

Cycle A

Year 1

Autumn Term 1

Games – Basic Movement (Ten Point Hoops)

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links
Michael Jordan

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and catching Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the difference between throwing and catching. - Know that there are different types of throwing actions. Skill: - Throw into targets. - Throw with a suitable underarm technique. - Begin to perform a range of throwing actions e.g. rolling, underarm. - Practise different skills associated with simple games (e.g. co-ordinating throwing and catching).	Can you throw and catch a beanbag?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why it is important to move when playing games. Skill: - Move into different positions before throwing. - Move to try to intercept the beanbags.	Can you intercept your opponent?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Autumn Term 1

OAA – All Aboard, Line up and Human Line-up

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using a map Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that a map can be used to identify different locations. Skill: Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom. Use simple maps and diagrams to follow a trail.	Can you use a map?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to work as a team. Skill: Work effectively in pairs or small groups. Watch and learn from others and copy actions that are successful.	Can you work as a team?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that it is important to stop, plan and agree before starting an OAA task. Skill: Begin to stop, plan and agree before starting an OAA task.	Can you plan before completing a task?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Autumn Term 2

Games- Net and Wall: Mini Tennis

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Billie Jean King

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Working with a ball. Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that there are different ways to move a ball. Skill: Begin to explore different ways to move a ball (e.g. underarm throw, using their hand, using a racquet). Watch and track a ball to follow its location. Retrieve and stop a ball. Aim the ball into a space. Attempt to catch an object that has been bounced.	Can you move a ball in different ways?
Positioning and movement of body. Objective to be broken up across multiple lessons where necessary.	Knowledge: Know where the best place is for the receiver to stand when trying to intercept a ball. Skill: Move forwards, backwards and sideways when playing the game. Begin to explore moving positions to find the best place for intercepting a ball.	Where is the best place to position my body when playing a game?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Autumn Term 2

Gymnastics- Making Shapes

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Shapes and movement Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that it is important to act safely when practising gymnastics movements. Know that exercise can affect heart rate at different stages when moving (warmup / cooldown). Skill: Explore different gymnastics shapes both standing and on the floor (e.g. star shape, tuck, log). Explore different ways of rolling, travelling or jumping. Link two gymnastic shapes through rolling, travelling or jumping. Begin to feel and recognise changes in heart rate.	Can you safely create gymnastics shapes and movements?
Sequence and phrase Objective to be broken up across multiple lessons where necessary.	Knowledge: Know what a gymnastics sequence is and what a gymnastics phrase is. Skill: Create a gymnastic sequence on floor and mats. Select actions to create a movement phrase.	Can you create a gymnastics sequence and phrase?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Spring Term 1

Gymnastics- Double Take

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Working safely Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how to work safely on apparatus and when working in a pair or group. Skill: Work safely in pairs or in a group when creating movement and shapes. Explore different gymnastics shapes safely standing on the floor and on apparatus (e.g. star shape, tuck, log).	Can you work safely?
Sequence and phrase Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that different gymnastics sequences and exercises Can you improve fitness levels. Skill: Create and perform a sequence using one mat and one piece of low apparatus. Include a clear starting and finishing position. Create a sequence which includes six actions and four balances with clear start and end positions.	Can you create and perform a gymnastics sequence?
Improving performance Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to watch peers and how suggested improvements can be beneficial. Skill: Watch and describe a partner's sequence.	Can you watch and describe a partner's sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Spring Term 1

Dance- Read All About It

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Moving and Travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how the lungs and heart work when dancing and moving Skill: Explores different ways of travelling using a variety of dynamics e.g. walk, roll, turn, run, slide, creep, scurry, wander, hurry, step, limp, hobble, dash. Change level, speed and quality when moving individually. Explore different ways of passing by, going towards and meeting others.	Can you explore different ways of travelling and moving?
Dance and Themes Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how dance can be used to explore different themes and tell different stories (in this case the theme is refugees leaving homeland link this to current world affairs). Skill: Use dance to explore different themes including refugees leaving their homeland.	Can you use dance to explore different themes?
Dance and Music Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how music can affect physical movement when dancing. Skill: Perform a dance routine to music.	Can you perform a dance routine to music?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Spring Term 2

Athletics- Honey Pot

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Types of running Objective to be broken up across multiple lessons where necessary.	Knowledge: Know the difference between running, walking and jogging. Skill: Practise running, jogging and walking on a 20-metre track.	Can you explore different types of running?
Body and Stance Objective to be broken up across multiple lessons where necessary.	Knowledge: Know the correct stance and body position when running. Skill: Begin to look up while running. Begin to run on their toes, with their arms bent, their head still and looking the way they are going.	Can you hold your body in the correct running position?
Speed Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that when their heart beats faster it is because the body is working harder and needs more oxygen, so the heart pumps harder and faster to get the blood and oxygen around the body. Skill: Move around the cones with increasing pace. Run at different speeds.	Can you run at different speeds?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Spring Term 2

Dance- Cat Dance

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that dance can have a positive effect on a person's physical fitness. Skill: Be creative and imaginative with ideas. Move with control and coordination. Respond to visual and musical stimuli. Link movements fluently using different levels and speeds. Create a performance with a clear start, middle and end.	Can you move creatively and imaginatively?
Expressing feelings, themes and characters. Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why facial expressions are important when dancing. Know that dance can be used to explore / portray different living and non-living things. Skill: Communicate feelings and moods through movements. Link movements fluently using expressions. Portray the role of a cat through movement, speed, facial expressions and levels.	Can you use dance to express feelings, themes and characters?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Summer Term 1

Games- Invasion Rugby: Piggy in the Middle

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and Catching Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that being active helps bodies to grow, develop and work well. Skill: Move into different positions to catch the ball. Throw with a suitable technique. Practise throwing and catching.	Can you throw and catch a ball?
Moving and Travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to warm-up to prepare our bodies for physical activity). Skill: Begin to move to try to intercept the ball. Show awareness of others when moving around the court. Make simple decisions about when and where to run. Begin to watch and describe what others are doing. Warm up using a range of movement games.	Can you move around the court?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Summer Term 1

OAA- Shipwrecked

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to plan a route first. Skill: Draw a plan that marks their route and supplies. Mark their route clearly so they can follow it back to camp.	Can you plan a route?
Working Safely Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how to travel safely, what the hazards might be when completing a challenge like 'Shipwrecked' and how to avoid hazards. Know how to lift and carry equipment and apparatus safely. Skill: Begin to plan a route that takes into account possible dangers. Move safely over, around and under apparatus.	Can you work safely outdoors?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to work as a team. Skill: Begin to carry objects with agility and balance. Begin to help each other when working in a team. Listen to and follow instructions.	Can you work well in a team?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 1

Summer Term 2

Gymnastics- Unit 1

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement and the body Objective to be broken up across multiple lessons where necessary.	Knowledge: Know when the body is tense and when it is relaxed. Skill: Show basic control and co-ordination when travelling safely. Respond to instructions and commands linked to basic movements. Show body tension and relaxation, stretch and curl. Explore different ways of taking weight on hands.	Can you move my body in different ways?
Movement phrases Objective to be broken up across multiple lessons where necessary.	Knowledge: Know what the term 'position' means. Skill: Create and remember a movement phrase. Combine gymnastics phrases to incorporate more than one piece of apparatus. Show a defined starting position. Explore creating a phrase using different positions.	Can you create a phrase using different positions?
Working Safely Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why safety is important when working near others. Know why safety is important when using apparatus. Skill: Use space and apparatus safely with an awareness of others.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Dancepeth
Primary Academy

Cycle A

Year 1

Summer Term 2

Athletics- Colour Match

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that there are different types of throwing techniques. Skill: Choose an appropriate throwing action for the equipment. Choose an appropriate throwing action for the distance. Use underarm throws accurately. Use overarm throws accurately. Reach the target with most of their throws. Throw a variety of equipment from sitting, kneeling and standing positions.	Can you complete appropriate throwing actions?
Movement and the body Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that when their breathing gets faster it helps to get more oxygen into the body and help their muscles work. Know that bodies get hotter during exercise and when throwing because muscles get hotter when they work hard. Skill: Identify when their body starts to get hotter, linking this with exercise. Identify when their breathing gets faster, linking this with exercise.	Can you recognise what happens to my body when exercising?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle B

Year 1

Autumn Term 1

Games- Beanbag Throw

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why we warm up (to prepare our bodies for physical activity). Skills: • Play a range of energetic warm-up games and describe the changes they can feel in their body.	Can you warm up?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the word 'active' means. Skill: • Explore different ways to send a beanbag/ball (e.g., rolling, underarm throwing, overarm throwing). • Practise throwing at a range of targets at varying distances. • Begin to make simple decisions about where to throw.	Can you practise throwing?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that being active helps their bodies to grow, develop and work well. Skill: • Begin to run correctly; on the balls of their feet, bend arms at 90° swinging in the direction of the run, lean the body slightly forwards. • Begin to move to try and intercept an object. • Begin to stop with control whilst running; putting the weight on their heels and bringing the other foot alongside. • Begin to jump efficiently (two feet to two feet, using correct arm movements and landing technique).	Can you move efficiently?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Autumn Term 1

OAA- Where are we going?

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using maps Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that shapes and symbols can be used to represent locations on a map. • Know that a key helps you understand what symbols on a map mean. Skill: • Identify where they are on simple maps and diagrams of familiar environments. • Use simple maps, diagrams to help them follow a trail. • Discuss how to follow trails and solve problems. • Follow route on map with finger as teacher/leader moves around an area. • Follow a trail which includes some objects or pictures on a check list. • Follow a trail where each clue or checkpoint has a picture or word which describes the next one e.g. pictures showing the sequence of a well-known fairy tale. • Find one object at a time at first, then two or three objects before having them checked (returning to a “base”).	Can you use a map?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the importance of following rules as a team to ensure safety. Skill: • Begin to work and behave safely and work increasingly co-operatively with others. • Watch others working and to talk to them about their approaches and solutions.	Can you work safely in a team?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Autumn Term 2

Games- Rolla Ball

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how their body and breathing changes during a warm-up. - Know what happens to your temperature and heartbeat when you start to run around. Skill: - Play a range of energetic warm-up games and to describe the changes to their body. - Begin to describe their breathing using a variety of vocabulary (e.g. quiet, slow, small, calm).	Can you warm up?
Using a ball Objective to be broken up across multiple lessons where necessary.	Skill: - Roll with a suitable technique. - Explore different ways of using a ball, (e.g. passing it from hand to hand, around the body, through the legs, over the head, round the waist). - Find different ways to send a ball (e.g. rolling, pushing, throwing). - Find different ways to use their hand to carry, hit or dribble a ball (e.g. to roll a ball along a line, slide it across a space, bounce it).	Can you roll a ball?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: Know what an opponent is. Skill: - Move into different positions before rolling. - Being to move to try to intercept the ball. - Score in the game. - Watch others' movements carefully.	Can you move into different positions before rolling and scoring?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Autumn Term 2

Gymnastics- Time to Travel & Ship Shape

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement and Travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that locomotion means movement or the ability to move from one place to another. • Know the difference between walking in relevé and not walking in relevé. Skill: • Attempt to keep hips square and show slight turn out when walking forward and backward. • Attempt to perform a chassé with good extension in the back legs. • Travel forward in a straight line. • Show two ways of travelling using combinations of hands and feet. • Play 'follow the leader' in pairs. • Move forward along the bench using relevé.	Can you travel using gymnastics movements?
Positions and Shapes Objective to be broken up across multiple lessons where necessary.	Skill: • Show clear shapes in stretched and tucked positions. • Keep muscles tight when holding shapes / positions. • Create shapes at different levels including on the ground.	Can you show clear shapes and positions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle B

Year 1

Spring Term 1

Gymnastics – Unit 2

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Gymnastics actions Objective to be broken up across multiple lessons where necessary.	Skill: • Show basic control and co-ordination when balancing, rolling, jumping and staying still. • Show basic control and co-ordination on the floor and on a mat. • Identify and copy basic gymnastic actions e.g., rolling, jumping, and balancing. • Show body tension and relaxation, stretching and curling. • Form simple sequences of different actions, using the floor and a variety of apparatus layouts. • Form simple sequences with a beginning, middle and end. • Link a body shape or balance to a travelling action. • Describe what they and others do in their movement phrase.	Can you perform a range of gymnastics actions?
Working safely Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know when it is and is not safe to use mats or apparatus. • Know how to position apparatus safely, e.g. not close to a wall, not close to another piece of apparatus, or on a mat. Skill: • Use space safely, with an awareness of others. • Position their gymnastics mats safely e.g. not too close to a wall or near other equipment/mats.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Spring Term 1

Dance- Themes and Dreams

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that movement can show different moods, ideas and feelings. Skill: - Begin to move in their own and general space, using change of speed, level and direction - Perform movement phrases using a range of body actions and body parts. - Copy movement patterns. - Move in different directions and at different levels without bumping into other children. - Begin to compose and link movement phrases to make simple dances with clear beginning, middles and ends. - Begin to show basic control and coordination when travelling and when staying still. - Use space safely with an awareness of others. - Begin to move in their own and general space, using change of speed, level and direction.	Can you perform movement patterns?
Actions Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how their lungs and heart work when dancing. Skill: - Copy and explore basic body actions e.g. travel, jump, turn, gesture, stillness. - Use a range of stimuli e.g. words poetry, pictures, sounds, objects. - Begin to use different parts of the body, singly and in combination, showing some sense of dynamic expression and rhythmic qualities. - Begin to describe what they do in their dance motif.	Can you explore body actions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Spring Term 2

Athletics- Rainbow Run

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Running Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why we warm up before running. • Know that running uses works a variety of muscles in the body. Skill: • Warm up before running. • Begin to run on a curve with co-ordination and control. • Begin to run in the opposite direction and/or change direction during the run-on command. • When their colour is called, run around the circle back to their own space. • Begin to run correctly; on the balls of their feet, bend arms at 90°swinging in the direction of the run, lean the body slightly forwards. • Run for a variety of different distances. • Run at a variety of paces.	Can you run different distances at different paces?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle B

Year 1

Spring Term 2

Dance- How does it Feel?

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Actions and movement Objective to be broken up across multiple lessons where necessary.	Knowledge: Know which parts of their bodies need to be warmed up before dancing. Skill: Use appropriate stretching exercises to warm up and cool down. Use different actions in their dance, which express an idea, feeling or mood. Begin to show an understanding of expressive qualities (mood, feelings of dance). Describe how different stimuli make them feel, e.g., hot weather might make them feel sunny, hot, happy and lazy, foggy weather might make them feel scared and lost. Begin to vary the speed, strength, energy and tension of their movements, and to use different levels and directions. Attempt to link movements and dance phrases.	Can you use different actions and movements when dancing?
Performance Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why dancing is a healthy activity and the benefits it can provide. Skill: Describe how they feel when listening to different music eg soft, calm classical music; loud, electric beats; African drumming and perform dance phrases that reflect the rhythmic and dynamic qualities of the music. Repeat and perform a short dance with coordination and control alone and with a partner. Perform dance phrases with a clear beginning, middle and end.	Can you perform a short dance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Summer Term 1

Games- Invasion (Football) Kick Rounders

Big People Small World Links

Marcus Rashford

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Kicking a ball Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know where to place their standing foot when kicking a ball and how to follow through, with their striking foot, in the direction of the target. Skill: - Explore different ways to kick a ball, (e.g. instep, outside of foot, laces). - Begin to score and follow rules. - Begin to make simple decisions about where to kick the ball. - Practise kick with either foot. - Throw and kick a ball to a partner from different distances.	Can you kick a ball?
Movement Objective to be broken up across multiple lessons where necessary.	Skill: - Begin to move into different positions to catch a ball. - Begin to move forwards, sideways and backwards, (backwards and sideways: feet shoulder width apart, knees bent, slightly bend forward at waist and short steps). - Begin to move to try to intercept a ball.	Can you move into different positions?
Tactics Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the rules for the game and whether they are fair. Skill: - Begin to discuss tactics e.g. Where is the best place to kick the ball? Where is the best place to position your fielders? How can you quickly return the ball to the feeder? - Discuss the rules for the game and whether they are fair.	Can you discuss tactics and rules?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Summer Term 1

OAA- Crossing the Swamp

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Equipment Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know and understand the rules of the activity. Skill: - Begin to use good lifting and handling techniques. - Finish the task with all equipment on the opposite side to where they started. - Only use the equipment provided. - Cross the swamp without getting their feet 'wet' (touching the ground).	Can you use the equipment provided?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why it is important to have clear communication when working as a team. Skill: - Listen to everyone's ideas and opinions. - Explain how co-operative team activities make them feel. - Ensure the group remains safe when travelling by using clear communication.	Can you have clear communication when working as a team?
Planning and Evaluating Objective to be broken up across multiple lessons where necessary.	Skill: - Stop, plan and agree before starting an activity. - Consider which solution has the best chance of success for the whole group. - Begin to find their own solutions to problems. - Begin to evaluate their performance by sharing what went well and what did not. - Begin to consider if their planning was effective.	Can you plan and evaluate your actions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Summer Term 2

