



Forton Primary School
Physical Education

Clougha
Autumn 1
Year A

Unit Overview:

Dance – Sparks Might Fly

Sequence of Lessons:

1. L.O. to understand uses for electricity. L.O. to think creatively and create their own movement using words as inspiration.
2. L.O. to name the key components of an electrical circuit. L.O. to create and perform their own dance movements from the inspiration given, being as imaginative as possible.
3. L.O. to demonstrate CANON and UNISON. L.O. to demonstrate developing performance skills.
4. L.O. to explain the difference between conductors and insulators. L.O. to demonstrate performance skills.
5. L.O. to create a duet using increased choreographic skills.

Unit Overview:

Gymnastics Activities 1

Sequence of Lessons:

1. L.O. to demonstrate travelling with control on 4 points. L.O. to show balances on 2 and 3 points of the body.
2. L.O. to show balances with stillness on 1,2,3 and 4 points of the body. L.O. to combine actions of travelling and balance.
3. L.O. to demonstrate basic rolls with accuracy and control. L.O. to move from one action to another smoothly.
4. L.O. to demonstrate jumping and landing safely. L.O. to create and demonstrate a sequence to a partner.
5. L.O. to create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts.
6. L.O. to adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.
7. L.O. to show different travelling and balancing actions using apparatus.

	<p>8. L.O. to use apparatus to perform jumping actions. L.O. to evaluate successful transitions between actions.</p> <p>9. L.O. to use the apparatus to perform rolling actions. L.O. to demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p> <p>10. L.O. to evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p>
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<p>Character Values:</p> <ul style="list-style-type: none"> • Encouragement

<p>Character Values:</p> <ul style="list-style-type: none"> • Trust • Willingly accept feedback to improve • Evaluation • Courage • To try new experiences
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<p>Developing Skills:</p> <ul style="list-style-type: none"> • Can create a freeze frame and use transitions to move from one freeze frame to another. • Can create a group dance that shows contact, canon, unison, 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Perform a dance phrase in canon. • Perform a dance phrase in unison. • Perform different ways of travelling and moving. • Perform the dance with a 	<p>Character Development:</p> <ul style="list-style-type: none"> • To motivate all group members to share ideas. • To support others to create a sequence and give constructive feedback. 	<p>Developing Skills:</p> <ul style="list-style-type: none"> • Can perform balances on one foot and 2,3 and 4 small body parts with stillness. • Can perform some balancing on small body parts. • Travel on hands and 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Create a short sequences of movement that include travelling, balancing, jumping and rolling with help. • Create and perform a gymnastic sequence of more than six actions showing a 	<p>Character Development:</p> <ul style="list-style-type: none"> • To accept feedback from their partner to help them improve. • To suggest how their performance and their partner's performance
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<p>changes of direction, formations and dynamics.</p>	<p>'performance quality'.</p>	<ul style="list-style-type: none"> • To work with and support a partner to create a duet. 	<p>feet, jump and land 2 feet to 2 feet and perform rolling actions including forward roll showing good control, and accuracy of movement.</p> <ul style="list-style-type: none"> • Travel on hands and feet, jump and land 2 feet to 2 feet with control and perform some rolling actions. 	<p>clear beginning, middle and end with some smooth transitions.</p> <ul style="list-style-type: none"> • Create and perform a gymnastic sequence of more than six actions showing a clear, beginning, middle and end, including different levels, speeds and directions where changes between actions are smooth and flow. • Create and perform a gymnastic sequence of six actions, showing a clear beginning, middle and end which includes a change of speed and direction. 	<p>could be improved.</p> <ul style="list-style-type: none"> • To know what they need to change or practise to improve their balance or jumping and landing. • To persevere and improves their throwing and jumping skill through sustained effort. • To give the actual number of passes and with a group. • To try new experiences through travelling and balancing on
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					the apparatus.
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Forton Primary School
Physical Education

Clougha
Autumn 2
Year A

Unit Overview:

Gymnastics Activities 2

Sequence of Lessons:

- 1) L.O. to adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.
- 2) L.O. to show different travelling and balancing actions using the apparatus.
- 3) L.O. to use the apparatus to perform jumping actions.
- 4) L.O. to evaluate successful transitions between actions.
- 5) L.O. to use the apparatus to perform rolling actions.
- 6) L.O. to demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.
- 7) L.O. to evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.

