

Physical education

Our physical education curriculum is supported by [Complete PE](#). Complete PE is an online based, Physical Education resource that helps us to provide high-quality lessons that allow our pupils to progress their knowledge, vocabulary, understanding and skills.

In Physical Education (PE) lessons we learn how to use our bodies to perform physical activities and games.

PE at Defford
Our vision
Our intent

Faith	Friendship	Fun	Learn	Grow
<ul style="list-style-type: none">• Be confident to try new physical activities and games• Trust your physical ability to take on new challenges safely	<ul style="list-style-type: none">• Develop teamwork• Deal respectfully with winning and losing at games• To see physical games as a way of fostering relationships with others	<ul style="list-style-type: none">• Enjoy physical activity• Have the opportunity to develop a passion for different sports	<ul style="list-style-type: none">• Learn how to play a variety of sports, games and activities that promote physical activity• Understand the rules of different games and sports	<ul style="list-style-type: none">• Develop key physical skills such as throwing, catching, swimming, balancing and controlled movement.

PE Curriculum threads

Teamwork and strategy	Meaningful practice	Health and fitness	Compete	Performance and evaluation
<p>Pupils will play games and complete activities throughout their PE curriculum designed to help them to develop their knowledge and understanding of effective teamwork and strategy. Using good communication to work together towards a shared goal.</p>	<p>Pupils develop their knowledge and understanding of effective training methods. They will practice key skills, repeating skills both individually and with others to practice and improve.</p>	<p>Pupils will develop their knowledge and understanding of how to improve their health and fitness through physical activity.</p> <p>Pupils will be active for sustained periods of time during the school day.</p> <p>Pupils will learn how to lead healthy, active lives.</p>	<p>Pupils will experience healthy competition, both with themselves and one another.</p> <p>Pupils will learn to set personal goals and compete against themselves to improve their own performance.</p> <p>Pupils will experience both winning and losing and develop a healthy attitude towards dealing with competition.</p>	<p>Pupils are given opportunities to practice, refine and perform physical activities and routines.</p> <p>Pupils develop self and peer evaluation, considering how well they have performed and critically consider how they could improve their performance in the future.</p>

KNOWLEDGE

Learn effective methods of warming up in preparation for physical activity.

Dodging technique; Head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly _____

Agility is the body's ability to move quickly and easily.

Balance is an even distribution of weight enabling someone or something to remain upright and steady

Coordination is the ability to use different parts of the body together efficiently

VOCABULARY

Warm-up – activities that get blood pumping to muscles ready for more intense exercise

Dodge

Attacker

Defender

Agility

Agile

Balance

Co-ordination

Dribbling

Kicking

control

UNDERSTANDING

The importance of communicating whilst playing a game – both speaking and listening to teammates.

The consequence in a game of moving to close to the defenders

When, where and why they dodge

Follow the rules of a game

The consequence in a game of moving to close to their opponent

The difference between attack and defence

What agility means

Consequences if we are not balanced when playing sport

SKILLS

Listening to instructions and to teammates.

Developing basic strategies to improve the performance of a team in a game.

To be able to dodge effectively

Use dodging technique; Head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly

Balance in different ways

Hold balance for 4 seconds

Dribble and kick a ball with control



KNOWLEDGE

How to dribble with control and keep possession of the ball (bounce the ball)

How to pass and receive the ball to keep possession of the ball.

What is a chest pass.

Combine dribbling, passing and receiving to keep possession.

What a freeze position is

What a champion dancer looks like

Create movements which tell a story

Demonstrate a range of emotions in their character expressions

VOCABULARY

Possession

Control

Space

Defenders attackers

Consequence

Champion dance

Dynamics

Emotion

Sequence flow

UNDERSTANDING

Where to dribble the ball and why

How to do a chest pass

-step into the pass

-push ball away from their body

The consequence of an inaccurate pass- lose possession

Consequence in a game of moving the ball close to a defender.

Movements flow from one to another.

Champion dancer

Their actions need to be big and clear.

How to develop a character

How to show different emotions

SKILLS

Empathy—collaborate and take turns

Fairness- play by the rules

Honesty- keep correct score

Resourceful- keep possession

Communication- talk to team mates

Integrity- continuously sequence of passes

Receive the ball

Pass a ball to a target with control

Adopt correct technique when passing

Change speed and direction when dribbling

Listen to each others ideas

Move with expression and creativity

Link two movements together



KNOWLEDGE

Pupils learn how to safely use gymnastics equipment, including supporting lesson setup and take down.