Gymnastics- Families of Action

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Balances, rolls, jumps and travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that balances should be held for a short period of time and can time this by counting one, two, three. Skill: - Work in pairs to help each other to balance on large body parts (side, back, tummy, hips, shoulders). - Show examples of good extended and well-held balances. - Practise and perform a range of three simple rolls e.g. pencil roll, teddy bear roll and tuck roll. - Jump from two feet to two feet. - Create a range of gymnastics shapes including done (straight, tuck, star, straddle, twisted). - Use different gymnastic shapes in a routine. - Land jumps with their knees slightly bent. - Perform three different or the same jumps, one after another. - Travel about the space in different ways e.g. spider walks, bunny hops, walking, skipping).	Can you travel, roll, jump and balance?
Sequence Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why we sweat and why we become red. - Know why it is important to remove jewellery when participating in PE lessons. Skill: - Perform a range of gymnastic actions in a sequence - Create a sequence with a beginning, middle and end. - Move smoothly from one action to another. - Repeat a sequence accurately. - Use at least one piece of apparatus in a variety of ways.	Can you create and perform a gymnastics sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 1

Summer Term 2

Athletics- Off, Up and Away

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: Know what happens to their heart, breathing and temperature during different types of athletics activity. Skill: • Be able to run continuously for about one minute when required and begin to show the difference between running at speed and jogging. • Run and turn quickly and to follow different pathways or tracks. • Move more freely within the space, anticipating where it is quick to move safely. • Talk about whether they feel a sense of achievement when they have completed a run and how they coped with “keeping going” as they began tiring.	Can you run at different speeds?
Jumping Objective to be broken up across multiple lessons where necessary.	Knowledge: Know the difference between jumping high and jumping long. Skill: • Begin to demonstrate basic jumps showing control at take-off and landing. • Jump and land with control, using different jumps. • Jump in different ways e.g. one foot to the other foot, two feet to two feet, one foot to the same foot, one foot to two feet, two feet to one foot.	Can you jump in different ways?
Throwing Objective to be broken up across multiple lessons where necessary.	Skill: • Begin to demonstrate a range of throwing actions showing accuracy and co-ordination. • Explore different ways of throwing, eg left handed, right handed, two handed, underarm and overarm.	Can you demonstrate a range of throwing actions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 2

Autumn Term 1

Games- Basic Movement (Ten Point Hoops)

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Michael Jordan

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and catching Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the difference between throwing and catching. - Know that there are different types of throwing actions. Skill: - Throw into targets of different sizes. - Throw with a suitable underarm technique. - Perform a range of throwing actions e.g. rolling, underarm. Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) with increasing confidence.	Can you throw and catch a beanbag?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why it is important to move when playing games. Skill: - Move into different positions before throwing. - Move to try to intercept the beanbags. - Change speed and direction.	Can you intercept your opponent?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 2

Autumn Term 1

OAA- All Aboard, Line Up & Human Line Up

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using a map Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that a map can be used to identify different locations. Skill: Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom. Use simple maps and diagrams to follow a trail.	Can you use a map?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to work as a team. Skill: Work effectively in pairs or small groups. Watch and learn from others and copy actions that are successful.	Can you work as a team?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that it is important to stop, plan and agree before starting an OAA task. Skill: Stop, plan and agree before starting an OAA task.	Can you plan before completing a task?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 2

Autumn Term 2

Games- Net and Wall: Mini Tennis

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Billie Jean King

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Working with a ball. Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that there are different ways to move a ball. Skill: Explore different ways to move a ball (e.g. underarm throw, using their hand, using a racquet). Watch and track a ball to follow its location. Retrieve and stop a ball. Aim the ball into a space. Catch an object that has been bounced.	Can you move a ball in different ways?
Positioning and movement of body. Objective to be broken up across multiple lessons where necessary.	Knowledge: Know where the best place is for the receiver to stand when trying to intercept a ball. Skill: Move forwards, backwards and sideways when playing the game. Begin to explore moving positions to find the best place for intercepting a ball.	Where is the best place to position my body when playing a game?
Speed and Direction Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that changing the speed and direction of the ball makes it harder for opponents. Skill: Change speed and direction when using the ball.	Why is it important to change speed and direction?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 2

Autumn Term 2

Gymnastics- Making Shapes

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Shapes and movement Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that it is important to act safely when practising gymnastics movements. Know that exercise can affect heart rate at different stages when moving (warmup / cooldown). Skill: Explore different gymnastics shapes both standing and on the floor (e.g. star shape, tuck, log). Explore different ways of rolling, travelling or jumping. Link three or more gymnastic shapes through rolling, travelling or jumping. Begin to feel and recognise changes in heart rate.	Can you safely create gymnastics shapes and movements?
Sequence and phrase Objective to be broken up across multiple lessons where necessary.	Knowledge: Know what a gymnastics sequence is and what a gymnastics phrase is. Skill: Create a gymnastic sequence on floor, mats and apparatus. Select actions to create a movement phrase. Watch and describe a partner's sequence.	Can you create a gymnastics sequence and phrase?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 2

Spring Term 1

Gymnastics- Double Take

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Working safely Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how to work safely on apparatus and when working in a pair or group. Skill: Work safely in pairs or in a group when creating movement and shapes. Explore different gymnastics shapes safely standing on the floor and on apparatus (e.g. star shape, tuck, log).	Can you work safely?
Sequence and phrase Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that different gymnastics sequences and exercises can improve fitness levels. Skill: Create and perform a sequence using one mat, one piece of low apparatus and one piece of high apparatus. Include a clear starting and finishing position. Create a sequence which includes six actions, four balances, clear start/end positions and changes in speed and direction. Demonstrate relationships such as mirroring and cannon.	Can you create and perform a gymnastics sequence?
Improving performance Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to watch peers and how suggested improvements can be beneficial. Skill: Describe performances and suggest improvements.	Can you watch and describe a partner's sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 2

Spring Term 1

Dance- Read All About It

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Moving and Travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how the lungs and heart work when dancing and moving Skill: Explores different ways of travelling using a variety of dynamics e.g. walk, roll, turn, run, slide, creep, scurry, wander, hurry, step, limp, hobble, dash. Change level, speed and quality when moving individually and in pairs/small groups. Explore different ways of passing by, going towards and meeting others. Identify a floor pattern to follow (floor spots or markers could be used initially).	Can you explore different ways of travelling and moving?
Dance and Themes Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how dance can be used to explore different themes and tell different stories (in this case the theme is refugees leaving homeland link this to current world affairs). Skill: Use dance to explore different themes including refugees leaving their homeland.	Can you use dance to explore different themes?
Dance and Music Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how music can affect physical movement when dancing. Skill: Perform a dance routine to music. Link different ways of travel to different types of music.	Can you perform a dance routine to music?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 2

Spring Term 2

Athletics- Honey Pot

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Types of running Objective to be broken up across multiple lessons where necessary.	Knowledge: Know the difference between running, walking and jogging. Skill: Practise running, jogging and walking on a 20-metre track. Practise running, jogging and walking forwards, backwards and sideways, in a straight line and following a curved line.	Can you explore different types of running?
Body and Stance Objective to be broken up across multiple lessons where necessary.	Knowledge: Know the correct stance and body position when running. Skill: Begin to look up while running. Run on their toes, with their arms bent, their head still and looking the way they are going.	Can you hold your body in the correct running position?
Speed Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that when their heart beats faster it is because the body is working harder and needs more oxygen, so the heart pumps harder and faster to get the blood and oxygen around the body. Skill: Run at different speeds. Move around the cones quickly and accurately. Select their own running skills, speeds and equipment and evaluate the success of their choices.	Can you run at different speeds?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 2

Spring Term 2

Dance- Cat Dance

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that dance can have a positive effect on a person's physical fitness. Skill: Be creative and imaginative with ideas. Move with control and coordination. Respond to visual and musical stimuli. Link movements fluently using different levels and speeds. Express different moods (e.g., happy, sad, angry) as a full body action. Create a performance with a clear start, middle and end.	Can you move creatively and imaginatively?
Expressing feelings, themes and characters. Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why facial expressions are important when dancing. Know that dance can be used to explore / portray different living and non-living things. Skill: Communicate feelings and moods through movements. Link movements fluently using expressions. Embody the role of a cat through movement, speed, facial expressions and levels.	Can you use dance to express feelings, themes and characters?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 2

Summer Term 1

Games- Invasion : Rugby: Piggy in the Middle

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and Catching Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that being active helps bodies to grow, develop and work well. Skill: Move into different positions to catch the ball. Throw with a suitable technique. Practise throwing and catching.	Can you throw and catch a ball?
Moving and Travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to warm-up to prepare our bodies for physical activity). Skill: Move to try to intercept the ball. Show awareness of others when moving around the court. Make simple decisions about when and where to run. Begin to watch and describe what others are doing. Warm up using a range of movement games.	Can you move around the court?
Scoring Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how to score and follow the rules of the game. Skills: Attempt to make it difficult for their opponents to score. Work as a team to increase number of scores. Watch and describe what others are doing.	
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 2

Summer Term 1

OAA- Shipwrecked

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to plan a route first. Skill: Draw a plan that marks their route and supplies. Mark their route clearly so they can follow it back to camp. Suggest ways to improve plans and strategies.	Can you plan a route?
Working Safely Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how to travel safely, what the hazards might be when completing a challenge like 'Shipwrecked' and how to avoid hazards. Know how to lift and carry equipment and apparatus safely. Skill: Plan a route that takes into account possible dangers. Move safely over, around and under apparatus.	Can you work safely outdoors?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to work as a team. Skill: Carry objects with agility and balance. Help each other when working in a team. Listen to and follow instructions.	Can you work well in a team?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 2

Summer Term 2

Gymnastics- Unit 1

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement and the body Objective to be broken up across multiple lessons where necessary.	Knowledge: Know when the body is tense and when it is relaxed. Skill: Show basic control and co-ordination when travelling safely. Respond to instructions and commands linked to basic movements. Show body tension and relaxation, stretch and curl. Explore different ways of taking weight on hands.	Can you move my body in different ways?
Movement phrases Objective to be broken up across multiple lessons where necessary.	Knowledge: Know what the term 'position' means. Skill: Create and remember a movement phrase. Combine gymnastics phrases to incorporate different pieces of apparatus. Show a defined starting and ending position. Explore creating a phrase using different positions.	Can you create a phrase using different positions?
Working Safely Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why safety is important when working near others. Know why safety is important when using apparatus. Skill: Use space and apparatus safely with an awareness of others	Can you work safely?

Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.

New Dancepath
Primary Academy

Cycle A

Year 2

Summer Term 2

Athletics- Colour Match

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that there are different types of throwing techniques. Skill: Choose an appropriate throwing action for the equipment. Select appropriate equipment for the task. Choose an appropriate throwing action for the distance. Use underarm throws accurately. Use overarm throws accurately. Reach the target with most of their throws. Throw a variety of equipment from sitting, kneeling and standing positions.	Can you complete appropriate throwing actions?
Movement and the body Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that when their breathing gets faster it helps to get more oxygen into the body and help their muscles work. Know that bodies get hotter during exercise and when throwing because muscles get hotter when they work hard. Skill: Identify when their body starts to get hotter, linking this with exercise. Identify when their breathing gets faster, linking this with exercise.	Can you recognise what happens to my body when exercising?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle B

Year 2

Autumn Term 1

Games- Beanbag Toss

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why we warm up (to prepare our bodies for physical activity). Skills: • Play a range of energetic warm-up games and describe the changes they can feel in their body. Use a variety of vocabulary to describe their breathing (e.g. hard, fast, noisy, big).	Can you warm up?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the word 'active' means. Skill: • Explore different ways to send a beanbag/ball (e.g., rolling, underarm throwing, overarm throwing). • Practise throwing at a range of targets at varying distances. • Make simple decisions about where to throw. Recognise where to aim their throw to make it hard for their opponent to catch or intercept the beanbag.	Can you practise throwing?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that being active helps their bodies to grow, develop and work well. Skill: • Run correctly; on the balls of their feet, bend arms at 90°swinging in the direction of the run, lean the body slightly forwards. • Move to try and intercept an object. • Stop with control whilst running; putting the weight on their heels and bringing the other foot alongside. • Jump efficiently (two feet to two feet, using correct arm movements and landing technique). • Watch and describe what others are doing	Can you move efficiently?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Autumn Term 1

OAA- Where are we going?

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using maps Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that shapes and symbols can be used to represent locations on a map. • Know that a key helps you understand what symbols on a map mean. Skill: • Identify where they are on simple maps and diagrams of familiar environments. • Use simple maps, diagrams to help them follow a trail. • Discuss how to follow trails and solve problems. • Follow route on map with finger as teacher/leader moves around an area. • Follow a trail which includes some objects or pictures on a check list. • Follow a trail where each clue or checkpoint has a picture or word which describes the next one e.g. pictures showing the sequence of a well-known fairy tale. • Find one object at a time at first, then two or three objects before having them checked (returning to a “base”). • Create a map which shows the shapes in correct orientation. • Use a key to support with understanding a map.	Can you use a map?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the importance of following rules as a team to ensure safety. Skill: • Watch others working and to talk to them about their approaches and solutions. • Work and behave safely and work increasingly co-operatively with others. • Discuss how to follow trails and solve problems. • Comment on how they went about tackling the task.	Can you work safely in a team?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Autumn Term 2

Games- Rolla Ball

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how their body and breathing changes during a warm-up. • Know what happens to your temperature and heartbeat when you start to run around. Skill: • Play a range of energetic warm-up games and to describe the changes to their body. • Describe their breathing using a variety of vocabulary (e.g. quiet, slow, small, calm).	Can you warm up?
Using a ball Objective to be broken up across multiple lessons where necessary.	Skill: • Roll with a suitable technique. • Explore different ways of using a ball, (e.g. passing it from hand to hand, around the body, through the legs, over the head, round the waist). • Find different ways to send a ball (e.g. rolling, pushing, throwing). • Find different ways to use their hand to carry, hit or dribble a ball (e.g. to roll a ball along a line, slide it across a space, bounce it). • Retrieve and stop a ball using different parts of the body.	Can you roll a ball?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what an opponent is. Skill: • Move into different positions before rolling. • Being to move to try to intercept the ball. • Score in the game. • Begin to change their approach in response to their opponents' actions • Watch others' movements carefully. • Deceive their opponent by pretending to send the ball one way and sending it another or changing the pace of the ball. • Teach them how to watch, track and move their body to get in line with a ball. • Describe what they have done or seen others doing.	Can you move into different positions before rolling and scoring?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Autumn Term 2

Gymnastics- Time to Travel & Ship Shape

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement and Travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that locomotion means movement or the ability to move from one place to another. • Know the difference between walking in relevé and not walking in relevé. Skill: • Keep hips square and show slight turn out when walking forward and backward. • Perform a chassé with good extension in the back legs. • Travel forward in a straight line. • Show two ways of travelling using combinations of hands and feet. • Play 'follow the leader' in pairs. • Move forward along the bench using relevé. • Make a short travelling routine with a partner • Perform combinations of travelling steps on a low beam. • Chassé step with change of leg performed backwards and to the side.	Can you travel using gymnastics movements?
Positions and Shapes Objective to be broken up across multiple lessons where necessary.	Skill: • Show clear shapes in stretched and tucked positions. • Keep muscles tight when holding shapes / positions. • Create shapes at different levels including on the ground.	Can you show clear shapes and positions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Spring Term 1

Gymnastics- Unit 2

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Gymnastics actions Objective to be broken up across multiple lessons where necessary.	Skill: • Show basic control and co-ordination when balancing, rolling, jumping and staying still. • Show basic control and co-ordination on the floor and on a mat. • Identify and copy basic gymnastic actions e.g., rolling, jumping, and balancing. • Show body tension and relaxation, stretching and curling. • Form simple sequences of different actions, using the floor and a variety of apparatus layouts. • Form simple sequences with a beginning, middle and end. • Link a body shape or balance to a travelling action. • Describe what they and others do in their movement phrase. • Say why they think gymnastic actions are performed well.	Can you perform a range of gymnastics actions?
Working safely Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know when it is and is not safe to use mats or apparatus. • Know how to position apparatus safely, e.g. not close to a wall, not close to another piece of apparatus, or on a mat. Skill: • Use space safely, with an awareness of others. • Position their gymnastics mats safely e.g. not too close to a wall or near other equipment/mats. • Find safe ways to use the apparatus and floor space e.g. rolling and jumping on mats/apparatus, sliding through apparatus.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Spring Term 1

Dance- Themes & Dreams

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that movement can show different moods, ideas and feelings. Skill: - Begin to move in their own and general space, using change of speed, level and direction - Perform movement phrases using a range of body actions and body parts. - Copy movement patterns. - Move in different directions and at different levels without bumping into other children. - Compose and link movement phrases to make simple dances with clear beginning, middles and ends. - Show basic control and coordination when travelling and when staying still. - Use space safely with an awareness of others. - Move confidently and safely in their own and general space, using change of speed, level and direction. - Choose some of the movements they have already explored and use them to make their own movement phrases.	Can you perform movement patterns?
Actions Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how their lungs and heart work when dancing. Skill: - Copy and explore basic body actions e.g. travel, jump, turn, gesture, stillness. - Use a range of stimuli e.g. words poetry, pictures, sounds, objects. - Use different parts of the body, singly and in combination, showing some sense of dynamic expression and rhythmic qualities. - Describe what they do in their dance motif.	Can you explore body actions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Spring Term 2

Athletics- Rainbow Run

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Running Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why we warm up before running. • Know that running uses works a variety of muscles in the body. Skill: • Warm up before running. • Run on a curve with co-ordination and control. • Run in the opposite direction and/or change direction during the run-on command. • When their colour is called, run around the circle back to their own space. • Run correctly; on the balls of their feet, bend arms at 90°swinging in the direction of the run, lean the body slightly forwards. • Run for a variety of different distances. • Run at a variety of paces.	Can you run different distances at different paces?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle B

Year 2

Spring Term 2

Dance- How does it feel?