Unit Overview:

Invasion Games – Handball

Sequence of Lessons:

- 1) L.O. to demonstrate passing a ball using a handball pass. L.O. to move into space after using a handball pass in a game.
- 2) L.O. to demonstrate passing a ball using a bounce pass. L.O. to move into space after passing a game.
- 3) L.O. to perform a one handed pass and bounce pass in a game. L.O. to apply a feint when passing to outwit a defender.
- 4) L.O. to perform a pass in a game using a one-handed pass or one-handed bounce pass. L.O. to apply a simple tactic to outwit a defender.
- 5) L.O. to perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. L.O. to apply a simple tactic to outwit a defender.
- 6) L.O. to perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. L.O. to apply a simple tactic to outwit a defender.

Character Values: <ul style="list-style-type: none"> • Evaluation • Courage • To control my fears • To try new experiences 			Character Values: <ul style="list-style-type: none"> • Honesty 		
Developing Skills: <ul style="list-style-type: none"> • Perform balances on one foot and 2,3 and 4 small body parts with stillness. • Perform some balancing on small body parts. • Travel on hands and feet, jump and land 2 feet and perform rolling actions including forward roll showing good control and accuracy of movement. 	Application of Skills: <ul style="list-style-type: none"> • Can create a short sequence of movement that includes travelling, balancing, jumping and rolling with help. • Can create and perform a gymnastic sequence of more than six actions showing a clear beginning, middle and end with some smooth transitions. • Can create and perform a 	Character Development: <ul style="list-style-type: none"> • To accept feedback from their partner to help them improve. • To suggest how their performance and their partner's performance could be improved. • To know what they need to change or practise to improve their balance or jumping and landing. 	Developing Skills: <ul style="list-style-type: none"> • Throw and catch a ball using a bounce pass with limited control. • Throw and catch a ball using a bounce pass with some control and accuracy. • Can throw and catch a ball using a chest pass with speed and precision. 	Application of Skills: <ul style="list-style-type: none"> • Communicates with teammates and signals where they want the ball. • Moves away from the defender into space to receive the ball. 	Character Development: <ul style="list-style-type: none"> • To know what the best parts of their performance were. • To work well as a member of a team.

<ul style="list-style-type: none">• Travel on hands and feet, jump and land 2 feet to 2 feet with control and perform some rolling actions.	<p>gymnastics sequence of more than six actions showing a clear beginning, middle and end, including different levels, speeds and directions where changes between actions are smooth and flow.</p> <ul style="list-style-type: none">• Can create and perform a gymnastic sequence of six actions, showing a clear beginning, middle and end which includes a change of speed and direction.	<ul style="list-style-type: none">• To persevere and improve their throwing and jumping skill through sustained effort.			
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Forton Primary School
Physical Education

Clougha
Spring 1
Year A

Unit Overview:

Dance – Myths and Legends

Sequence of Lessons:

1. To select travelling actions to convey different characters, along varied pathways.
2. To use a range of travelling steps following a planned pathway.
3. To create a sequence with a partner.
4. To create a mirrored sequence with a partner that tells a story.
5. To explore the qualities of different characters.
6. To create a full performance from both of the sequences made and demonstrate strong character skills throughout.

Character Values:

- Reflection

Unit Overview:

Invasion Games – Netball

Sequence of Lessons:

1. To demonstrate passing a ball using a chest pass. To move into space after using a chest pass in a game.
2. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game.
3. To perform a chest pass and bounce pass in a game. To apply a feint when passing to outwit a defender.
4. To perform a pass in a game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender.
5. To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender.
6. To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender.

Character Values:

- Honesty

<p>Developing Skills:</p> <ul style="list-style-type: none"> • Select travelling actions to convey different characters. • Perform a mirrored sequence with a partner that tells a story. • Use travel actions along varied pathways. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Create a sequence with a partner. • Create a full performance from both of the sequences made and demonstrate strong character skills throughout. • Link three sequences together. 	<p>Character Development:</p> <ul style="list-style-type: none"> • To think about what you have read, heard and seen and reflect that in your sequence. • To explain why it is important to reflect on what you are doing to improve. • To explain how reflecting helps us in life. 	<p>Developing Skills:</p> <ul style="list-style-type: none"> • Throw and catch a ball using a bounce pass. • Throw and catch a ball using a chest pass. • Throw and catch a ball using a chest pass with limited control. • Throw and catch a ball using a chest pass with speed and precision. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Communicates with teammates and signals where they want the ball. • Moves away from the defender into space to receive the ball. 	<p>Character Development:</p> <ul style="list-style-type: none"> • As a player – to agree to play by the rules. • As an official – to recognise and enforce the rules. • To evaluate my success as an attacker. • To evaluate my success when throwing and catching. • To give the actual number of passes made with a group.
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**Forton Primary School
Physical Education**

**Clougha
Spring 2
Year A**

Unit Overview:

Invasion Games – Rugby 1

Unit Overview:

Net and Wall Unit Core Task 1

Sequence of Lessons:

7. To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game.
8. To demonstrate passing a ball using a swing pass. To perform a feint when passing to outwit a defender.
9. To perform a swing pass and bounce pass in a game. To apply a feint when passing to outwit a defender.
10. To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender.
11. To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender.

