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| **PE** | | |
| **Term 1.1**  **Boccia/Dance** | | |
| Vocabulary | Knowledge | Objectives |
| Tactics  Attacker  Defender  Block  Jack  Ramp  End | Pupils will continue to be able to send the ball accurately, varying the speed and power they apply, based on the position of the ‘Jack’.  Pupils will apply an understanding of accuracy, speed and power, making decisions as to when to hit their opponent's ball or to aim at the 'Jack.  Pupils will apply life skills such as respect and collaboration, working effectively with their own team and the opposition.  Pupils will effectively apply life skills such as self motivation and integrity as they continue to try and improve their own performance. | I can explore sending the ball to the jack  I can explain why I need to be accurate  I can develop my sending and accuracy technique  I can score a game in Boccia  I can apply accuracy with my team. |
| 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 |
| **Term 1.2**  **Dodgeball/swimming** | | |
| 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.  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 |
| Attacker  Defender  Dodge  Ducking  Jumping  Aiming | Pupils will be able to apply a secure understanding of dodging, throwing, jumping, ducking and catching skills to outwit their opponents and win the game.  Pupils will demonstrate an understanding of the importance of apply skills at the right time (where, when and why) in order to win a game.  Pupils will develop life skills such as encouragement 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 integrity and self motivation as they strive to improve their own performance and understanding. | I can jump and duck from an incoming ball  I can throw with accuracy and power  I can catch with accuracy  I can jump, duck and dodge in game situations  I can combine dodging, catching and throwing |
| **Term2.1**  **Problem solving challenging collaboration/gymnastics levels and direction** | | |
| Vocabulary | Knowledge | Objectives |
| Excellent gymnastics  Extension  Flow  Interesting  Levels  Direction  Unison  Cannon | Pupils will develop and create a sequence that includes a change of direction and a change in level, including movements and balances that flow  Pupils will apply life skills such as resourcefulness as they create their sequences in pairs, making adaptations when necessary.  Pupils will apply life skills such as encouragement as they work together to create their sequences and suggest ways to improve.  Pupils will apply life skills such as self motivation as they strive to improve their sequences and produce high quality performances. | I can explore changes in level  I can explore changes in direction  I can apply direction and level onto apparatus  I can combing changes in level and direction to create sequences  I can complete a sequence and perform to my peers. |
| Teamwork  Collaboration  Cooperation  Tactics  Communication  Leadership  strategy | Pupils can work together in their teams to beat their opponents playing quickly and efficiently in all the challenges/games.  Pupils will be able to think tactically and create ideas for beating their opponents. Pupils can make effective decisions during the challenges/games.  Pupils can demonstrate life skills such as responsibility, encouragement and communication as they work together to complete the challenges successfully.  Pupils will also demonstrate life skills such as self motivation as they strive to succeed on their own or as part of a team throughout the challenges/games. | I can collaborate to win simple games  I can collaborate in teams  I can collaborate to create attacking/defensive tactics  I can collaborate in competitive games  I can work as a team and develop tactics |
| **Term 2.2**  **Cricket/health and wellbeing -mindfulness** | | |
| Vocabulary | Knowledge | Outcomes |
| 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 |
| Emotions  Mindfulness  Relaxed  Expression  Relaxation techniques  Meditative balances  Deep breathing  Mime | Pupils will be able to use their skills of deep breathing, meditative balances and mime in order to focus and apply these techniques in a variety of activities.  Pupils will be able to discuss and explain their emotions, understanding why it is important to use mindfulness techniques in order to combat negative emotions.  Pupils will effectively apply life skills such as communication as they collaborate with others and support each other to develop their mindfulness techniques.  Pupils will develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity. | I can interpret music to create expressive movement  I can create movement sequences to express emotions  I can perform meditative balances incorporating mindfulness techniques  I can use mime to explore positive and negative emotions  I can combine and perform mime with meditative balances. |
| **Term 3.1**  **Athletics/Handball** | | |
| Vocabulary | Knowledge | Outcomes |
| 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 running at speed  I can run for pace  I can understand and apply tactics when running  I can throw for distance using the javelin  I can jump for distance in the triple jump |
| Attacker  Defender  Transition  Marking  Free pass/throw  Intercepting  Shooting | 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. Pupils will know where and when to shoot and when to defend.  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 refine passing and receiving  I can develop passing and creating space  I can develop passing, moving and shooting  I can combine passing and shooting  I can introduce defending |
| **Term 3.2**  **Quidditch/Rounders** | | |
| Vocabulary | Knowledge | Outcomes |
| Chaser  Beater  Keeper  Space  Bludger  Quaffle | Pupils will be able to throw accurately to hit a target/score a goal adopting the correct technique. When defending, pupils will be able to block the Quaffle.  Pupils will develop their understanding of the different rolls and positions in Quidditch as well as being able to create and apply simple tactics.  Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.  Pupils will continue to develop and apply life skills such as resilience and integrity as they strive to improve their own performance and understanding. | I can develop the role of beater  I can develop the role of the chaser  I can introduce the role of the keeper into a game  I can develop the role of the keeper into a game  I can refine the skill of dodging |
| Batting  Tactics  Bowling  Catching  Backstop  ½ a rounder | Pupils will be able to apply developing batting skills in order to score points. Pupils will continue to develop accurate throwing, catching and retrieving skills.  Pupils will understand the difference between batting and fielding. Pupils will understand why batters need to aim at space when striking the ball.  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 develop fielding – bowling and backstop  I can introduce battings  I can develop batting  I can introduce and apply basic fielding tactics |