Which equipment to use for a variety of different games and physical activities.

How to use equipment safely in sports and games.

Perform a jump roll balance sequence- know each component

How to dribble using our feet to keep possession

Keep the ball close

VOCABULARY

Wall bars – tall bars connected to a wall, used to climb, along and through.

Beam – a narrow platform that requires balance to travel along.

Horse – gymnastics horse is a platform with a soft top used to climb onto and dismount from in a variety of ways.



Dribble

control

UNDERSTANDING

Gymnastics balances and methods of travel are sequenced to create routines.

Each element of a routine (balances and methods of travel) can be refined to improve the quality of a routine.

What linking is and how to link

-explore different ways to move or balance after a roll.

Different body parts to roll on

The concept of 'control'

The consequence of an inaccurate pass- lose possession

Consequence in a game of moving the ball close to a defender.

SKILLS



Balance. To experience and practice balancing on different points of their bodies on different pieces of equipment at different heights.

Travel. To move their body across equipment with control.

Flow- to be able to flow from one movement to another

Move the ball using inside and outside of the feet

Move the ball around the space away from defenders

Change speed and direction when dribbling



KNOWLEDGE

Represent an explorer preparing for an expedition

-what is an explorer?

-What is an expedition?

Movements can be shown through different actions, level or speed.

There are different ways of travelling

To create a reaction /emotion in a frozen position

Develop execution of an underarm throw- Correct technique

-stepping forwards with one foot

Releasing the ball from low to high using their opposite hand

Overarm technique

-step forward with one foot

-release ball high above their head with opposite arm, rotating their body as they release ball.

VOCABULARY

Explorer

Expedition

Rhythm

Action

Level

Speed

Frozen position

Under arm throw

Accurate

Attack

Defence

Overarm throw

Batting and fielding

UNDERSTANDING

How to control and co-ordinate their bodies to perform movements.

Movements that represent our explorer packing

Show emotions through our expression and bodies.

Describe how we do an underarm throw.

Consequence of throwing away from our partners target

There are different targets- hands/ net/ goal

Consequences of an inaccurate throw.

How to be successful and throw accurately

Basic principles of attack vs defence to win a game.

Understand difference between batting and fielding

Use overarm throw when we want to send the ball quickly over a distance

SKILLS

Respond to stimulus using a range of different controlled movements.

Movements to flow

Respond to music

Create 2-3 movements linked-

Explorer/ jungle animal

Appropriate ideas for movement as a jungle animal

Use their body to aim (fingers/arms/feet)

Throw the ball with control

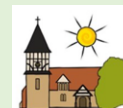
Throw towards a target

Look at partner when throwing

Collaborate as a team

Teamwork and strategy – Meaningful practice – Health and fitness – Compete - Performance and evaluation

Through faith, friendship and fun we learn and grow.



KNOWLEDGE

Using greater power to their shots makes the ball travel further.

Apply adequate power to send the ball to a target

Rally is a sequence of batting to each other- sending and receiving

Use their hitting/striking skills to send the ball into a space in order to win a game.

Jump/hop/leap using their arms

Jump/hop/leap bending their knees

Complete jump combinations

Use their jumping skills into competition

VOCABULARY

Opponent

Rally

Strike/striking

Jump leap hop

Combination

Link

UNDERSTANDING

Meaning of being accurate

Consequence of not being accurate

How to use rackets safely and why

Why we hit the ball with more power.

Consequences of not aiming at a target.

Hitting into a space is essential in some games to win the point.

Consequence in a game/sport if we jumped into an object or opponent or to close.

Putting jumps together to create combinations- select best combo.

Why we need to jump as far as possible

SKILLS

Hit the ball towards a target

Work with a partner to score points.

Strike the ball with power and accuracy

Co-operate to form a rally

Direct the ball away from fielders into an identified space

To jump and stay in a space

Show different ways of jumping

Release others when tagged.