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Actions and movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know which parts of their bodies need to be warmed up before dancing. Skill: • Use appropriate stretching exercises to warm up and cool down. • Use different actions in their dance, which express an idea, feeling or mood. • Begin to show an understanding of expressive qualities (mood, feelings of dance). • Describe how different stimuli make them feel, e.g., hot weather might make them feel sunny, hot, happy and lazy, foggy weather might make them feel scared and lost. • Vary the speed, strength, energy and tension of their movements, and to use different levels and directions. • Link movements and dance phrases.	Can you use different actions and movements when dancing?
Performance Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why dancing is a healthy activity and the benefits it can provide. Skill: • Describe how they feel when listening to different music eg soft, calm classical music; loud, electric beats; African drumming and perform dance phrases that reflect the rhythmic and dynamic qualities of the music. • Repeat and perform a short dance with coordination and control alone and with a partner. • Perform dance phrases with a clear beginning, middle and end. • Watch and describe phrases and dances, and use what they learn to improve their own work.	Can you perform a short dance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Summer Term 1

Games- Invasion (Football) Kick Rounders

Big People Small World Links

Marcus Rashford

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Kicking a ball Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know where to place their standing foot when kicking a ball and how to follow through, with their striking foot, in the direction of the target. Skill: - Explore different ways to kick a ball, (e.g. instep, outside of foot, laces). - Score and follow rules. - Make simple decisions about where to kick the ball. - Practise kick with either foot. Throw and kick a ball to a partner from different distances.	Can you kick a ball?
Movement Objective to be broken up across multiple lessons where necessary.	Skill: - Move into different positions to catch a ball. - Move forwards, sideways and backwards, (backwards and sideways: feet shoulder width apart, knees bent, slightly bend forward at waist and short steps). - Move to try to intercept a ball. - Watch, track and get their body in line with a ball. - Stop and retrieve a ball.	Can you move into different positions?
Tactics Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the rules for the game and whether they are fair. Skill: - Discuss tactics e.g. Where is the best place to kick the ball? Where is the best place to position your fielders? How can you quickly return the ball to the feeder? - Discuss the rules for the game and whether they are fair.	Can you discuss tactics and rules?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Summer Term 1

OAA- Crossing the Swamp

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Equipment Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know and understand the rules of the activity. Skill: - Begin to use good lifting and handling techniques. - Finish the task with all equipment on the opposite side to where they started. - Only use the equipment provided. - Cross the swamp without getting their feet 'wet' (touching the ground).	Can you use the equipment provided?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why it is important to have clear communication when working as a team. Skill: - Listen to everyone's ideas and opinions. - Explain how co-operative team activities make them feel. - Ensure the group remains safe when travelling by using clear communication.	Can you have clear communication when working as a team?
Planning and Evaluating Objective to be broken up across multiple lessons where necessary.	Skill: - Stop, plan and agree before starting an activity. - Consider which solution has the best chance of success for the whole group. - Find their own solutions to problems. - Evaluate their performance by sharing what went well and what did not. - Begin to consider if their planning was effective. - Be constructive in their criticisms of others.	Can you plan and evaluate your actions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Summer Term 2

Gymnastics- Families of Action

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Balances, rolls, jumps and travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that balances should be held for a short period of time and can time this by counting one, two, three. Skill: - Work in pairs to help each other to balance on large body parts (side, back, tummy, hips, shoulders). - Show examples of good extended and well-held balances. - Practise and perform a range of three simple rolls e.g. pencil roll, teddy bear roll and tuck roll. - Jump from two feet to two feet. - Jump a half turn. - Land jumps with their knees slightly bent. - Create a range of gymnastics shapes including done (straight, tuck, star, straddle, twisted). - Use different gymnastic shapes in a routine. - Perform three different or the same jumps, one after another. - Travel about the space in different ways e.g. spider walks, bunny hops, walking, skipping).	Can you travel, roll, jump and balance?
Sequence Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why we sweat and why we become red. - Know why it is important to remove jewellery when participating in PE lessons. Skill: - Perform a range of gymnastic actions in a sequence - Create a sequence with a beginning, middle and end. - Move smoothly from one action to another. - Repeat a sequence accurately. - Use at least one piece of apparatus in a variety of ways. - Perform actions with control and accuracy. - Move smoothly from one action to another. - Adapt their sequence to include a range of apparatus.	Can you create and perform a gymnastics sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 2

Summer Term 2

Athletics- Off, Up and Away

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Travelling Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what happens to their heart, breathing and temperature during different types of athletics activity. Skill: • Be able to run continuously for about one minute when required and begin to show the difference between running at speed and jogging. • Run and turn quickly and to follow different pathways or tracks. • Move more freely within the space, anticipating where it is quick to move safely. • Talk about whether they feel a sense of achievement when they have completed a run and how they coped with “keeping going” as they began tiring. • Choose a speed for running or travelling that suits the task, eg more slowly over longer times and distances, more quickly over shorter times and distances.	Can you run at different speeds?
Jumping Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the difference between jumping high and jumping long. Skill: • Demonstrate basic jumps showing control at take-off and landing. • Jump and land with control, using different jumps. • Jump in different ways e.g. one foot to the other foot, two feet to two feet, one foot to the same foot, one foot to two feet, two feet to one foot. • Link some jumps together.	Can you jump in different ways?
Throwing Objective to be broken up across multiple lessons where necessary.	Skill: • Demonstrate a range of throwing actions showing accuracy and co-ordination. • Explore different ways of throwing, eg left handed, right handed, two handed, underarm and overarm. • Challenge themselves in throwing activities eg by increasing the distance thrown or by throwing equipment into more difficult targets.	Can you demonstrate a range of throwing actions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 3

Autumn Term 1

Athletics- Take Aim

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: Know that there are different types of throwing techniques including push, pull and sling throws. Skill: Use an appropriate technique for sling throws. Use an appropriate technique for push throws. Use an appropriate technique for pull throws. Aim their throws with increasing accuracy at the targets. Use coaching advice to improve their technique and their score. Use their legs to help them throw and transfer their weight from back to front. Recap throwing skills such as overarm and underarm.	Can you complete appropriate throwing actions?
Movement and the body Objective to be broken up across multiple lessons where necessary.	Knowledge: Know some of short-term effects of exercise on the body. Know about the importance of carrying out stretches properly to avoid injury. Know how their body works differently when they are performing different types of challenges and events (eg throwing, running and jumping). Skill: Identify the short-term effects that exercise has on their body. Stretch before completing core task to avoid injury. Identify the different muscles used when completing different challenges.	Can you recognise what happens to my body when exercising?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 3

Autumn Term 1

OAA- Search & Rescue

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using a map and planning Objective to be broken up across multiple lessons where necessary.	Knowledge: Know why it is important to conserve energy when performing a search and rescue mission. Know the implications of certain symbols on a map and how they could affect their travel, especially when carrying the animals against the clock. Skill: Orientate a map so that the features on the map relate to the features that they can see. Read a map, planning a route and marking it on the map. Suggest ways to improve plans and strategies. Devise a way to carry the animals back safely using equipment.	Can you use a map and plan a route?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: Know the importance of working as a team when carrying out a rescue mission. Skill: Work together to find the best way to solve the problem as a team. Listen to and follow instructions.	Can you work in a team?
Working Safely Objective to be broken up across multiple lessons where necessary.	Knowledge: Know how to lift, carry and use equipment safely. Know how to travel safely and what the hazards might be depending on different locations. Skill: Apply rules successfully. Lift, carry and use equipment safely. Travel safely and avoid any hazards.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 3

Autumn Term 2

Games- Invasion: Basketball: On the Attack

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and Catching Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that what the terms 'send and receive' mean. Skill: - Use equipment that they can send, receive and travel with (basketballs). - Use a range of techniques to pass/ send the ball including underarm, overarm, using a chest pass and a bounce pass. Develop catching skills when receiving the ball.	Can you send and receive a ball?
Movement and Positions Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the best positions for shooting (e.g. slightly to the left or right of the goal, not too far away). - Know how to be ready to receive the ball (hands ready to catch, stick ready to stop, foot in a position to trap). Skill: - Move into different positions to try to receive the ball. Move to try to intercept the ball showing consistency, control and speed.	Can you move into different positions when playing?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why it is sometimes important to adapt the rules. Skill: - Use simple plans that they know they can make work. Adapt and make up rules to suit the equipment.	Can you adapt the rules?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Droncepath
Primary Academy

Cycle A

Year 3

Autumn Term 2

Gymnastics- Balancing Act

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Balancing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a balance between upper and lower body strength is important for a well-rounded gymnast. • Know how to lift, carry and use apparatus safely. Skill: • Show a variety of balances on small body parts using combinations of hands, feet, elbows, knees and head. • Attempt to perform balances where their feet are higher than their head (e.g., a headstand with two hands and head making a triangular base). • Perform balances using a range of apparatus. • Hold a four-point balance, travel in it, then to make a three-point balance. • Perform three balances, varying the number of body parts used and levels. • Lift, carry and use apparatus safely.	Can you perform a range of balances?
Adapting Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to reflect on and adapt sequences. Skill: • Write down their sequence and repeat it until they can remember it accurately. • Adapt their sequence for a partner to copy.	Can you adapt my sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 3

Spring Term 1

Gymnastics- Unit 5

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know which muscle groups are good for control, extension and body tension. Skill: - Vary levels, direction and pathways in their sequence. - Use a variety of actions, shapes and balances which include counterbalance and tension. - Move from floor to apparatus fluently. - Explore a range of symmetric and asymmetric actions, shapes and balances, e.g., rolling, sliding, feet only, hands and feet. Make up phrases and short sequences with symmetrical and asymmetric actions, shapes and balances.	Can you explore a range of different actions?
Perform Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that a sequence must include a range of different elements in order to keep audiences entertained. Skill: - Create and perform a sequence on floor and apparatus for an audience. Include at least eight to ten elements, e.g., start on the floor, move onto apparatus, finish on the floor. - Create and perform a sequence that includes twisting and turning, flight, changes of direction and speed, and contrasting shapes and balances. Begin to comment on the composition and techniques used in their sequence.	Can you perform a gymnastics sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brompton
Primary Academy

Cycle A

Year 3

Spring Term 1

Dance- Round the Clock

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming up and cooling down Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why it is important to warm up before dancing. - Know some of the key features of being 'ready to perform', including appropriate kit, warming up, health, fitness and diet ideas. Skill: - Warm up and cool down before dancing.	Can you warm up before dancing?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know what the term 'tableau' means. Skill: - Use different parts of their body and to vary levels and speeds to compose a short movement phrase based on clock mechanisms or movements. - Respond to stimuli. - Show good body control and fluency. - Create a tableau – a 'still moment' – for their dance.	Can you create a tableau?
Perform Objective to be broken up across multiple lessons where necessary.	Skill: - Perform with increasing levels of expression. - Experiment with performing their dance in unison, canon, mirror and matched. - Work well with a partner and in small groups.	Can you perform my dance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 3

Spring Term 2

Games- Net & Wall: Badminton (Mini Tennis 2)

Big People Small World Links

Josephine Baker

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Working with a ball/shuttlecock Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to stand in the ready position (feet apart and weight forward on the balls of their feet). Skill: • Feed the ball/shuttlecock appropriately. • Begin to move to try to intercept the ball/shuttlecock. • Explore sending the ball/shuttlecock at different speeds and heights. • Use a shakehands grip and keep the racket horizontal to help control the ball/shuttlecock.	Can you confidently work with a ball?
Plans and Scoring Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the difference between helping a partner and playing against someone. Skill: • Have simple plans that they know they can make work. • Begin to explain the tactics they have used. • Create a simple scoring system.	Can you plan and create a simple scoring system?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 3

Spring Term 2

Dance- Making the Grade

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Josephine Baker

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement and props. Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know which muscles and joints are used when working with different props. Skill: - Explore, improvise and combine ideas using compositional ideas to create dances. - Perform with accuracy, control and timing linking sections fluently using a prop safely and imaginatively. - Use dance terms to describe performances. - Experiment with moving away from, with and towards props individually or in pairs. - Begin to dance using an 8-count for each sequence of movement.	Can you dance with props?
Dance and Music Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how music can affect both physical movement and emotions when dancing. - Know that changes in music can dictate the length of each phrase in a dance. Skill: - Portray different emotions when performing with and without music. - Change pace of movements in relation to pace of music. - Select a clear time in a song to start dancing.	Can you perform to music?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 3

Summer Term 1

Games- Invasion: Rugby: Three Touch Ball

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Working with a ball Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the word 'stamina' means. • Know that running around helps to build up stamina by strengthening the heart muscles, ensuring a healthy heart and lungs. Skill: • Select a ball that they can send and receive. • Move into different positions to receive the ball. • Send the ball with a suitable technique. • Begin to move to try to intercept the ball. • Keep possession and control of the ball. • Try using a variety of sending techniques (e.g., overarm throwing, underarm throwing, bounce pass, rolling, kicking, hitting).	Can you work with a rugby ball?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to work as a team when competing in invasion games. Skill: • Begin to identify what they and others have done well. • Work with others to make progress towards the goals.	Can you work in a team?

Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.

New Brancepeth
Primary Academy

Cycle A

Year 3

Summer Term 1

OAA- Electric Fence

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Problem-solving Objective to be broken up across multiple lessons where necessary.	Skill: • Design a problem for others to solve, thinking about rules, equipment and space. • Solve simple challenges and problems successfully, in pairs and small groups. • Describe how they feel physically and emotionally before, during and after the task.	Can you problem-solve?
Teamwork and Leadership Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to provide feedback to others. • Know what the term 'constructive criticism' means. Skill: • Work increasingly well in groups where different roles and responsibilities are understood. • Take on a leadership role by taking charge and giving instructions to others. • Provide constructive feedback and support to other groups.	Can you lead my team?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 3

Summer Term 2

Gymnastics- Group Dynamics

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Balancing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that gymnastic activity promotes strength and suppleness (e.g. holding balances and performing actions). • Skill: • Use pictures of different balances as prompts. • Perform a wide range of actions and pair balances. • Perform a controlled and safe group balance.	Can you perform controlled and safe balances?
Performing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to check that equipment is stable, fixings are secure and that there is enough space for the task. Skill: • Compose a balanced sequence with a clear start, middle and end. • Work well as part of a small group when rehearsing and performing. • Perform fluently and with control and clarity. • Vary direction, levels and pathways. • Begin to explain what works well and what needs improving.	Can you perform with fluency and control?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 3

Summer Term 2

Athletics- Faster, Higher, Further

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Running Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that running, jumping and throwing competitions are called 'track and field'. Skill: • Run smoothly at different speeds. • Run smoothly at different distances.	Can you run smoothly at different speeds and distances?
Jumping Objective to be broken up across multiple lessons where necessary.	Skill: • Demonstrate combinations of jumps showing control, co-ordination and consistency. • Explore different types of jumping e.g. high jump, long jump, triple jump.	Can you jump with control and co-ordination?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to stay safe during throwing activities. Skill: • Throw a range of objects, in a variety of ways, at a target area with consistency and accuracy. • Suggest, with guidance, a target for improving distance or height. • Throw using slinging (as in discus), pushing (as in shot) and pulling actions (as in javelin and overarm throw).	Can you accurately throw at a target?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle B

Year 3

Autumn Term 1

Athletics- Pass the Baton

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to control their breathing during different types of running events and styles. Skill: • Explore walking, jogging and running in different ways (e.g. with their arms by their side, arms out wide, head still, head moving, knees high, on their toes, on their heels). • Identify a running technique that works well for them and to practise this.	Can you explore different ways of moving?
Running and Sprinting Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to increase power when sprinting (e.g. by using their arms). • Know how their breathing is different when they are sprinting and when they are running for a sustained period. Skill: • Run at a steady pace. • Start running from different positions (e.g. lying down, kneeling, crouching, standing) and to decide which works best. • Increase power when sprinting by using arms, bringing knees up high and keeping your core controlled with a good upright posture. • Begin to run for a longer period of time using techniques to support this e.g. slowing running down, taking little steps, using arms less to conserve energy.	Can you develop my running and sprinting skills?
Relay Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the rules of running events (e.g. feet behind the line at the start, false starts, baton changeovers). Skill: • Use the correct baton changeover technique (timing incoming and outgoing runs, using opposite hands, moving out of the way after handing over the baton, how to hold a baton when running). • Relay race around a circular track.	Can you relay race?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Autumn Term 1

