my defensive skills to prevent the attackers from scoring and forcing a change in possession. * I can understand that I am 'attacking' as soon as their team gains possession * I can understand that I am 'defending' as soon as their team loses possession. * I can extend and challenge my tactical application. |
| * Tactics * Transition * Offside * Knock on * Advantage | * 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, 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. | * I can consolidate my ability to use passing and moving to create attacking opportunities to score a try. * I can refine my knowledge of tagging and defensive formations, which can be used to prevent an attack * I can consolidate my understanding of attacking tactics, applying them into game situations. * I can consolidate my understanding of defensive tactics, applying them into game situations. * I can consolidate attacking and defending in games of tag rugby. |
| **Term 3.1**  **Tennis/Quidditch** | | |
| Vocabulary | Knowledge | Objectives |
| * Forehand * Volley * Serve * Backhand * Doubles * Tactics | * Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points. * Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games. * Pupils will collaborate effectively with their partner, communicating and supporting each other. * Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example. | * I can develop my understanding of how we can win a game of doubles tennis. * I can develop my ability to think tactically about which shot to play, during a game. * I can refine my understanding of when, where and why I am selecting to play that shot to win a point. * I can organise, umpire and manage round robin games and act as a coach * I can act as a coach, providing constructive feedback to each other. * I can play in a tournament |
| * Snitch * Seeker * Tactics * Transition * Counter attack * Referee | * Pupils will be able to apply their advanced attacking and defensive skills into various game scenarios and react as the game situations change. * Pupils will create and apply a variety of attacking and defensive tactics, ensuring everyone in the team understands their roles and responsibilities. * Pupils will develop life skills such as trust and co-operation as they effectively collaborate with others including their opponents. * Pupils will effectively apply life skills such as self motivation and responsibility as they strive to improve their own performance and understanding | * I can consolidate my attacking skills to effectively pass and move to keep possession of the Quaffle, creating shooting opportunities. * I can consolidate my defensive skills to effectively strike the Chasers in possession of the Quaffle, with the Bludger, preventing attempts on goal and forcing a change in possession. * I can ensure I understand that er are 'attacking' as soon as their team gains possession of the Quaffle * I can ensure I understand that we are defending' as soon as their team lose possession of the Quaffle. * I can extend and challenge my tactical application into different situations that occur within the game * I can play in a tournament |
| **Term 3.2**  **Athletics/Cricket** | | |
| Vocabulary | Knowledge | Objectives |
| * False start * Events * Speed * Distance * Tactics * Teamwork | * Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance. * Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important. * Pupils will refine their ability to encourage and collaborate with other, communicating developmental 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 | * The focus of the learning is to bring together the suggested sequence of learning for running into a competition. * The focus of the learning is to bring together the suggested sequence of learning for throwing into a competition. * The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition. * The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. * The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. |
| * Batting * Fielder * Out * Strike * Outwit | * Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game. * Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding). * Pupils will develop life skills such as respect and cooperation as they collaborate with others including their oppoenets. * Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination | * I can consolidate my understanding of batting. * I can consolidate my knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games * I can consolidate my knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games. * I can consolidate my knowledge, understanding and ability to effectively apply a range of batting and fielding skills and tactics into mini games. * I can play a mini game |