Jump and change direction and speed

Link hop and jump

Link hop, step and jump



KNOWLEDGE

Teamwork is working together

Communication skills helps teamwork

A strategy helps the team work effectively

Principles of attacking and defending in a game

Create simple defending tactics as a team into a game.

VOCABULARY

Strategy

Teamwork

Communication

Attack

Defence

UNDERSTANDING

Why it is important to include everyone when working in a team and how it feels to be left out.

What makes an effective team

Each person has a responsibility in the team.

Consequences of not working as a team.

Explain how they feel when working as a team.

Why some teams win and some lose

Why a strategy helps us be more successful.

What attacking means and 'when' and why we attack in a game.

The consequence of breaking game rules/ going off the pitch

Difference between attack and defence

SKILLS

Co-operate as team

Communicate as a team

Work as a successful team

Develop strategies to complete the task

Run fast to collect equipment

Change direction (dodge) and catch an attacker

Create and apply simple attacking strategies

Adjust speed and direction to catch other children.



KNOWLEDGE

Netball – limited ruleset of netball to support core knowledge of team-based invasion games.

The unique rules of netball. To know similarities between it and other invasion games/sports.

Methods that people use to relax.

That breathing and control over breathing is a starting point for many relaxation techniques.

VOCABULARY

Netball

Pass – throw a ball to another teammate.

Intercept – to prevent an opposing team's pass completing.

Attacker/defender - including how to know who is which in a game and how being one or the other changes your role on a team.

Mindfulness

Relaxation

Focus

Sustained

Mediative balance

UNDERSTANDING

Strategic features of invasion game

- Move the ball
 - Pass the ball
 - Intercepting passes
 - Communication
 - Teamwork
-

The importance of being able to relax.

The benefits of engaging in mindfulness.

SKILLS

Accurate passing of a ball using passing.

Look for teammates who are suitable to pass to (in space, not closely marked, behind the ball).

Accuracy of shooting a ball into a net.

Ability to rebound a ball that has missed.

A bank of methods to relax and enjoy mindfulness.

The ability to focus.



KNOWLEDGE

Handball – what it is and similarities and differences to other popular invasion games/sports.

The importance of reading a field of play. Considered quickly where teammates are and where opponents are and making decisions based on this information.

What makes for an effective team.

The difference between strategy and tactics.

Verbal communication isn't anything without good listening.

Teams often have specific roles within them. These roles should complement one another and work together for the success of the team as a whole.

VOCABULARY

Handball

End zone

Stance

Marking

Compete and cooperate

Strategy – The big picture aim, what you hope to achieve long term.

Tactics – Smaller scale, how do you intend to achieve your strategy?

Roles

UNDERSTANDING

How players on a team can work together to outwit their opponents. Making space or taking space, creating and preventing opportunities for the opposing team.

The importance of quick decisions whilst playing a sport.

The benefits of playing as part of a team. Both in terms of success and the pleasure that can be found in working effectively with others.

How to understand a problem and how to consider options before attempting to solve it.

SKILLS

How to keep possession in a team game.

How to strategically defend as a team.

How and when are sensible times to take a shot.

How to mark an opposing player. How to follow their position and reduce the opportunities that they have to get or keep the ball.

Effective speaking and listening with others to achieve a shared goal.



KNOWLEDGE

Pupils develop their knowledge of how to use their body to express themselves to music.

Pupils use different methods to support their self evaluation of their performance of dance. This could include watching a recording of their performance and considering how to improve it for future performances.

Key features of maps, in particular small-scale maps suitable for local orienteering.

How to use known local information to determine position on a map.

VOCABULARY

Country dance

Orienteering – Using a map and possibly a compass to find a series of locations in the correct order.

Orientation

Compass – a device that can be used to help you find which direction you are facing in.

Mirroring – creating shapes or movements with your body that are perfectly replicated by a partner or group of dancers.

UNDERSTANDING

The relationship between a map and a location.

How to orientate your position and direction from information on a map using local landmarks.

How to work as a team to complete orienteering activities.

SKILLS

Map reading. How to determine your location from comparing your surroundings to landmarks on a map.

To use a map to determine where to go next both on the map and in person.

Copying dance moves of another. This could be a teacher or another pupil.

How to orientate from a map using known positions.

Determine the direction of something in relation to your current position using a map.



KNOWLEDGE

- One of the greatest moments in 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.