OAA- Star Exercise

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using a map and Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the symbols on the map mean e.g. triangle for start. Skill: • Orientate simple maps and plans. • Mark control points in correct position on map or plan. • Find way back to a base point. • Select appropriate equipment/route/people to solve a problem successfully. • Begin to record information at the control sites. • Keep track of where they are on the course at all times.	Can you orientate simple maps and plans?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know when and where they can take part in (or need to complete) orienteering activities outside of their PE lessons. Skill: • Co-operate and share roles within a group. • Listen to each other's ideas when planning a task and adapt.	Can you co-operate and share roles within a group?
Working Safely Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know to conserve energy so that they can keep going to help them complete the task. Skill: • Recognise that some outdoor adventurous activities can be dangerous. • Follow rules to keep self and others safe.	Can you follow rules to keep yourself and others safe?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Discuss if their planning was effective. • Briefly explain how they could improve next time.	Can you explain how you could improve next time?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Autumn Term 2

Games- Striking and Fielding- Arc Rounders

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Striking Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that warming up prepares you mentally for a game. Skill: • Explore different ways of using a bat to strike a ball. • Use the correct stance and to look for spaces into which they can hit the ball. • Explore different ways of striking a ball (hard, soft). • Explore different ways of sending the ball to their team (focus on the weight of pass).	Can you explore different ways of striking a ball?
Retrieving Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to take their pulse in their neck. Skill: • Confidently stop and retrieve a ball. • Watch, track and move their body to get in line with a ball. • Find different ways to send a ball. • Discuss how to improve their performance using different retrieving technique. • Explore different ways of returning a ball to a base, using a pace that is easy to catch.	Can you stop and retrieve a ball?
Movement and Positioning Objective to be broken up across multiple lessons where necessary.	Skill: • Move forward, sideways and backwards efficiently (backwards and sideways: feet shoulder width apart, knees bent, slight bend forward at waist and short steps). • Explore fielding positions that will limit the amount of points scored by the batter. • Explore different ways to make it difficult for their opponent to score.	Can you move and position yourself efficiently?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Autumn Term 2

Gymnastics- Unit 3

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Actions and Apparatus Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the parts of their bodies that they need to warm up before participating in gymnastics. Skill: - Keep their bodies tense, moving with control, by extending their arms and legs. - Develop and perform actions e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands. - Practise actions and concentrate on the quality of movement e.g. extended feet, arms, hands and legs. - Begin to transfer weight from one part of the body to another e.g. from a balance on the shoulders to a movement taking weight on the hands. - Use actions on the floor and over, through, across and along apparatus. - Work with a partner to place apparatus safely. - Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel.	Can you develop and perform a range of actions?
Sequence Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that good suppleness and strength improves the quality of gymnastic performance. Skill: - Repeat a sequence on the floor and on apparatus, including a beginning, middle and end. - Choose different actions in their sequence like jumping, turning, balancing, rolling & taking weight on hands. - Copy a partner's sequence on the floor and using apparatus.	Can you perform a sequence on the floor and on apparatus?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: - Describe and comment on the gymnastics actions that they see performed. - Listen to suggestions about how to adapt a sequence with a partner or for different apparatus. - Share their experiences of gymnastics beyond the curriculum.	Can you listen to suggestions about how to adapt a sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Spring Term 1

Gymnastics- Unit 4

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Shapes, actions and balances Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the term 'fitness' means. • Know that stretching exercises can increase the range of movement in a joint or a combination of joints. Skill: • Explore and refine twisted shapes using various body parts. • Use the same basic shape and vary it slightly. • Perform skills and actions with increasing accuracy. • Perform a combination of shapes, actions and balances with changes in speed, level and direction. • Use tension, extension and transfer of weight in their movements. • Explore different ways of travelling incorporating a turn in an imaginative way. • Perform actions, body shapes and balances at the same time as a partner.	Can you explore gymnastics shapes, actions and balances?
Sequence Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how strength exercises can improve control and posture in gymnastics. Skill: • Use repeating and refining actions within their sequence. • Perform actions in canon and unison within a sequence. • Adapt sequence to include apparatus and/or to suit a partner or small group. • Begin to make up, perform and repeat sequences. • Work with a partner, to organise their space and apparatus, and to time the start and finish of their sequences. • Work co-operatively using given criteria.	Can you perform a gymnastics sequence?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Begin to suggest ways to improve the quality of a sequence. • Begin to offer constructive ideas on how to improve shapes, actions and balances.	Can you suggest ways to improve a gymnastics sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Spring Term 1

Dance- Machines

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a 'stimulus' is the starting point or incentive for creative movement. • Know that the term 'improvise' means to create and perform (music, dance or drama) with preparation. Skill: • Begin to improvise freely on their own and with a partner, translating ideas from a stimulus into movement. • Share and create phrases with a partner or small group. • Work with a partner and in small groups to explore different relationships, e.g. pushing and pulling actions going over, under and around each other; circling actions meeting and parting. • Create phrases that combine different actions and qualities, eg slowly travelling backwards staying low; exploding into the air, collapsing, rolling, getting slower and slower then stopping • Begin to dance using an 8-count for each sequence of movement. • Explore movements with a partner, working in unison and in canon. • Repeat, remember and perform phrases in a dance. • Show changes in speed, strength, level direction and space. • Use clear starting and finishing positions.	Can you share and create dance phrases?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Use a range of descriptive language to describe dance e.g. for a fast-rising action – exploding, leaping, shooting, soaring, bursting; for a slow-rising action – climbing, growing, expanding, spreading, floating. • Begin to suggest how dances with a partner could be improved.	Can you suggest how your dance can be improved?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Spring Term 2

Games- Striking and Fielding- Boundary Line

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming up and changes to the body Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that warming up increases your heart rate and increases blood flow to muscles. Skill: • Share ideas about the qualities of a good warm up. • In small groups, devise a warmup designed to raise the heart rate. • Create a warmup which has a gradual increase in intensity. • Discuss changes in their body when warming up (pulse rate, body temperature, skin colour and breathing).	Can you create a warmup?
Striking Objective to be broken up across multiple lessons where necessary.	Skill: • Begin to establish an effective grip, side on stance, backswing and step. • Attempt to hit the ball off the tee using correct technique. • Look for spaces to hit into before striking the ball. • Explore different ways of striking the ball (quickly, gently). • Explore different ways of stopping and catching (close up) the ball and to come up with an effective method whilst playing small-sided games. • Rotate their positions after three throws.	Can you strike a ball in different ways?
Fielding Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the clear rules of the game. Skill: • Begin to explore fielding positions that will limit the number of points scored by the batter. • Begin to develop an underarm throwing technique, ways of stopping a moving ball and close catching skills (use an assortment of balls – varying size, some foam or soft to increase confidence). • Begin to explore different ways to make it difficult for their opponent to score.	Can you explore fielding positions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Spring Term 2

Dance- What's so funny?

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement and Actions Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a motif can be a single movement or a phrase of movement. • Know that a motif is usually introduced at the start of a dance, then once established is developed and varied. • Know that an entire dance can be built around the development and variation of a few contrasting motifs. Skill: • Travel in small groups, exploring different pathways, and changing levels, shape and speed. • Create dance motifs that bring out character and dramatic effect. • Explore how to use actions, along with dynamic and spatial qualities, to communicate character and narrative. • Sequence movement in a logical order. • Develop and vary dance phrases using canon, unison, repetition, and change of direction, level, speed and pathways. • Show awareness of the people they are performing with as a group.	Can you create a dance motif?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Begin to describe, interpret and evaluate dance using appropriate language. • Begin to suggest how the movement material, motifs and performances could be improved to communicate the dance idea more clearly. • Say how successful they think different motifs are in expressing the dance idea.	Can you describe, interpret and evaluate dances?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Summer Term 1

Games- Invasion (Netball)- On the Attack

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and Catching Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that only the Goal Shooter and Goal Attack are allowed to shoot, and this may only be done from the inside of the semi-circle. Skill: • Select equipment that they can all send, receive and travel with (netballs). • Use a range of techniques to pass the ball including chest pass, bounce pass, lob, overhead pass and shoulder pass. • Look up before they pass to find out where other players are and when they want the pass.	Can you send and receive a ball?
Movement and Positions Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the 7 different netball positions that can be played and the purpose that each position serves. • Know that good defence prevents your opponents from scoring, and it also gives you the opportunity to gain possession of the ball. Skill: • Move into different positions to try to receive the ball. • Move to try to intercept the ball showing consistency, control and speed. • Communicate using speech to show where they want the ball. • Look for spaces and to communicate using hand signs as well as speech to show where they want the ball.	Can you move into different positions when playing?
Planning Objective to be broken up across multiple lessons where necessary.	Skill: • Use simple plans that they know they can make work. • Adapt and make up rules to suit the equipment. • Start to explain the tactics they have used. • Plan different team members' roles (e.g. who is going to start with the ball, who is going to try to shoot).	Can you adapt the rules?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Summer Term 1

OAA- Where Am I?

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using a map and following trails Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to keep their concentration throughout a task and what might happen if they are not able to do this. Skill: • Follow simple routes and trails, orientating themselves successfully. • Follow simple treasure hunts or trails, working on their own, in pairs and in small groups. • Follow the direction of an arrow to find the next control point which may be hidden. • Mark control points in correct position on map or plan. • Follow route on map with finger as teacher/leader moves around the area. • Draw around known objects and recognise these shapes when they are placed among others on the hall floor or playground.	Can you follow simple routes and trails?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what working together means and what good teamwork looks like. Skill: • Co-operate and share roles within a group. • Listen to each other's ideas when planning a task and adapt. • Choose effective strategies and change ideas if not working.	Can you co-operate and share roles within a group?
Equipment Objective to be broken up across multiple lessons where necessary.	Skill: • Lift, carry and use equipment safely. • Select appropriate equipment/route/people to solve a problem successfully.	Can you lift, carry and use equipment safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Summer Term 2

Gymnastics- Partner Work

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Mirroring and matching actions Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know which parts of your body need to be strong and which need to be supple when performing specific actions. Skill: - Perform actions at the same time as their partner by firstly mirroring and then matching. - Work with a partner to mirror and match actions, shapes and balances. - Perform actions with tension, control and extension. - Experiment with performing actions over, along, on and off apparatus. - Keep practising with their partner until they can perform actions together accurately and consistently. - Include changes of level and direction in their sequence. - Choose appropriate apparatus for their sequence and actions.	Can you mirror and match actions?
Themes and teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why communication is important when working in pairs. Skill: - Perform actions to each of the following themes in turn: leading and following, meeting and parting, side by side. - Experiment with mirroring and matching actions to each theme. - Devise and perform the themes on the floor, mats and apparatus. - Find ways of working with each other without continually looking at each other (e.g. calling each action, counting four for each action and using peripheral vision).	Can you perform actions to a theme?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: - Describe their performance and suggest improvements. - Watch other pairs perform and provide feedback on this.	Can you watch performances and suggest improvements?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 3

Summer Term 2

Athletics- Furthest Five

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Jumping Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know which order of jumps gives you the best distance. Skill: - Perform 1-1 jumps (left foot to left foot, right foot to right foot). - Perform 1-2 jumps (left foot to both feet, right foot to both feet). - Perform 2-2 jumps (both feet to both feet). - Perform 2-1 jumps (both feet to left foot, both feet to right foot). - Perform 1-other jumps (left foot to right foot, right foot to left foot). - Link two basic jumps together. - Jump with control, coordination and balance. - Bend their knees when jumping.	Can I perform a range of jumps?
Run-ups, take-offs and landings Objective to be broken up across multiple lessons where necessary.	Skill: - Use their arms to propel themselves forward. - Use a suitable run-up. - Use a standing start and a two or three step run-up. - Explore different take-offs and landings (e.g. one foot or two feet).	Can I run-up, take-off and land successfully?
Organising, judging and recording Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the rules of jumping events (e.g. using the take-off line, how to measure) and make sure that they understand these. - Know what to look for when evaluating a jump (e.g. take-off as close to the line as possible, use of arms to propel body). Skill: - Begin to measure distance jumps using different methods (e.g. a tape measure, markers). - Begin to record distances jumped on a score sheet.	Can you measure and record distances?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 4

Autumn Term 1

Athletics- Take Aim

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that there are different types of throwing techniques including push, pull and sling throws. Skill: • Use an appropriate technique for sling throws. • Use an appropriate technique for push throws. • Use an appropriate technique for pull throws. • Select three pieces of equipment to throw: one to aim at each target. • Aim their throws with increasing accuracy at the targets. • Use coaching advice to improve their technique and their score. • Use their legs to help them throw and transfer their weight from back to front. Recap throwing skills such as overarm and underarm.	Can you complete appropriate throwing actions?
Movement and the body Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know some of short-term effects of exercise on the body. • Know about the importance of carrying out stretches properly to avoid injury. • Know how their body works differently when they are performing different types of challenges and events (e.g. throwing, running and jumping). Skill: • Identify the short-term effects that exercise has on their body. • Stretch before completing core task to avoid injury. Identify the different muscles used when completing different challenges.	Can you recognise what happens to my body when exercising?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 4

Autumn Term 1

OAA- Search & Rescue

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using a map and planning Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why it is important to conserve energy when performing a search and rescue mission. - Know the implications of certain symbols on a map and how they could affect their travel, especially when carrying the animals against the clock. Skill: - Orientate a map so that the features on the map relate to the features that they can see. - Read a map, planning a route and marking it on the map. - Suggest ways to improve plans and strategies. Devise a way to carry the animals back safely using equipment.	Can you use a map and plan a route?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the importance of working as a team when carrying out a rescue mission. Skill: - Work together to find the best way to solve the problem as a team. - Listen to and follow instructions. - Take into account team members' physical strengths and abilities. Help other teammates.	Can you work in a team?
Working Safely Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how to lift, carry and use equipment safely. - Know how to travel safely and what the hazards might be depending on different locations. Skill: - Apply rules successfully. - Lift, carry and use equipment safely. Travel safely and avoid any hazards.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 4

Autumn Term 2

Games- Invasion: Basketball: On the Attack

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and Catching Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that what the terms 'send and receive' mean. Skill: • Select equipment that they can send, receive and travel with (basketballs). • Use a range of techniques to pass /send the ball including underarm, overarm, using a chest pass and a bounce pass. Develop catching skills when receiving the ball.	Can you send and receive a ball?
Movement and Positions Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the best positions for shooting (e.g. slightly to the left or right of the goal, not too far away). • Know how to be ready to receive the ball (hands ready to catch, stick ready to stop, foot in a position to trap). Skill: • Move into different positions to try to receive the ball. • Move to try to intercept the ball showing consistency, control and speed. Recognise the best positions for shooting (e.g. slightly to the left or right of the goal, not too far away).	Can you move into different positions when playing?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is sometimes important to adapt the rules. Skill: • Use simple plans that they know they can make work. • Adapt and make up rules to suit the equipment. Start to explain the tactics they have used.	Can you adapt the rules?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 4

Autumn Term 2

Gymnastics: Balancing Act

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Balancing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a balance between upper and lower body strength is important for a well-rounded gymnast. • Know how to lift, carry and use apparatus safely. Skill: • Show a variety of balances on small body parts using combinations of hands, feet, elbows, knees and head. • Attempt to perform balances where their feet are higher than their head (e.g., a headstand with two hands and head making a triangular base). • Perform balances using a range of apparatus. • Hold a four-point balance, travel in it, then to make a three-point balance. • Perform three balances, varying the number of body parts used and levels. Lift, carry and use apparatus safely.	Can you perform a range of balances?
Adapting Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to reflect on and adapt sequences. Skill: • Write down their sequence and repeat it until they can remember it accurately. • Adapt their sequence for a partner to copy. Reflect on their sequence and make changes based on a number of factors including level, space, type of balance.	Can you adapt my sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 4

Spring Term 1

Gymnastics: Unit 5

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know which muscle groups are good for control, extension and body tension. Skill: • Vary levels, direction and pathways in their sequence. • Use a variety of actions, shapes and balances which include counterbalance and tension. • Move from floor to apparatus fluently. • Explore a range of symmetric and asymmetric actions, shapes and balances, e.g., rolling, sliding, feet only, hands and feet. Make up phrases and short sequences with symmetrical and asymmetric actions, shapes and balances.	Can you explore a range of different actions?
Perform Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a sequence must include a range of different elements in order to keep audiences entertained. Skill: • Create and perform a sequence on floor and apparatus for an audience. Include at least eight to ten elements, e.g., start on the floor, move onto apparatus, finish on the floor. • Create and perform a sequence that includes twisting and turning, flight, changes of direction and speed, and contrasting shapes and balances. Comment on the composition and techniques used in their sequence.	Can you perform a gymnastics sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Dragonpath
Primary Academy

Cycle A

Year 4

Spring Term 1

Dance: Round the Clock

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming up and cooling down Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to warm up before dancing. • Know some of the key features of being 'ready to perform', including appropriate kit, warming up, health, fitness and diet ideas. Skill: Warm up and cool down before dancing.	Can you warm up before dancing?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the term 'tableau' means. Skill: • Use different parts of their body and to vary levels and speeds to compose a short movement phrase based on clock mechanisms or movements. • Respond to stimuli imaginatively and have lots of ideas that they experiment with. • Show good body control and fluency. • Create a tableau – a 'still moment' – for their dance. Change the speed of their movements (make them slower and faster), then to change the rhythm of their movements, and add a turn and a jump to their movement phrase.	Can you create a tableau?
Perform Objective to be broken up across multiple lessons where necessary.	Skill: • Perform with increasing levels of expression. • Experiment with performing their dance in unison, canon, mirror and matched. Work well with a partner and in small groups.	Can you perform my dance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 4