Sequence of Lessons:

1. To explore different throwing actions.
2. To consolidate throwing actions and practise catching.
3. To explore different ways of throwing. To consolidate catching skills. To suggest ideas and practices to improve their play.
4. To strike and ball using their hand or small bat.
5. To improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet.
6. To devise their own game. To consolidate striking and ball control skills.

Character Values:

- Honesty

Character Values:

- Perseverance.

Developing Skills:

- Throw and catch a ball using a swing pass with control and accuracy.
- Throw and catch a ball using a swing pass with limited control,
- Throw and catch a ball using a swing pass with speed and precision.

Application of Skills:

- Pass the ball using a swing pass to a teammate in space.
- Communicates with teammates and signals where they want the ball.
- Moves away from the defender into space to receive the ball.

Character Development:

- As a player – to agree to play by the rules.
- As an official – to recognise and enforce the rules.
- To evaluate my success as an attacker.
- To evaluate my success when throwing and catching.
- To give the actual number of passes made with a group.

Developing Skills:

- Hold a racket with the correct technique.
- Show the ready position.
- Throw bean bag/ball/shuttlecock into a target or over a barrier.
- Hold a racket.
- Strike a ball with my hand or racket.

Application of Skills:

- Intercept an object thrown.
- Explain which throw is best for shorter/ longer passes.
- Outwit my opponent when playing a game i.e. by directing the ball to a space so it cannot be returned.
- Throw or strike short or long.

Character Development:

- To persevere and improve their throwing and jumping skill through sustained effort.
- To suggest what needs to be improved.



Forton Primary School
Physical Education

Clougha
Summer 1
Year A

Unit Overview:

Dance – Superheroes

Unit Overview:

Swimming

Sequence of Lessons:

12. To explore movement, communicating character.
13. To explore movement, communicating character.
14. To use simple choreographic principles and perform more complex dance phrases to communicate narrative with a partner. To describe, interpret and evaluate their own and others dance.
15. To use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner.
16. To create a sequence conveying more than one character. To convey a narrative involving two characters.
17. To work as a group to combine movements to create a sequence. To combine sequences to create a final performance.

Sequence of Lessons:

To meet the needs of the cohort and lifesaving skills.

Character Values:

- Communication

Developing Skills:

- Perform actions to portray a character.
- Perform movement with control and fluency to convey different characters.
- Use movements to express key words.
- Describe, interpret and evaluate their own and others dance.

Application of Skills:

- Link five dance elements to convey a character working with a partner.
- Compose a sequence using contrasting actions.
- Contrasting movements to create a group sequence.
- Combine sequences to create a final performance.

Character**Development:**

- To use facial expressions and body movements to communicate a gesture.
- To communicate well with your partner to improve your sequence.
- To work individually to communicate a villain through dance.



Forton Primary School
Physical Education

Clougha
Summer 2
Year A

Unit Overview:

Swimming

Sequence of Lessons:

To meet the needs of the cohort and lifesaving skills.

Unit Overview:

OAA – Trust and Trails

Sequence of Lessons:

1. To demonstrate with a partner how to solve trust challenges.
2. To work with others to complete a journey within the school grounds.
3. To know how to use a control card. To navigate safely to each control site.
4. To show how to keep a map 'set' or 'orientated'.
5. To know some of the symbols on a orienteering map.

Character Values:

- Trust
- Communication
- Self-discipline

Developing Skills:

Application of Skills:

**Character
Development:**

- Demonstrate a safe method for giving physical support.
- Navigate safely around an area to each control site.
- Orientate a map.
- Use a control card.
- Know some of the symbols on an orienteering map.

- Collect and record the correct information from a control site.
- Explain where they are on a map.
- Show how to keep a map orientated.
- Knows that a map is a bird's eye view of a plan of the ground.

- To manage their emotions when working as part of a team.
- To trust their partner to keep them safe.
- To have self-discipline by respecting the agreed rules.