VOCABULARY

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

Speed: Is 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: is 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: is defined as 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: is the ability to control where we throw an object.

Sport Specific Vocabulary

Relay: A relay is a running race where members of a team take turns to complete parts of the race.

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.

UNDERSTANDING

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.

SKILLS

- 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.



KNOWLEDGE

- The longest standing mens 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.

VOCABULARY

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

Speed: Is 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: is defined as 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: Pace is used to measure an athletes speed. It is 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 too early, they will finish the race slower.

Power: is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they jump.

Sport Specific Vocabulary

Stride Pattern: Is the distance covered when an athlete takes a step. An athletes stride pattern will differ depending on the distance that athlete is running.

UNDERSTANDING

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**.

SKILLS

- 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.



KNOWLEDGE

Michael Jordan is a former basketball player. Michael played 15 seasons in the NBA, winning six championships with the Chicago Bulls. He was named the Most Valuable Player five times.

VOCABULARY

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

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 basket.

Dribbling: is 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.

Possession: is 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.

Sport Specific Vocabulary

Triple Threat: The triple threat involves the attacking player in possession of the ball asking themselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill.

Chest Pass: Is thrown by gripping the ball on 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.

UNDERSTANDING

The unit of work will **explore** how to **apply** the principles of **attack vs defence**, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep **possession** and eventually score in order to win a modified game

SKILLS

- Pupils will develop their passing and moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.
- Pupils will apply an understanding of where, when and why we pass, dribble and shoot 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.



KNOWLEDGE

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.

VOCABULARY

Possession: is 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: is 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.

UNDERSTANDING

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.

SKILLS

- 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.



KNOWLEDGE

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

VOCABULARY

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. A player whose task is to attack the opposition in an attempt to score.
Space for one more line!

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 player whose task it is to prevent the opposition scoring and to regain possession.

Possession: 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: 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. The landing foot cannot be moved, other

than to pivot on the spot, whilst the other foot can be moved in any direction.

UNDERSTANDING

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

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

SKILLS

- Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.
- Pupils will apply an understanding of where, when and why we pass and move, 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 with developing confidence as they grow in their ability to show resilience and determination.



KNOWLEDGE

- **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!

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

Possession: 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's 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.

UNDERSTANDING

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.

SKILLS

- 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.



KNOWLEDGE

- In order to test whether a woman was a witch, people would perform a 'ducking'. This meant throwing the 'witch' into a river tied up. If they escaped, they were a witch. If they did not, they usually drowned!

VOCABULARY

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

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

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

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

Sport Specific Vocabulary Motif: is a series of movements that are repeated.

Interconnecting: are movements that involve one pupil moving over, under, around another pupil or movements that involve two pupils connected to each other.

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

UNDERSTANDING

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

Pupils will bring together their **choreography** and characterisation skills to tell a story.

SKILLS

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

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.



KNOWLEDGE

VOCABULARY

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Sport Specific Vocabulary Motif: is a series of movements that are repeated.

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

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

UNDERSTANDING

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.

SKILLS

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.



KNOWLEDGE

World War II is generally considered to have begun on 1 September 1939, when Germany invaded Poland. World War II ended in Europe on May 7, 1945, when Germany surrendered to the Allies in France.

VOCABULARY

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

UNDERSTANDING

The unit of work will challenge pupils to create movements that tell the story of World War II. Pupils will explore the full duration of the war, from when it first started to VE Day.

Pupils will perform with emotion, timing, rhythm and be able to sustain their characters.

SKILLS

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 sequences.

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



KNOWLEDGE

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!

VOCABULARY

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

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

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

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

Sport Specific Vocabulary Motif: is a series of movements that are repeated.

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

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

UNDERSTANDING

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.

SKILLS

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.



KNOWLEDGE

The **Grand Slam** tournaments, are the four major and most important annual tennis events. The Grand slam consist of the Australian Open, French Open Wimbledon and US Open.

VOCABULARY

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

Space: 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: means successfully hitting a ball back over the net, landing it in, on your opponents side of the court

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

UNDERSTANDING

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.

SKILLS

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.



KNOWLEDGE

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.

VOCABULARY

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

Space: 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.

Accuracy: is the ability to control where we hit the ball on our opponents side of the court.

Power: is the intensity and speed that 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: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

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

UNDERSTANDING

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.