Spring Term 2

Games- Net & Wall: Badminton: Mini Tennis 2

Big People Small World Links

Josephine Baker

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Working with a ball/shuttlecock Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to stand in the ready position (feet apart and weight forward on the balls of their feet). Skill: • Feed the ball/shuttlecock appropriately. • Begin to move to try to intercept the ball/shuttlecock. • Explore sending the ball/shuttlecock at different speeds and heights. • Use a shakehands grip and keep the racket horizontal to help control the ball/shuttlecock.	Can you confidently work with a ball?
Plans and Scoring Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the difference between helping a partner and playing against someone. Skill: • Have simple plans that they know they can make work. • Explain the tactics they have used. • Create a simple scoring system. • Explore and plan different ways to make it difficult for their opponent to score.	Can you plan and create a simple scoring system?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancopeth
Primary Academy

Cycle A

Year 4

Spring Term 2

Dance- Making the Grade

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Josephine Baker

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement and props. Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know which muscles and joints are used when working with different props. Skill: - Explore, improvise and combine ideas using compositional ideas to create dances. - Perform with accuracy, control and timing linking sections fluently using a prop safely and imaginatively. - Use dance terms to describe performances. - Confidently move away from, with and towards props individually or in pairs. - Begin to dance using an 8-count for each sequence of movement.	Can you dance with props?
Dance and Music Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how music can affect both physical movement and emotions when dancing. - Know that changes in music can dictate the length of each phrase in a dance. Skill: - Portray different emotions when performing with and without music. - Change pace of movements in relation to pace of music. - Select a clear time in a song to start dancing. - Perform sensitively to the accompaniment. - Explore, improvise and perform movement ideas to reflect different emotions when performing with and without music.	Can you perform to music?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 4

Summer Term 1

Games- Invasion: Rugby: Three Touch Ball

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Josephine Baker

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Working with a ball Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the word 'stamina' means. • Know that running around helps to build up stamina by strengthening the heart muscles, ensuring a healthy heart and lungs. Skill: • Select a ball that they can send and receive. • Move into different positions to receive the ball. • Send the ball with a suitable technique. • Move to try to intercept the ball. • Keep possession and control of the ball. • Try using a variety of sending techniques (e.g., overarm throwing, underarm throwing, bounce pass, rolling, kicking, hitting).	Can you work with a rugby ball?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to work as a team when competing in invasion games. Skill: • Identify what they and others have done well. • Work with others to make progress towards the goals. • Call and signal to help their teammates know where to pass the ball.	Can you work in a team?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 4

Summer Term 1

OAA- Electric Fence

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Josephine Baker

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Problem-solving Objective to be broken up across multiple lessons where necessary.	Skill: • Design a problem for others to solve, thinking about rules, equipment and space. • Solve simple challenges and problems successfully, in pairs and small groups. • Describe how they feel physically and emotionally before, during and after the task. • Refine and adapt strategies as appropriate.	Can you problem-solve?
Teamwork and Leadership Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to provide feedback to others. • Know what the term 'constructive criticism' means. Skill: • Work increasingly well in groups where different roles and responsibilities are understood. • Take on a leadership role by taking charge and giving instructions to others. • Provide constructive feedback and support to other groups.	Can you lead my team?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 4

Summer Term 2

Gymnastics: Group Dynamics

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Balancing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that gymnastic activity promotes strength and suppleness (e.g. holding balances and performing actions). Skill: • Use pictures of different balances as prompts. • Perform a wide range of actions and pair balances. • Perform a controlled and safe group balance.	Can you perform controlled and safe balances?
Performing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to check that equipment is stable, fixings are secure and that there is enough space for the task. Skill: • Compose a balanced sequence with a clear start, middle and end. • Work well as part of a small group when rehearsing and performing. • Perform fluently and with control and clarity. • Vary direction, levels and pathways. • Explain what works well and what needs improving.	Can you perform with fluency and control?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 4

Summer Term 2

Athletics- Faster, Higher, Further

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Running Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that running, jumping and throwing competitions are called 'track and field'. Skill: • Run smoothly at different speeds. • Run smoothly at different distances.	Can you run smoothly at different speeds and distances?
Jumping Objective to be broken up across multiple lessons where necessary.	Skill: • Demonstrate combinations of jumps showing control, co-ordination and consistency. • Explore different types of jumping e.g. high jump, long jump, triple jump.	Can you jump with control and co-ordination?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to stay safe during throwing activities. Skill: • Throw a range of objects, in a variety of ways, at a target area with consistency and accuracy. • Suggest, with guidance, a target for improving distance or height. Throw using slinging (as in discus), pushing (as in shot) and pulling actions (as in javelin and overarm throw).	Can you accurately throw at a target?
Events Objective to be broken up across multiple lessons where necessary.	Skill: • Run their own athletic events and simple competitions. Judge, measure and record athletic activity.	Can you use my own athletic event?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Autumn Term 1

Athletics- Pass the Baton

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how to control their breathing during different types of running events and styles. Skill: - Explore walking, jogging and running in different ways (e.g. with their arms by their side, arms out wide, head still, head moving, knees high, on their toes, on their heels). - Identify a running technique that works well for them and to practise this.	Can you explore different ways of moving?
Running and Sprinting Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how to increase power when sprinting (e.g. by using their arms). - Know how their breathing is different when they are sprinting and when they are running for a sustained period. Skill: - Run at a steady pace and to estimate how long it will take them to run different distances. - Start running from different positions (e.g. lying down, kneeling, crouching, standing) and to decide which works best. - Increase power when sprinting by using arms, bringing knees up high and keeping your core controlled with a good upright posture. - Run for a longer period of time using techniques to support this e.g. slowing running down, taking little steps, using arms less to conserve energy.	Can you develop my running and sprinting skills?
Relay Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the rules of running events (e.g. feet behind the line at the start, false starts, baton changeovers). Skill: - Use the correct baton changeover technique (timing incoming and outgoing runs, using opposite hands, moving out of the way after handing over the baton, how to hold a baton when running). - Relay race around a circular track. - Record times and distances on a score sheet. - Use a stopwatch and give them opportunities to time an event.	Can you relay race?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Autumn Term 1

OAA- Star Exercise

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using a map and Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the symbols on the map mean e.g. triangle for start. Skill: • Orientate simple maps and plans. • Mark control points in correct position on map or plan. • Find way back to a base point. • Select appropriate equipment/route/people to solve a problem successfully. • Record information accurately at the control sites. • Keep track of where they are on the course at all times.	Can you orientate simple maps and plans?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know when and where they can take part in (or need to complete) orienteering activities outside of their PE lessons. Skill: • Co-operate and share roles within a group. • Listen to each other's ideas when planning a task and adapt. • Take responsibility for a role within the group.	Can you co-operate and share roles within a group?
Working Safely Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know to conserve energy so that they can keep going to help them complete the task. Skill: • Recognise that some outdoor adventurous activities can be dangerous. • Follow rules to keep self and others safe.	Can you follow rules to keep yourself and others safe?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Discuss if their planning was effective. • Briefly explain how they could improve next time. • Choose effective strategies and change ideas if not working.	Can you explain how you could improve next time?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Autumn Term 2

Games- Striking and Fielding- Arc Rounders

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Striking Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that warming up prepares you mentally for a game. Skill: • Explore different ways of using a bat to strike a ball. • Use the correct stance and to look for spaces into which they can hit the ball. • Explore different ways of striking a ball (hard, soft). • Explore different ways of sending the ball to their team (focus on the weight of pass).	Can you explore different ways of striking a ball?
Retrieving Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to take their pulse in their neck. Skill: • Confidently stop and retrieve a ball. • Watch, track and move their body to get in line with a ball. • Find different ways to send a ball. • Discuss how to improve their performance using different retrieving technique. • Explore different ways of returning a ball to a base, using a pace that is easy to catch.	Can you stop and retrieve a ball?
Movement and Positioning Objective to be broken up across multiple lessons where necessary.	Skill: • Move forward, sideways and backwards efficiently (backwards and sideways: feet shoulder width apart, knees bent, slight bend forward at waist and short steps). • Explore fielding positions that will limit the number of points scored by the batter. • Explore different ways to make it difficult for their opponent to score. • Decide on the best positions for fielders. • Follow rules fairly.	Can you move and position yourself efficiently?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Autumn Term 2

Gymnastics- Unit 3

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Actions and Apparatus Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the parts of their bodies that they need to warm up before participating in gymnastics. Skill: - Keep their bodies tense, moving with control, by extending their arms and legs. - Develop and perform actions e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands. - Practise actions and concentrate on the quality of movement e.g. extended feet, arms, hands and legs. - Transfer weight from one part of the body to another e.g. from a balance on the shoulders to a movement taking weight on the hands. - Use actions on the floor and over, through, across and along apparatus. - Work with a partner to place apparatus safely. - Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel.	Can you develop and perform a range of actions?
Sequence Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that good suppleness and strength improves the quality of gymnastic performance. Skill: - Repeat a sequence on the floor and on apparatus, including a beginning, middle and end. - Choose different actions in their sequence like jumping, turning, balancing, rolling & taking weight on hands. - Copy a partner's sequence on the floor and using apparatus. - Create longer and more complicated sequences.	Can you perform a sequence on the floor and on apparatus?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: - Describe and comment on the gymnastics actions that they see performed. - Listen to suggestions about how to adapt a sequence with a partner or for different apparatus. - Share their experiences of gymnastics beyond the curriculum.	Can you listen to suggestions about how to adapt a sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Spring Term 1

Gymnastics- Unit 4

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Shapes, actions and balances Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know what the term 'fitness' means. - Know that stretching exercises can increase the range of movement in a joint or a combination of joints. Skill: - Explore and refine twisted shapes using various body parts. - Use the same basic shape and vary it slightly. - Perform skills and actions with increasing accuracy. - Perform a combination of shapes, actions and balances with changes in speed, level and direction. - Use tension, extension and transfer of weight in their movements. - Explore different ways of travelling incorporating a turn in an imaginative way. - Perform actions, body shapes and balances at the same time as a partner. - Perform difficult combinations of movements, shapes and balances with control, accuracy and consistency.	Can you explore gymnastics shapes, actions and balances?
Sequence Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how strength exercises can improve control and posture in gymnastics. Skill: - Use repeating and refining actions within their sequence. - Perform actions in canon and unison within a sequence. - Adapt sequence to include apparatus and/or to suit a partner or small group. - Make up, perform and repeat sequences. - Work with a partner, to organise their space and apparatus, and to time the start and finish of their sequences. - Work co-operatively using given criteria.	Can you perform a gymnastics sequence?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: - Suggest ways to improve the quality of a sequence. - Offer constructive ideas on how to improve shapes, actions and balances.	Can you suggest ways to improve a gymnastics sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Spring Term 1

Dance- Machines

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a 'stimulus' is the starting point or incentive for creative movement. • Know that the term 'improvise' means to create and perform (music, dance or drama) with preparation. Skill: • Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. • Share and create phrases with a partner or small group. • Work with a partner and in small groups to explore different relationships, e.g. pushing and pulling actions going over, under and around each other; circling actions meeting and parting. • Create phrases that combine different actions and qualities, eg slowly travelling backwards staying low; exploding into the air, collapsing, rolling, getting slower and slower then stopping • Dance using an 8-count for each sequence of movement. • Explore movements with a partner, working in unison and in canon. • Repeat, remember and perform phrases in a dance. • Show changes in speed, strength, level direction and space. • Use clear starting and finishing positions.	Can you share and create dance phrases?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Use a range of descriptive language to describe dance e.g. for a fast-rising action – exploding, leaping, shooting, soaring, bursting; for a slow-rising action – climbing, growing, expanding, spreading, floating. • Use appropriate language to assess the quality of movement e.g. extension, body tension, flow, timing, unison. • Suggest how dances with a partner could be improved. • Begin to assess performances based on criteria given by an adult.	Can you suggest how your dance can be improved?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Spring Term 2

Games- Striking and Fielding (Cricket)- Boundary Line

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming up and changes to the body Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that warming up increases your heart rate and increases blood flow to muscles. Skill: • Share ideas about the qualities of a good warm up. • In small groups, devise a warmup designed to raise the heart rate. • Create a warmup which has a gradual increase in intensity. • Discuss changes in their body when warming up (pulse rate, body temperature, skin colour and breathing). • Teach their warmup to another group and to evaluate each other's activity.	Can you create a warmup?
Striking Objective to be broken up across multiple lessons where necessary.	Skill: • Begin to establish an effective grip, side on stance, backswing and step. • Attempt to hit the ball off the tee using correct technique. • Look for spaces to hit into before striking the ball. • Explore different ways of striking the ball (quickly, gently). • Explore different ways of stopping and catching (close up) the ball and to come up with an effective method whilst playing small-sided games. • Rotate their positions after three throws.	Can you strike a ball in different ways?
Fielding Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the clear rules of the game. Skill: • Begin to explore fielding positions that will limit the number of points scored by the batter. • Begin to develop an underarm throwing technique, ways of stopping a moving ball and close catching skills (use an assortment of balls – varying size, some foam or soft to increase confidence). • Begin to explore different ways to make it difficult for their opponent to score. • Support their team with positive feedback and ideas of how to improve during the game.	Can you explore fielding positions?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Spring Term 2

Dance- What's so funny?

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Movement and Actions Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a motif can be a single movement or a phrase of movement. • Know that a motif is usually introduced at the start of a dance, then once established is developed and varied. • Know that an entire dance can be built around the development and variation of a few contrasting motifs. Skill: • Travel in small groups, exploring different pathways, and changing levels, shape and speed. • Create dance motifs that bring out character and dramatic effect. • Explore how to use actions, along with dynamic and spatial qualities, to communicate character and narrative. • Communicate character and narrative when moving on their own, with a partner and in a group. • Sequence movement in a logical order. • Develop and vary dance phrases using canon, unison, repetition, and change of direction, level, speed and pathways. • Show awareness of the people they are performing with as a group.	Can you create a dance motif?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Describe, interpret and evaluate dance using appropriate language. • Suggest how the movement material, motifs and performances could be improved to communicate the dance idea more clearly. • Say how successful they think different motifs are in expressing the dance idea.	Can you describe, interpret and evaluate dances?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Summer Term 1

Games- Invasion (Netball)- On the Attack

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and Catching Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that only the Goal Shooter and Goal Attack are allowed to shoot, and this may only be done from the inside of the semi-circle. Skill: • Select equipment that they can all send, receive and travel with (netballs). • Use a range of techniques to pass the ball including chest pass, bounce pass, lob, overhead pass and shoulder pass. • Look up before they pass to find out where other players are and when they want the pass.	Can you send and receive a ball?
Movement and Positions Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the 7 different netball positions that can be played and the purpose that each position serves. • Know that good defence prevents your opponents from scoring, and it also gives you the opportunity to gain possession of the ball. Skill: • Move into different positions to try to receive the ball. • Move to try to intercept the ball showing consistency, control and speed. • Communicate using speech to show where they want the ball. • Look for spaces and to communicate using hand signs as well as speech to show where they want the ball. • Recognise the best positions for shooting (e.g. slightly to the left or right of the goal, not too far away).	Can you move into different positions when playing?
Planning Objective to be broken up across multiple lessons where necessary.	Skill: • Use simple plans that they know they can make work. • Adapt and make up rules to suit the equipment. • Start to explain the tactics they have used. • Plan different team members' roles(e.g. who is going to start with the ball, who is going to try to shoot). • Talk about where they are going to run to and how they are going to let each other know when they are ready to receive the ball.	Can you adapt the rules?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Summer Term 1

OAA- Where Am I?