SKILLS

Pupils will hit the ball into space on their opponents 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.



KNOWLEDGE

- **Nikola Karabatić** is a french handball player regarded as one of the best players of his generation. Nikola has won two Olympic gold medals, four world championships and has won player of the year a record three times.

VOCABULARY

Attacker: We are considered an 'attacker' when we or our team 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: is 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 shoot.

Possession: Is 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

Shoulder Pass: Is the most commonly used pass in handball. The shoulder pass is a one-handed pass that can be used to cover long and short distances. If a shoulder pass is fast and accurate it can be the most effective pass to use to outwit the opposition.

UNDERSTANDING

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

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

SKILLS

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

Pupils will apply an understanding of where, when and why we pass and move, 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 with developing confidence as they grow in their ability to show integrity and determination.



KNOWLEDGE

The modern game of handball was first played towards the end of the 19th century in Scandinavia. Indoor handball was introduced as an Olympic sport for the first time at the 1972 Munich games.

VOCABULARY

Attacker: We are considered an 'attacker' when we or our team 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.

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

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

Free Pass:/Throw: A free pass/throw is awarded when a foul or violation happens. A free pass/throw is awarded where the offence took place.

Intercepting: is when a defender cuts off and prevents a pass from reaching the receiver.

Shooting: is when we throw the ball towards the goal in an attempt to score.

UNDERSTANDING

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.

SKILLS

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.



KNOWLEDGE

When we are stressed and worried our body releases a hormone known as cortisol. Deep breathing increases the supply of oxygen to our brain, lowers our heart rate and decreases the release of cortisol, helping us to feel calm and relaxed.

VOCABULARY

Emotions: An emotion is how we are feeling. An emotion is a psychological feeling brought on as a reaction to what happens to us and around us.

Relaxed: means when we are calm and free from stress, tension and anxiety.

Anxious: is a feeling or showing worry, nervousness, unease or fear about something or a situation.

Balanced: means that we can hold our bodies still without moving for a sustained period of time.

Sport Specific Vocabulary

Relaxation techniques: Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels.

Meditative Balances: A meditative balance is a still position that pupils hold still for at least ten seconds or three long in, and out breaths.

Deep Breathing: Deep breathing is a relaxation technique that is used to help us to relax and to feel more calm.

UNDERSTANDING

The unit of work will explore how we feel in our minds and in our bodies, when we experience various **emotions**.

Pupils will learn how to execute **meditative balances** and **relaxation techniques** to help combat feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life.

SKILLS

Pupils will develop their ability to use and apply different relaxation techniques. Pupils will be able to execute a variety of meditative balances correctly.

Pupils will understand what relaxation means as well as understanding why meditative balances can benefit the mind and body.

Pupils will effectively apply life skills such as cooperation 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.



KNOWLEDGE

The unit of work will focus on exploring positive and negative **emotions** and managing them through using mindfulness techniques such as visualisation, using music, **meditative balances, mime** and **deep breathing**.

Pupils will be able to bring these emotions to life and understand how we can manage them.

VOCABULARY

Emotions: An emotion is how we are feeling. An emotion is a psychological feeling brought on as a reaction to what happens to us and around us.

Mindfulness: Is the ability to maintain awareness and keep control of our thoughts and feelings.

Relaxed: means when we are calm and free from stress, tension and anxiety.

Expression: is the action of making our thoughts or feelings known.

Sport Specific Vocabulary

Relaxation techniques: Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels.

Meditative Balances: A meditative balance is a still position that pupils hold still for at least ten seconds or three long in, and out breaths.

Deep Breathing: Deep breathing is a relaxation technique that is used to help us to relax and to feel calm.

Mime: Mime is acting without words, using only gestures, expression and movements.

UNDERSTANDING

The unit of work will focus on exploring positive and negative **emotions** and managing them through using mindfulness techniques such as visualisation, using music, **meditative balances, mime** and **deep breathing**.

Pupils will be able to bring these emotions to life and understand how we can manage them.

SKILLS

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.



KNOWLEDGE

VOCABULARY

UNDERSTANDING

SKILLS

Teamwork and strategy – Meaningful practice – Health and fitness – Compete - Performance and evaluation
Through faith, friendship and fun we learn and grow.