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Using a map and following trails Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to keep their concentration throughout a task and what might happen if they are not able to do this. Skill: • Follow simple routes and trails, orientating themselves successfully. • Follow simple treasure hunts or trails, working on their own, in pairs and in small groups. • Follow the direction of an arrow to find the next control point which may be hidden. • Mark control points in correct position on map or plan. • Follow route on map with finger as teacher/leader moves around the area. Draw around known objects and recognise these shapes when they are placed among others on the hall floor or playground.	Can you follow simple routes and trails?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what working together means and what good teamwork looks like. Skill: • Co-operate and share roles within a group. • Listen to each other's ideas when planning a task and adapt. • Choose effective strategies and change ideas if not working. Comment on how they went about tackling the task as a group.	Can you co-operate and share roles within a group?
Equipment Objective to be broken up across multiple lessons where necessary.	Skill: • Lift, carry and use equipment safely. • Select appropriate equipment/route/people to solve a problem successfully.	Can you lift, carry and use equipment safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Summer Term 2

Gymnastics- Partner Work

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Mirroring and matching actions Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know which parts of your body need to be strong and which need to be supple when performing specific actions. Skill: - Perform actions at the same time as their partner by firstly mirroring and then matching. - Work with a partner to mirror and match actions, shapes and balances. - Perform actions with tension, control and extension. - Experiment with performing actions over, along, on and off apparatus. - Keep practising with their partner until they can perform actions together accurately and consistently. - Include changes of level and direction in their sequence. - Choose appropriate apparatus for their sequence and actions.	Can you mirror and match actions?
Themes and teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know why communication is important when working in pairs. Skill: - Perform actions to each of the following themes in turn: leading and following, meeting and parting, side by side. - Experiment with mirroring and matching actions to each theme. - Devise and perform the themes on the floor, mats and apparatus. - Find ways of working with each other without continually looking at each other (e.g. calling each action, counting four for each action and using peripheral vision). - Pairs to devise a sequence where one member uses apparatus and the other does not.	Can you perform actions to a theme?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: - Describe their performance and suggest improvements. - Watch other pairs perform and provide feedback on this. - Children to take photographs of pairs performing actions before annotating the pictures with good and bad features.	Can you watch performances and suggest improvements?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 4

Summer Term 2

Athletics- Furthest Five

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Jumping Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know which order of jumps gives you the best distance. Skill: - Perform 1-1 jumps (left foot to left foot, right foot to right foot). - Perform 1-2 jumps (left foot to both feet, right foot to both feet). - Perform 2-2 jumps (both feet to both feet). - Perform 2-1 jumps (both feet to left foot, both feet to right foot). - Perform 1-other jumps (left foot to right foot, right foot to left foot). - Link two basic jumps together. - Jump with control, coordination and balance. - Bend their knees when jumping.	Can I perform a range of jumps?
Run-ups, take-offs and landings Objective to be broken up across multiple lessons where necessary.	Skill: - Use their arms to propel themselves forward. - Use a suitable run-up. - Use a standing start and a two or three step run-up. - Explore different take-offs and landings (e.g. one foot or two feet). - Link a take-off jump (e.g. one foot to one foot) with a good landing jump (e.g. one foot to two feet).	Can I run-up, take-off and land successfully?
Organising, judging and recording Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the rules of jumping events (e.g. using the take-off line, how to measure) and make sure that they understand these. - Know what to look for when evaluating a jump (e.g. take-off as close to the line as possible, use of arms to propel body). Skill: - Begin to measure distance jumps using different methods (e.g. a tape measure, markers). - Begin to record distances jumped on a score sheet. - Recognise what they shouldn't allow during an event (e.g. foot over the take-off line).	Can you measure and record distances?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 5

Autumn Term 1

OAA- Crystal Star Challenge

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Muhammad Ali

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the importance of planning before starting challenges and how the plan-do-review process supports this. Skill: - Plan before starting challenges using plan – do -review. - Plan and share roles within the group based on each other's strengths. - Understand individuals' roles and responsibilities. - Adapt roles or ideas if they are not working.	Can plan before starting challenges?
Teamwork Objective to be broken up across multiple lessons where necessary.	Skill: - Listen, contribute ideas and cooperate with others. - Carry out peer and self-assessment fairly.	Can you contribute ideas?
Working with a map Objective to be broken up across multiple lessons where necessary.	Skill: - Use the map to find their way between checkpoints. - Show control and coordination in their physical skills. - Draw maps and plans and set trails for others to follow.	Can you draw and follow maps?
Safety Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know any potential hazards and the likelihood of them causing any harm. - Know what precautions can be taken to reduce the risk of harm or injury. Skill: - Recognise how to keep themselves and others safe. - Recognise and talk about the dangers of tasks - Identify any potential hazards on a map.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 5

Autumn Term 1

Games- Invasion- Grid Rugby

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Muhammad Ali

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and Catching Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know which activities and exercise will help most with their speed, strength and stamina in games. Skill: - Use a range of techniques to pass the ball. Practise passing and catching whilst stationary and explore ways in which they can pass laterally on the move.	Can you use a range of techniques to pass and catch a ball?
Movement and Positions Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the importance of warm-ups (etc raise the body temperature, mobilise the joints, and stretch muscles). - Know how the muscles work, (e.g. work by getting shorter, relax by getting longer) and why it is important to stretch them before exercise. Skill: - Move into different positions to receive the ball. - Move to try to 'tackle' the opposition. - Show consistency control and speed. - Create a warmup that focuses on movement and stretching. - Begin to take more responsibility for warming up.	Can you explore different positions and ways of moving when playing?
Tactics Objective to be broken up across multiple lessons where necessary.	Skill: - Attempt to outwit their opponents by using agreed tactics. - Communicate with teammates when playing.	Can you use tactics to outwit my opponents?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 5

Autumn Term 2

Gymnastics- Acrobatic Gymnastics

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Bruce Lee

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know some stretches for the major areas of the body – legs (hamstrings, calf and groin), arms (biceps and triceps), back and chest. • Know how long a stretch should be held (6 to 10 seconds). • Skill: • Begin to take more responsibility for warming up by creating a group warm up. Complete a range of stretches in warmup targeting different areas of the body.	Can you create a warmup?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a sequence in gymnastics is a number of moves or steps put together. Skill: • Compose a sequence with changes of levels, speed and direction. • Adapt to working with a partner and using apparatus. • Explore actions they could use in their sequence, including rolls, jumps and travelling. Show good body tension and extension.	Can you compose a gymnastics sequence?
Performance Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to act safely when completing gymnastics balances and actions. Skill: • Perform consistently, accurately and fluently. • Perform a range of acrobatic balances and actions safely. • Perform a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing balance, counter-tension and a counterbalance) and up to six other actions. Comment on performances and suggest improvements.	Can you perform a gymnastics sequence?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 5

Autumn Term 2

Dance- Do It In Style

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Bruce Lee

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Choreography Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know what the term 'choreography' means. Skill: - Create and perform a dance inspired by a professional dance performance. - Use an extract from a professional dance performance as a starting point. - Create dances with a clear beginning, middle and end. - Compose longer, more complex dance phrases.	Can you choreograph a dance?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that dance can improve their endurance, stamina, and energy and also encourages strength and muscle development. Skill: - Remember and repeat dance phrases. - Portray style and expressive qualities using different levels, speeds and expressions. - Select appropriate movements to represent artistic intention. - Show an awareness of music and rhythm.	Can you select appropriate movements?
Evaluation Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that it is important to evaluate performances so that improvements can be made in the future. Skill: - Make imaginative suggestions on how to improve their own and others work. - Use appropriate vocabulary to talk about their own and other's work.	Can you evaluate dance performances?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 5

Spring Term 1

Dance- Indian Delight

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how warming up not only prepares the body but the mind also. Skill: • When warming up and raising the pulse, pupils to travel around the room using a variety of directions and speeds, then to increase the speed of travelling and introduce gallops, skips and chassé steps. Begin to create a warm up in small groups.	Can you create a warmup?
Choreography Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how and why hand gestures are used in Indian dance. Skill: • Research and improvise Indian dance movements. • Compose, develop and adapt Indian dance phrases. Work cooperatively with others.	Can you choreograph an Indian dance phrase?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that every time we use muscles our body uses energy (use a picture of scales to explain the energy balance of what goes in and out of the body). Skill: • Use linking movements to ensure fluency. • Vary the order, timing, speed and direction of movements. • Perform skills and movement patterns. Explore timing (canon and unison), use of space and direction.	Can you perform skills and movement patterns?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: Describe and suggest ways to improve their own and others' dance.	Can you suggest ways to improve a dance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 5

Spring Term 1

Games- Invasion: Fives and Threes

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: Know the importance of warm-ups (etc raise the body temperature, prepares the mind, mobilise the joints, and stretch muscles) and which activities support this. Skill: Complete short warm-up routines that follow basic principle (e.g. raise the body temperature, mobilise the joints, and stretch muscles).	Can you complete a short warm-up routine?
Passing, aiming and receiving the ball Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that if they run too soon the defender will catch up with them but if they leave it too late they won't get into space in time. Skill: - Use passes to hit the intended target. - Find space to receive a pass. - Catch the ball with increasing accuracy.	Can you make up a short warm-up routine?
Tactics and decision making Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how to use body clues to anticipate which way their partner is going to move. Skill: - Attempt to outwit their opponents by using agreed tactics - Apply principles of team play to keep possession. - Make decisions quickly in games. Use body clues to anticipate which way their partner is going to move.	Can you hit an intended target?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 5

Spring Term 2

Games- Net & Wall: Badminton: What a Racket!

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Hitting the ball/shuttlecock Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what a shuttlecock is. • Know about the health benefits of playing tennis using the following headings: benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. Skill: • Start to get the ball/shuttlecock over the net using the forehand shot. • Start to get the ball/shuttlecock over the net using the backhand shot. • Play the ball/shuttlecock to their opponent. Begin to select appropriate equipment for the task.	Can you hit a shuttlecock?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the demands of badminton in terms of running, agility (changing direction), use of shoulders arms and legs when catching the ball/shuttlecock. Skill: • Explore different ways of positioning themselves on the court. • Use simple practices to improve. Use the correct position for holding and moving with a racquet.	Can you position myself on a court?
Tactics, rules and scoring Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the role of an umpire is. Skill: • Starting to choose and use some tactics. Use a scoring system.	Can you use a scoring system?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 5

Spring Term 2

Athletics- Sprint and Hurdle

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Sprinting and Hurdles Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that 3 strides are used to cover the ground between the hurdles and that to achieve this, the athlete has to modify his sprinting technique to make it fit the gap. • Know that hurdling can be a hazard when completed on wet grass or any other slippery surface. Skill: • Begin to increase the distance between and number of hurdles. • Practise to develop a rhythm, aiming for 3 strides between each 'barrier' and taking off the same foot each time (i.e. 1, 2, 3, over; 1, 2, 3, over). • Review the number of steps taken between hurdles.	Can you sprint over and between hurdles?
Pace Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the difference between the lead leg and trail leg. Skill: • Time how long it takes to complete each set and aim to improve upon this. • Run down different lines as quickly as possible, sprinting over the obstacles and deciding which lane suits them best. Begin to run fast with a smooth action and not 'slowing down' before or after the hurdles.	Can you increase pace?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 5

Summer Term 1

Games- Invasion (Rugby) Calling the Shots

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Ball Skills Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the importance of staying physically active and how they can become physically fitter. • Know that gentle exercises mobilise the joints and raise body temperature gradually, while stretches prepare the muscles for exercise. Skill: • Pass, control, dribble and shoot effectively. • Dribble different types of balls. • Pass the ball accurately, with control and at speed. Select appropriate equipment for the task.	Can you pass, control, dribble and shoot effectively?
Defending and Attacking Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know different attacking formations (e.g. one player near the goal to receive the ball, players further back dribbling and passing to make progress). Skill: • Attempt to outwit their opponents by using agreed tactics. • Apply principles of team play to keep possession. • Recognise the strengths in their team and to use tactics and skills to suit players. • Practise marking players and anticipate which way their partner is going by the way they move their body and/or equipment. • Tackle safely by watching the ball carefully and knowing when to use their foot or stick to gain possession. • Select different positions in the team. Make decisions quickly in games.	Can you attack and defend?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 5

Summer Term 1

OAA- Communication Challenge

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Safety and Hazards Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what to do if they encounter a range of given hazards. • Know that some outdoor adventurous activities can be dangerous. Skill: • Work safely with a partner. Follow rules to keep themselves and others safe.	Can you follow rules to keep yourself and others safe?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what they can do to help their partner to feel comfortable when working with them, especially when they are blindfolded. Skill: • Act responsibly in their role. • Complete a trail without leaving go of each other's hand. • Follow simple treasure hunts or trails, working on their own, in pairs and in small groups. • Listen to a voice to follow instructions. Explain how it made them feel when working with a partner.	Can you work as a team?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Watch others perform and to discuss the differences in performances. Change their ideas if they are not working.	Can you reflect on and adapt ideas?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 5

Summer Term 2

Athletics- 3 Jump Challenge

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Jumping Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know which muscles they use when jumping and how to strengthen these. • Know the specific parts of the body they use the most when jumping. • Know what is happening to their bodies as they get better at jumping (consider strength, power and speed). Skill: • Perform a range of basic jumps in isolation. • Put together a combination of jumps. • Select appropriate jumps to help them travel further. • Increase the distance they jump. • Use a run-up. • Bend their knees when jumping. • Use their arms to propel themselves forward.	Can you perform a combination of jumps?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Discuss how to improve their own and others' performance. Identify what went well when completing the core task.	Can you identify strengths and areas for improvement?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

New Brancepeth
Primary Academy

Cycle A

Year 5

Summer Term 2

Games- Striking & Fielding- Pairs Cricket

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Batting Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how a 'run' is scored. Skill: • When batting try to score 'runs' by hitting a ball and running between the wickets. • Select appropriate equipment for the task. • Select appropriate shots for the ball they have received. • Attempt to outwit their opponents by using agreed tactics.	Can you score a 'run'?
Fielding Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that playing games can contribute to their overall fitness, health and wellbeing. Skill: • When fielding try to retrieve, throw and catch the ball quickly and accurately. • Attempt to outwit their opponents by using agreed tactics.	Can you field accurately?
Bowling Objective to be broken up across multiple lessons where necessary.	Skill: • Bowl overarm using a range of grips. • Use speed and flight when bowling. • Bowl using correct technique.	Can you bowl accurately?
Improving Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what cardiovascular fitness is and how this links to cricket. Skill: • Attempt to outwit their opponents by using agreed tactics. • Create a simple scoring system • Use simple practices to improve performance. • Identify what they have done well and consider how to improve their performance.	Can you improvement my performance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Autumn Term 1

OAA- Clock Relay and Line Exercises

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to plan before delivering an orienteering activity. Skill: • Plan an orienteering challenge. • Plan what they are going to do in advance. • Implement and refine strategies. • Discuss whether their planning was effective.	Can you plan an orienteering challenge?
Working with a map Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the symbols on the maps represent. Skill: • Be aware of where they are on the course at all times. • Keep the map set to the ground. • Record information at the control sites. • Choose and follow the best routes to the control sites. • Be aware of which controls they are visiting and visit them in the correct order. • Describe the routes they followed. • Improve their performance through improving the speed and accuracy.	Can you use a map to follow routes?
Safety Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to keep themselves and others safe. Skill: • Recognise and talk about the dangers of tasks. • Recognise that some equipment can be a risk e.g., sharp pencils in hands or pockets can be dangerous.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Autumn Term 1

Games- Invasion- Tag Rugby

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Passing and Receiving Objective to be broken up across multiple lessons where necessary.	Skill: • Adopt 'target hands' in order to catch a ball. • Pass the ball across their body and use 'switch' and 'loop' passes. • Practise passing and catching whilst stationary and explore ways in which they can pass laterally on the move.	Can you pass and receive a ball?
Running and Evasion Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the importance of being physically fit for games and how they can become fitter. Skill: • Use evasion skills such side stepping, body swerve, change of pace. • Carry a rugby ball correctly at the twelve o'clock position. • Play dodging and 1 v 1 evasion games. • Pass, catch, defend and evade effectively.	Can you use running and evasion skills?
Attacking and Defending Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know when they should pass and when they should run. Skill: • Apply principles of team play to keep possession. • Discuss attacking tactics in pairs and teams, then attempt to use these tactics in games. • Attempt to outwit their opponents by using agreed tactics. • Play games where the number of defenders, so that sometimes there is an equal number per team and sometimes there are more attackers.	Can you attack and defend?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Autumn Term 2

Games- Net & Wall- Long and Thin or Short and Fat

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the physical demands of tennis in terms of running, agility (changing direction), use of shoulders and legs when striking the ball. Skill: • Create a warm-up game in groups of four that involves running, agility and throwing/striking. • Join with another group and take it in turns to lead each other through their created warm-ups. • Discuss reasons why warming-up can help you play better.	Can you create a warm-up?
Shooting Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the health benefits of playing tennis including benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. • Know that a rally is a sequence of back and forth shots between players. Skill: • Use forehand, backhand and overhead shots. • Select appropriate shots to hit the targets. • Consistently get the ball near the targets. • In pairs, maintain a rally of five shots over a net. • Develop shooting skills by playing round rally challenge and battleships. • Rally on a court that is short and fat with targets at the sides. • Rally on a court that is long and thin with targets at the front and back. • Play the ball away from their opponent.	Can you rally over different courts?
Tactics and Scoring Objective to be broken up across multiple lessons where necessary.	Skill: • Start to choose and use some tactics effectively. • Begin to create a simple scoring system. • Apply rules consistently and fairly.	Can you use tactics and score games effectively?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Autumn Term 2

Gymnastics- Unit 6

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Actions, shapes and balances Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the terms 'counter-balance' and 'counter-tension' mean. Skill: • Use a variety of actions, shapes and balances on the floor and on apparatus. • Use counterbalance and counter-tension when working with a partner or small group. • Work with others on a variety of apparatus. • Vary the distance they travel or the length of time they spend in a balance or shape. • Adapt actions from floor to apparatus, and from apparatus to floor. • Reverse the directions of a twisting or turning action while maintaining fluency and clarity.	Can you perform a variety of actions, shapes and balances?
Sequence Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that gymnastic activity promotes strength, power and suppleness and how this can help their own health and fitness. Skill: • Make up a sequence and adapt it to different apparatus layouts. • Perform gymnastic sequences with greater fluency, accuracy and consistency. • Vary the direction, timing, levels and pathways in their sequence.	Can you make up a gymnastics sequence?
Evaluation Objective to be broken up across multiple lessons where necessary.	• Make judgements and comments on the quality of gymnastic performances, composition and technique. • Understand ways of making improvements. • Suggest improvements in speed, direction and level in composition.	Can you suggest improvements?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Spring Term 1

Dance- Masquerade

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up and Cooling Down Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to both warm up and cool down. Skill: • In small groups, design and perform their own warm-ups and cool-downs. • Put together a safe series of exercises that can be accessed by peers.	Can you create a warm-up and cool-down?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why safety is important in the studio. Skill: • Respond to the stimuli (videos, music, art, objects), explore ideas and improvise movements imaginatively. • Demonstrate dynamic qualities – speed, energy, continuity, rhythm. • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact.	Can you respond to stimuli and improvise movements?
Choreography and Performance Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that the term masquerade means to disguise oneself and their identity. Skill: • Create motifs and develop phrases in the style of masquerade. • Create and develop dance phrases on their own, with a partner and in small groups. • Link phrases to music. • Show focus, projection, sense of style and musicality (Expressive Skills). • Change, vary and develop actions, space, dynamics and relationships (how partners and group position themselves), and to look at shape and patterning. • Perform with clear starting and finishing positions. • Convey the mood and feeling of the dance.	Can you create and develop dance phrases?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Make imaginative suggestions on how to improve their own and others work. • Use appropriate vocabulary to talk about their own and other's work.	Can you make suggestions on how to improve?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Spring Term 1

Games- Target Baggers

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Sending and retrieving a ball Objective to be broken up across multiple lessons where necessary.	Skill: • Select a ball that they can send and receive. • Find different ways to send a ball, (e.g. underarm, overarm, one handed, two handed, hard, soft, high, low). • Throw accurately at a target. • Throw into space away from their opponent. • Intercept, stop and catch a ball and to stand ready to move to catch. • Watch, track and get in line with a ball. • Explore different ways of throwing a ball.	Can you send and retrieve a ball?
Movement and tactical choices Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that running around helps to build up stamina by strengthening the heart muscles, ensuring a healthy heart and lungs. • Know where to stand to give themselves the best chance of intercepting and returning the ball. Skill: • Move forward, sideways and backwards efficiently (backwards and sideways: feet shoulder width apart, knees bent, slightly bend forward at waist and short steps). • Run efficiently to retrieve an object. • Choose effective ways to defend and attack. • Explore different ways to make it difficult for their opponent to score.	Can you make different movement and tactical choices?
Physical and mental capacity Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the term 'determination' means. • Know that is important to have the determination to keep trying when they are in a losing position. Skill: • Have the determination to keep trying when they are in a losing position. • Describe what their body feels like before, during and after exercise. • Describe how exercise makes them feel mentally.	Can you describe how exercises makes you feel physically and mentally?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Spring Term 2

Games- Striking and Fielding- Zone Rounders

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Striking and Retrieving Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to position their bodies and their feet to hit the ball accurately. Skill: • Explore different ways of using a bat to strike a ball. • Hit the ball accurately into spaces, and to different parts of the field, when playing games. • Bowl with an underarm action. • Bowl at different speeds. • Hit the ball away from the fielders. • Bowl accurately to help a partner and, later, to get an opponent out. • Gauge when and how far to run around the bases. • Bowl to help their fielders and make it hard for the batter.	Can you strike and retrieve a ball?
Fielding and Tactics Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the demands of rounders in terms of running, agility (changing direction), use of shoulders arms and legs when catching the ball. • Know about the health benefits of playing rounders including benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. Skill: • Work together as a fielding team to cover the area and make it hard for the batter to score. • Watch, track and get in line with a ball. • Talk in pairs so that they can plan how to play as a team, evaluate what they do, and decide what they need to practise. • Explain the tactics they have used. • Have simple plans that they know they can make work. • Adapting and make up rules to suit the equipment.	Can you develop fielding and tactical skills?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Spring Term 2

Athletics- Throwing- Goal Attack

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that sportsmanship is when competitors or viewers of competitive events treat one another with respect and exhibit appropriate behaviour. • Know that good sportsmanship means being fair and ethical to those you're playing with—both your teammates and the opponents. Skill: • Use a forward heave throw to try and get the foam balls to land behind their opponents' bench (goal). • Throw the balls from where they land. • Increase the number of balls that land in the opposing team's goal after a set time. • Begin to practise using one- or two-handed push throw instead of a heave throw when appropriate. • Begin to use a variety of balls and encourage a throwing action appropriate to the ball. • Remain in their team's own half of the court. • Show good sportsmanship. • Explore a range of throwing techniques. • Attempt to increase the distance that the ball travels when thrown.	Can you explore a range of throwing techniques?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Make suggestions on how to improve their own and others work. • Use appropriate vocabulary to talk about their own and other's work.	Can you make suggestions on how to improve?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Summer Term 1

Games- Invasion (Hockey)- End Zone

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Passing and Receiving Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the best positions to receive the ball to enable them to shoot. Skill: • Use the correct grip for holding a hockey stick. • Use techniques for passing a hockey ball. • Use the correct technique for stopping and controlling a hockey ball. • Start by passing whilst stationary and progress to passing on the move. • Step forward into the pass. • Practise sending the ball to each other between two markers, pushing with the head of the stick and following throw in the direction of the pass. • Attempt to dribble through obstacle courses of cones.	Can you pass and receive the ball?
Possession and scoring Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the best positions for shooting (e.g. slightly to the left or right of the goal and not too far away). Skill: • Make space for each other by spreading out in the playing area. • Look for spaces and to communicate to show where they want the ball (verbal and non-verbal). • Practise shooting, focusing on accuracy not power. • Identify the best positions to receive the ball to enable them to shoot.	Can you score and keep possession?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Share in detail what each team member did well using key vocabulary to do this. • Discuss how their team could improve its play and score more goal.	Can you discuss how your performance can be improved?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Summer Term 1

OAA- Score Event

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Planning, recording and working fairly Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to work fairly. Skill: • Plan effectively to visit the greatest number of controls in the time allowed. • Plan quickly within a given amount of time. • Record information accurately at the control site. • Compete fairly, keeping the information found at control sites to themselves and not seeking answers from others.	Can you plan, record and work fairly?
Using a map and following instructions Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why heart rates raise during exercise. Skill: • Correctly follow increasingly complex instructions. • Keep the map set to the ground. • Arrive at the finish line within the time limit. • Visit as many controls as possible in a set amount of time. • Show awareness and be careful around others moving around at the same time.	Can you use a map and follow instructions?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Discuss and evaluate if their plans were effective. • Describe the routes they followed in detail. • Explain how they could have done the exercise quicker.	Can you evaluate your plans and performance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Summer Term 2

Athletics- Running- Distance Challenge

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Running Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that athletic activities can increase stamina, strength and suppleness. Skill: • Explore different ways of running. • Perform the basics of good running actions using an agreed set of criteria. • Identify and feel the difference between running faster and slower over longer distances. • Run at a steady pace when running at different speeds. • Sustain pace over longer distance – 2 minutes.	Can you explore different ways of running?
Jumping Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how they can improve their health and fitness. Skill: • Explore different ways of jumping. • Perform the basics of good jumping actions using an agreed set of criteria. • Use a run up to increase the distance that they can jump • Sink their hips and take a long last stride to gain height or distance before jumping.	Can you explore different ways of jumping?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why body temperature increase during exercise. Skill: • Explore different ways of throwing. • Perform the basics of good throwing actions using an agreed set of criteria. • Demonstrate a range of throwing actions, eg push (as in shot), pull (as in overarm throw and javelin), sling (as in discus and hammer), using different equipment. • Increase the speed of release when throwing. • Pace their feet to help the throw. • Recognise that different equipment suits different ways of throwing.	Can you explore different ways of throwing?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 5

Summer Term 2

Games- Striking and Fielding- Runners

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Batting, bowling and fielding Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a bowler needs to work with the fielders as a team. • Know about the health benefits of playing cricket including benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. • Know about the demands of cricket in terms of running, agility (changing direction), use of shoulders, arms and legs when striking, catching and fielding the ball. Skill: • Develop techniques of batting, including preparation, grip, hit and follow through. • Bowl overarm. • Bowl at a range of targets. • Working in threes taking it in turns to bat, bowl and field. • When bowling vary the speed and flight of the ball. • Explore different ways of intercepting, stopping, catching and throwing the ball. • Play a throwing and catching game 5 v 5, in which the aim of the game is to score a goal by rolling, underarm, a small ball into a goal. • Recognise when to run when batting. • Practise different bowling techniques against an opponent.	Can you bat, bowl and field?
Improving Objective to be broken up across multiple lessons where necessary.	Skill: • Outwit their opponents by using agreed tactics. • Create a simple scoring system • Use simple practices to improve performance. • Identify what they have done well and consider how to improve their performance.	Can you use simple practise to improve your performance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Primary Academy

Cycle A

Year 6

Autumn Term 1

OAA- Crystal Star Challenge

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Muhammad Ali

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the importance of planning before starting challenges and how the plan-do-review process supports this. Skill: - Plan before starting challenges using plan – do -review. - Plan and share roles within the group based on each other's strengths. - Understand individuals' roles and responsibilities. - Adapt roles or ideas if they are not working. - Choose efficient approaches to challenges. - Transfer ideas and skills to new challenges.	Can plan before starting challenges?
Teamwork Objective to be broken up across multiple lessons where necessary.	Skill: - Listen, contribute ideas and cooperate with others. - Carry out peer and self-assessment fairly and confidently.	Can you contribute ideas?
Working with a map Objective to be broken up across multiple lessons where necessary.	Skill: - Use the map to find their way between checkpoints. - Show control and coordination in their physical skills. - Draw maps and plans and set trails for others to follow.	Can you draw and follow maps?
Safety Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know any potential hazards and the likelihood of them causing any harm. - Know what precautions can be taken to reduce the risk of harm or injury. Skill: - Recognise how to keep themselves and others safe. - Recognise and talk about the dangers of tasks - Identify any potential hazards on a map.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Autumn Term 1

Games- Invasion- Grid Rugby

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Muhammad Ali

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing and Catching Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know which activities and exercise will help most with their speed, strength and stamina in games. Skill: • Use a range of techniques to pass the ball. Practise passing and catching whilst stationary and explore ways in which they can pass laterally on the move.	Can you use a range of techniques to pass and catch a ball?
Movement and Positions Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the importance of warm-ups (etc raise the body temperature, mobilise the joints, and stretch muscles). • Know how the muscles work, (e.g. work by getting shorter, relax by getting longer) and why it is important to stretch them before exercise. Skill: • Move into different positions to receive the ball. • Move to try to 'tackle' the opposition. • Show consistency control and speed. • Create a warmup that focuses on movement and stretching. Take more responsibility for warming up.	Can you explore different positions and ways of moving when playing?
Tactics Objective to be broken up across multiple lessons where necessary.	Skill: • Attempt to outwit their opponents by using agreed tactics. • Communicate with teammates when playing. • Make decisions quickly in games. • Change rules and tactics as necessary.	Can you use tactics to outwit my opponents?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Autumn Term 2

Gymnastics- Acrobatic Gymnastics

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Bruce Lee

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know some stretches for the major areas of the body – legs (hamstrings, calf and groin), arms (biceps and triceps), back and chest. - Know how long a stretch should be held (6 to 10 seconds). Skill: - Begin to take more responsibility for warming up by creating a group warm up. - Complete a range of stretches in warmup targeting different areas of the body. Annotate the muscle groups on a picture of the body.	Can you create a warmup?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that a sequence in gymnastics is a number of moves or steps put together. Skill: - Compose a sequence with changes of levels, speed and direction. - Adapt to working with a partner and using apparatus. - Explore actions they could use in their sequence, including rolls, jumps and travelling. - Show good body tension and extension. Select actions they could use in their sequence, including rolls, jumps and travelling.	Can you compose a gymnastics sequence?
Performance Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how to act safely when completing gymnastics balances and actions. Skill: - Perform consistently, accurately and fluently. - Perform a range of acrobatic balances and actions safely. - Perform a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing balance, counter-tension and a counterbalance) and up to six other actions. - Comment on performances and suggest improvements. Give feedback effectively e.g. say something that's true, comment on a well performed part, something that needs improving, then watch again.	Can you perform a gymnastics sequence?

Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.

Cycle A

Year 6

Autumn Term 2

Dance- Do it in Style

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Bruce Lee

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Choreography Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know what the term 'choreography' means. Skill: - Create and perform a dance inspired by a professional dance performance. - Use an extract from a professional dance performance as a starting point. - Create dances with a clear beginning, middle and end. - Compose longer, more complex dance phrases. - Improvise with their own ideas to develop the set phrase they have learnt.	Can you choreograph a dance?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that dance can improve their endurance, stamina, and energy and also encourages strength and muscle development. Skill: - Remember and repeat dance phrases. - Portray style and expressive qualities using different levels, speeds and expressions. - Select appropriate movements to represent artistic intention. - Show an awareness of music and rhythm. - Incorporate short stretches as part of the dance phrases and encourage pupils to hold extended positions allowing the muscles to relax.	Can you select appropriate movements?
Evaluation Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that it is important to evaluate performances so that improvements can be made in the future. Skill: - Make imaginative suggestions on how to improve their own and others work. - Use appropriate vocabulary to talk about their own and other's work.	Can you evaluate dance performances?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Spring Term 1

Dance- Indian Delight

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how warming up not only prepares the body but the mind also. Skill: • When warming up and raising the pulse, pupils to travel around the room using a variety of directions and speeds, then to increase the speed of travelling and introduce gallops, skips and chassé steps. • Design and perform their own warm-ups.	Can you create a warmup?
Choreography Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how and why hand gestures are used in Indian dance. Skill: • Research and improvise Indian dance movements. • Compose, develop and adapt Indian dance phrases. • Work cooperatively with others. • Improve their dance by adding timing (canon and unison), use of space and direction.	Can you choreograph an Indian dance phrase?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that every time we use muscles our body uses energy (use a picture of scales to explain the energy balance of what goes in and out of the body). Skill: • Use linking movements to ensure fluency. • Vary the order, timing, speed and direction of movements. • Perform skills and movement patterns accurately. • Explore timing (canon and unison), use of space and direction. • Identify the body parts and muscles that are used in the dance.	Can you perform skills and movement patterns accurately?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: Describe and suggest ways to improve their own and others' dance.	Can you suggest ways to improve a dance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Spring Term 1

Games- Invasion- Fives and Threes

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: Know the importance of warm-ups (etc raise the body temperature, prepares the mind, mobilise the joints, and stretch muscles) and which activities support this. Skill: Make up short warm-up routines that follow basic principle (e.g. raise the body temperature, mobilise the joints, and stretch muscles) and explain their choice for the activities they chose to use.	Can you make up a short warm-up routine?
Passing, aiming and receiving the ball Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that if they run too soon the defender will catch up with them but if they leave it too late they won't get into space in time. Skill: - Select appropriate passes to hit the intended target. - Find space to receive a pass. - Consistently catch the ball.	Can you hit an intended target?
Tactics and decision making Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know how to use body clues to anticipate which way their partner is going to move. Skill: - Outwit their opponents by using agreed tactics - Apply principles of team play to keep possession. - Make decisions quickly in games. - Use body clues to anticipate which way their partner is going to move.	Can you outwit my opponents?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Spring Term 2

Games- Net & Wall (Badminton)- What a Racket!

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Hitting the ball/shuttlecock Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what a shuttlecock is. • Know about the health benefits of playing tennis using the following headings: benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. Skill: • Consistently get the ball/shuttlecock over the net using the forehand shot. • Consistently get the ball/shuttlecock over the net using the backhand shot. • Play the ball/shuttlecock to their opponent. • Select appropriate equipment for the task.	Can you hit a shuttlecock?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the demands of badminton in terms of running, agility (changing direction), use of shoulders arms and legs when catching the ball/shuttlecock. Skill: • Explore different ways of positioning themselves on the court. • Use simple practices to improve. • Use the correct position for holding and moving with a racquet.	Can you position myself on a court?
Tactics, rules and scoring Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the role of an umpire is. Skill: • Choose and use some tactics. • Create and use a scoring system.	Can you use a scoring system?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Spring Term 2

Athletics- Sprint and Hurdle

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

Big People Small World Links

Local Area

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Sprinting and Hurdles Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know that 3 strides are used to cover the ground between the hurdles and that to achieve this, the athlete has to modify his sprinting technique to make it fit the gap. - Know that hurdling can be a hazard when completed on wet grass or any other slippery surface. Skill: - Increase the distance between and number of hurdles. - Develop a rhythm, aiming for 3 strides between each 'barrier' and taking off the same foot each time (i.e. 1, 2, 3, over; 1, 2, 3, over). - Review the number of steps taken between hurdles. - Adjust the hurdles to take an even then odd number of strides between each hurdle.	Can you sprint over and between hurdles?
Pace Objective to be broken up across multiple lessons where necessary.	Knowledge: - Know the difference between the lead leg and trail leg. Skill: - Time how long it takes to complete each set and aim to improve upon this. - Run down different lines as quickly as possible, sprinting over the obstacles and deciding which lane suits them best. - Run fast with a smooth action and not 'slowing down' before or after the hurdles.	Can you increase pace?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Summer Term 1

Games- Invasion (Rugby)- Calling the Shots

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Ball Skills Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the importance of staying physically active and how they can become physically fitter. • Know that gentle exercises mobilise the joints and raise body temperature gradually, while stretches prepare the muscles for exercise. Skill: • Pass, control, dribble and shoot effectively. • Dribble different types of balls with increasing control and accuracy. • Pass the ball accurately, with control and at speed. Select appropriate equipment for the task.	Can you pass, control, dribble and shoot effectively?
Defending and Attacking Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know different attacking formations (e.g. one player near the goal to receive the ball, players further back dribbling and passing to make progress). Skill: • Outwit their opponents by using agreed tactics. • Apply principles of team play to keep possession. • Recognise the strengths in their team and to use tactics and skills to suit players. • Mark players and anticipate which way their partner is going by the way they move their body and/or equipment. • Tackle safely by watching the ball carefully and knowing when to use their foot or stick to gain possession. • Select different positions in the team. • Make decisions quickly in games. Changing rules and tactics as necessary.	Can you attack and defend?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Summer Term 1

OAA- Communication Challenge

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Safety and Hazards Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what to do if they encounter a range of given hazards. • Know that some outdoor adventurous activities can be dangerous. Skill: • Work safely with a partner. • Follow rules to keep themselves and others safe. Lift, carry and use equipment safely.	Can you follow rules to keep yourself and others safe?
Teamwork Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what they can do to help their partner to feel comfortable when working with them, especially when they are blindfolded. Skill: • Act responsibly in their role. • Complete a trail without leaving go of each other's hand. • Follow simple treasure hunts or trails, working on their own, in pairs and in small groups. • Listen to a voice to follow instructions. Explain how it made them feel when working with a partner.	Can you work as a team?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Watch others perform and to discuss the differences in performances. Change their ideas if they are not working.	Can you reflect on and adapt ideas?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle A

Year 6

Summer Term 2

Athletics- 3 Jump Challenge

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Jumping Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know which muscles they use when jumping and how to strengthen these. • Know the specific parts of the body they use the most when jumping. • Know what is happening to their bodies as they get better at jumping (consider strength, power and speed). Skill: • Perform a range of basic jumps in isolation. • Put together a combination of jumps. • Select appropriate jumps to help them travel further. • Increase the distance they jump. • Use a run-up. • Bend their knees when jumping. • Use their arms to propel themselves forward. • Experiment with different run-ups with the aim of increasing the distance that they can jump.	Can you perform a combination of jumps?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Discuss how to improve their own and others' performance. Identify what went well when completing the core task.	Can you identify strengths and areas for improvement?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Primary Academy

Cycle A

Year 6

Summer Term 2

Games- Pairs Cricket

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Batting Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how a 'run' is scored. Skill: • When batting, score 'runs' by hitting a ball and running between the wickets. • Select appropriate equipment for the task. • Select appropriate shots for the ball they have received. • Outwit their opponents by using agreed tactics.	Can you score a 'run'?
Fielding Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that playing games can contribute to their overall fitness, health and wellbeing. Skill: • When fielding, retrieve, throw and catch the ball quickly and accurately. • Outwit their opponents by using agreed tactics. • Experiment with different ways of placing a field to defend/ attack the space effectively.	Can you field accurately?
Bowling Objective to be broken up across multiple lessons where necessary.	Skill: • Bowl overarm using a range of grips. • Use speed and flight when bowling. • Bowl using correct technique.	Can you bowl accurately?
Improving Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what cardiovascular fitness is and how this links to cricket. Skill: • Outwit their opponents by using agreed tactics. • Create a simple scoring system • Use simple practices to improve performance. • Identify what they have done well and consider how to improve their performance.	Can you improvement my performance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Autumn Term 1

OAA- Clock Relay and Line Exercises

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Planning Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to plan before delivering an orienteering activity. Skill: • Plan an orienteering challenge. • Plan what they are going to do in advance. • Implement and refine strategies. • Discuss and share whether their planning was effective.	Can you plan an orienteering challenge?
Working with a map Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the symbols on the maps represent. Skill: • Be aware of where they are on the course at all times. • Keep the map set to the ground. • Record information at the control sites. • Choose and follow the best routes to the control sites. • Be aware of which controls they are visiting and visit them in the correct order. • Describe with increasing detail the routes they followed. • Improve their performance through improving the speed and accuracy.	Can you use a map to follow routes?
Safety Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to keep themselves and others safe. Skill: • Recognise and talk about the dangers of tasks. • Recognise that some equipment can be a risk e.g., sharp pencils in hands or pockets can be dangerous.	Can you work safely?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Autumn Term 1

Games- Invasion- Tag Rugby

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Passing and Receiving Objective to be broken up across multiple lessons where necessary.	Skill: • Adopt 'target hands' in order to catch a ball. • Pass the ball across their body and use 'switch' and 'loop' passes. • Practise passing and catching whilst stationary and explore ways in which they can pass laterally on the move.	Can you pass and receive a ball?
Running and Evasion Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the importance of being physically fit for games and how they can become fitter. Skill: • Use evasion skills such side stepping, body swerve, change of pace. • Carry a rugby ball correctly at the twelve o'clock position. • Play dodging and 1 v 1 evasion games. • Pass, catch, defend and evade effectively.	Can you use running and evasion skills?
Attacking and Defending Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know when they should pass and when they should run. Skill: • Apply principles of team play to keep possession. • Discuss attacking tactics in pairs and teams, then attempt to use these tactics in games. • Outwit their opponents by using agreed tactics. • Play games where the number of defenders, so that sometimes there is an equal number per team and sometimes there are more attackers. • Create and use a scoring system. • Agree on their own rules.	Can you attack and defend?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Autumn Term 2

Gymnastics- Unit 6

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Actions, shapes and balances Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the terms 'counter-balance' and 'counter-tension' mean. Skill: • Use a variety of actions, shapes and balances on the floor and on apparatus. • Use counter-balance and counter-tension when working with a partner or small group. • Work with others on a variety of apparatus. • Vary the distance they travel or the length of time they spend in a balance or shape. • Adapt actions from floor to apparatus, and from apparatus to floor. • Reverse the directions of a twisting or turning action while maintaining fluency and clarity. • Set up apparatus and carry out preliminary checks. • Devise an effective warm up for gymnastic activity, that warms the muscles and mobilises the joints.	Can you perform a variety of actions, shapes and balances?
Sequence Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that gymnastic activity promotes strength, power and suppleness and how this can help their own health and fitness. Skill: • Make up a sequence and adapt it to different apparatus layouts. • Perform gymnastic sequences with greater fluency, accuracy and consistency. • Vary the direction, timing, levels and pathways in their sequence.	Can you make up a gymnastics sequence?
Evaluation Objective to be broken up across multiple lessons where necessary.	• Make judgements and comments on the quality of gymnastic performances, composition and technique. • Understand ways of making improvements. • Suggest improvements in speed, direction and level in composition. • Give feedback effectively e.g. say something that's true, comment on a well performed part, something that needs improving, then watch again.	Can you suggest improvements?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Autumn Term 2

Games- Net & Wall- Long and Thin or Short and Fat

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the physical demands of tennis in terms of running, agility (changing direction), use of shoulders and legs when striking the ball. Skill: • Create a warm-up game in groups of four that involves running, agility and throwing/striking. • Join with another group and take it in turns to lead each other through their created warm-ups. • Discuss reasons why warming-up can help you play better.	Can you create a warm-up?
Shooting Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the health benefits of playing tennis including benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. • Know that a rally is a sequence of back and forth shots between players. Skill: • Use forehand, backhand and overhead shots. • Select appropriate shots to hit the targets. • Consistently get the ball near the targets. • In pairs, accurately maintain a rally of five shots over a net. • Develop shooting skills by playing round rally challenge and battleships. • Rally on a court that is short and fat with targets at the sides. • Rally on a court that is long and thin with targets at the front and back. • Play the ball away from their opponent. • Working in fours and practise maintaining a doubles rally.	Can you rally over different courts?
Tactics and Scoring Objective to be broken up across multiple lessons where necessary.	Skill: • Start to choose and use some tactics effectively. • Begin to create a simple scoring system. • Apply rules consistently and fairly.	Can you use tactics and score games effectively?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Spring Term 1

Dance- Masquerade

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Warming Up and Cooling Down Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to both warm up and cool down. Skill: • In small groups, design and perform their own warm-ups and cool-downs. • Put together a safe series of exercises that can be accessed by peers, thinking about accessibility and how exercises can be adapted. • Identify the body parts and muscles that are used in the dance.	Can you create a warm-up and cool-down?
Movement Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why safety is important in the studio. Skill: • Respond to the stimuli (videos, music, art, objects), explore ideas and improvise movements imaginatively. • Demonstrate dynamic qualities – speed, energy, continuity, rhythm. • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact.	Can you respond to stimuli and improvise movements?
Choreography and Performance Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that the term masquerade means to disguise oneself and their identity. Skill: • Create motifs and develop phrases in the style of masquerade. • Create and develop dance phrases on their own, with a partner and in small groups. • Link phrases to music. • Show focus, projection, sense of style and musicality (Expressive Skills). • Change, vary and develop actions, space, dynamics and relationships (how partners and group position themselves), and to look at shape and patterning. • Perform with clear staring and finishing positions. • Convey the mood and feeling of the dance.	Can you create and develop dance phrases?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Make imaginative suggestions on how to improve their own and others work. • Use appropriate vocabulary to talk about their own and other's work.	Can you make suggestions on how to improve?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Spring Term 1

Games- Target Baggers

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Sending and retrieving a ball Objective to be broken up across multiple lessons where necessary.	Skill: • Select a ball that they can send and receive. • Find different ways to send a ball, (e.g. underarm, overarm, one handed, two handed, hard, soft, high, low). • Throw accurately at a target. • Throw into space away from their opponent. • Intercept, stop and catch a ball and to stand ready to move to catch. • Watch, track and get in line with a ball. • Explore different ways of throwing a ball. Score games.	Can you send and retrieve a ball?
Movement and tactical choices Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that running around helps to build up stamina by strengthening the heart muscles, ensuring a healthy heart and lungs. • Know where to stand to give themselves the best chance of intercepting and returning the ball. Skill: • Move forward, sideways and backwards efficiently (backwards and sideways: feet shoulder width apart, knees bent, slightly bend forward at waist and short steps). • Run efficiently to retrieve an object. • Choose effective ways to defend and attack. • Explore different ways to make it difficult for their opponent to score. • Talk about what makes it difficult for them to play, and how they have made it difficult for their opponent.	Can you make different movement and tactical choices?
Physical and mental capacity Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know what the term 'determination' means. • Know that is important to have the determination to keep trying when they are in a losing position. Skill: • Have the determination to keep trying when they are in a losing position. • Describe what their body feels like before, during and after exercise. • Describe how exercise makes them feel mentally.	Can you describe how exercises makes you feel physically and mentally?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Spring Term 2

Games- Striking & Fielding- Zone Rounders

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Striking and Retrieving Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how to position their bodies and their feet to hit the ball accurately. Skill: • Explore different ways of using a bat to strike a ball, selecting a preference. • Hit the ball accurately into spaces, and to different parts of the field, when playing games. • Bowl with an underarm action. • Bowl at different speeds. • Hit the ball away from the fielders. • Bowl accurately to help a partner and, later, to get an opponent out. • Gauge when and how far to run around the bases. • Bowl to help their fielders and make it hard for the batter.	Can you strike and retrieve a ball?
Fielding and Tactics Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know about the demands of rounders in terms of running, agility (changing direction), use of shoulders arms and legs when catching the ball. • Know about the health benefits of playing rounders including benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. Skill: • Work together as a fielding team to cover the area and make it hard for the batter to score. • Watch, track and get in line with a ball. • Talk in pairs so that they can plan how to play as a team, evaluate what they do, and decide what they need to practise. • Explain, in detail, the tactics they have used. • Have simple plans that they know they can make work. • Adapting and make up rules to suit the equipment.	Can you develop fielding and tactical skills?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Spring Term 2

Athletics- Throwing- Goal Attack

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that sportsmanship is when competitors or viewers of competitive events treat one another with respect and exhibit appropriate behaviour. • Know that good sportsmanship means being fair and ethical to those you're playing with—both your teammates and the opponents. Skill: • Use a forward heave throw to try and get the foam balls to land behind their opponents' bench (goal). • Throw the balls from where they land. • Increase the number of balls that land in the opposing team's goal after a set time. • Practise using one- or two-handed push throw instead of a heave throw when appropriate. • Use a variety of balls and encourage a throwing action appropriate to the ball. • Remain in their team's own half of the court. • Show good sportsmanship. • Explore a range of throwing techniques. • Increase the distance that the ball travels when thrown, measuring and recording this.	Can you explore a range of throwing techniques?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Make suggestions on how to improve their own and others work. • Use appropriate vocabulary to talk about their own and other's work.	Can you make suggestions on how to improve?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Summer Term 1

Games- Invasion (Hockey)- End Zone

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Passing and Receiving Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the best positions to receive the ball to enable them to shoot. Skill: • Use the correct grip for holding a hockey stick. • Use techniques for passing a hockey ball. • Use the correct technique for stopping and controlling a hockey ball. • Start by passing whilst stationary and progress to passing on the move. • Step forward into the pass. • Practise sending the ball to each other between two markers, pushing with the head of the stick and following throw in the direction of the pass. • Dribble through obstacle courses of cones. Run relay races around courses whilst maneuvering the ball.	Can you pass and receive the ball?
Possession and scoring Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know the best positions for shooting (e.g. slightly to the left or right of the goal and not too far away). Skill: • Make space for each other by spreading out in the playing area. • Look for spaces and to communicate to show where they want the ball (verbal and non-verbal). • Practise shooting, focusing on accuracy not power. • Identify the best positions to receive the ball to enable them to shoot. • Adapt and make up rules to suit the equipment.	Can you score and keep possession?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Share in detail what each team member did well using key vocabulary to do this. • Discuss how their team could improve its play and score more goal. • Explain the tactics they have used.	Can you discuss how your performance can be improved?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Summer Term 1

OAA- Score Event

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Planning, recording and working fairly Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why it is important to work fairly. Skill: • Plan effectively to visit the greatest number of controls in the time allowed. • Plan quickly within a given amount of time. • Record information accurately at the control site. • Compete fairly, keeping the information found at control sites to themselves and not seeking answers from others.	Can you plan, record and work fairly?
Using a map and following instructions Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why heart rates raise during exercise. Skill: • Correctly follow increasingly complex instructions. • Keep the map set to the ground. • Arrive at the finish line within the time limit. • Visit as many controls as possible in a set amount of time. • Show awareness and be careful around others moving around at the same time. • Monitor their heart rate during the activity.	Can you use a map and follow instructions?
Evaluation Objective to be broken up across multiple lessons where necessary.	Skill: • Discuss and evaluate if their plans were effective. • Describe the routes they followed in detail. • Explain how they could have done the exercise quicker.	Can you evaluate your plans and performance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Summer Term 2

Athletics- Running- Distance Challenge

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Running Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that athletic activities can increase stamina, strength and suppleness. Skill: • Explore different ways of running. • Perform the basics of good running actions using an agreed set of criteria. • Identify and feel the difference between running faster and slower over longer distances. • Run at a steady pace when running at different speeds. • Sustain pace over longer distance – 2 minutes. • Set realistic targets for self, of times to achieve over a short and longer distance.	Can you explore different ways of running?
Jumping Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know how they can improve their health and fitness. Skill: • Explore different ways of jumping. • Perform the basics of good jumping actions using an agreed set of criteria. • Use a run up to increase the distance that they can jump Sink their hips and take a long last stride to gain height or distance before jumping.	Can you explore different ways of jumping?
Throwing Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know why body temperature increase during exercise. Skill: • Explore different ways of throwing. • Perform the basics of good throwing actions using an agreed set of criteria. • Demonstrate a range of throwing actions, eg push (as in shot), pull (as in overarm throw and javelin), sling (as in discus and hammer), using different equipment. • Increase the speed of release when throwing. • Pace their feet to help the throw and pace their feet to help the throw. • Recognise that different equipment suits different ways of throwing. • Watch a partner's athletic performance and identify the main strengths and areas needed for improvement	Can you explore different ways of throwing?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		

Cycle B

Year 6

Summer Term 2

Games- Striking & Fielding- Runners

At the beginning of **every lesson** teachers must recap prior learning with pupils in line with our seven keys to success.

By the end of this unit, pupils should:

Knowledge Category	Key Learning	Key lines of enquiry to support learning
Initial core task assessment	Complete initial core task assessment with minimal teaching up. Use assessment from this to target skills in future lessons.	Can you complete an initial core task assessment?
Batting, bowling and fielding Objective to be broken up across multiple lessons where necessary.	Knowledge: • Know that a bowler needs to work with the fielders as a team. • Know about the health benefits of playing cricket including benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. • Know about the demands of cricket in terms of running, agility (changing direction), use of shoulders, arms and legs when striking, catching and fielding the ball. Skill: • Develop techniques of batting, including preparation, grip, hit and follow through. • Bowl overarm. • Bowl at a range of targets. • Working in threes taking it in turns to bat, bowl and field. • When bowling vary the speed and flight of the ball. • Explore different ways of intercepting, stopping, catching and throwing the ball. • Play a throwing and catching game 5 v 5, in which the aim of the game is to score a goal by rolling, underarm, a small ball into a goal. • Recognise when to run when batting. • Practise different bowling techniques against an opponent. • Experiment with different ways of placing a field to defend the space effectively. • Select appropriate equipment for the task.	Can you bat, bowl and field?
Improving Objective to be broken up across multiple lessons where necessary.	Skill: • Outwit their opponents by using agreed tactics. • Create a simple scoring system • Use simple practices to improve performance. • Identify what they have done well and consider how to improve their performance. • As a team, agree on their own rules to suit the equipment.	Can you use simple practise to improve your performance?
Final Outcome: Final Core Task Assessment. Compare final attempt/results with first attempt.		