



Forton Primary School
Physical Education

Pendle
Autumn 1
Year A

Unit Overview:

Dance – Earthlings

Sequence of Lessons:

1. L.O. to create a solo and demonstrate decision making skills in the creation of a new dance with a partner.
2. L.O. to have well-structured group dances depicting their planet.
3. L.O. to have increased teamwork skills, spatial awareness and timing.
4. L.O. to create dances using different formations and performed in unison.
5. L.O. to demonstrate creative skills and decision making in creation of a new duet.
6. L.O. to select, structure, rehearse and perform their dances.

Character Values:

- Respect

Unit Overview:

Gymnastics Activities 1

Sequence of Lessons:

1. L.O. to perform partner balances. L.O. to create a simple sequence of matched and mirrored partner balances.
2. L.O. to perform a range of counter-balance actions with a partner.
3. L.O. to know the difference between counter balance and counter tension. L.O. to perform a range of counter-tension actions with a partner.
4. L.O. to create a gymnastic sequence with counter balances and counter-tension with a partner.
5. L.O. to create a gymnastics sequence with counter balances and counter tension with a partner. L.O. to evaluate and recognise their own success.

Character Values:

- Communication
- Willingness to accept help

			<ul style="list-style-type: none"> Evaluation 		
<p>Developing Skills:</p> <ul style="list-style-type: none"> Choosing and performing a movement that represents them. Creating shapes as a team using contact and weight sharing. Performing a dance in unison as part of a group. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> Can create a dance phrase and rehearse effectively as a group. Can develop travelling movement phrases using key words, remaining in time with their group members. Can select and refine their ideas into a duet. 	<p>Character Development:</p> <ul style="list-style-type: none"> To be respectful to others when working in a group. To demonstrate respect for a partner's ideas and contributions. To work with respect for one another when creating a new duet. To contribute and work well as part of a group to create a dance. 	<p>Developing Skills:</p> <ul style="list-style-type: none"> Performing a counter balance with a partner using apparatus. Performing a counter balance with a partner. Performing a counter-tension balance with a partner. Performing matched and mirrored shapes with a partner. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> Can include change of direction, speed and level in their partner sequence. Can create a sequence with a partner of 8 elements, including counter balance and counter-tension balances. Can create a simple sequence of travel, jump, roll and partner counter balances with fluency and control. 	<p>Character Development:</p> <ul style="list-style-type: none"> To identify which sequences were performed with fluency, accuracy and consistency. To show willingness to try out different partner balances. To show willingness to accept help from their partner.



Forton Primary School
Physical Education

Pendle
Autumn 2
Year A

Unit Overview:

Dance – Heroes and Villains

Sequence of Lessons:

1. L.O. to understand how to construct a dance and share their own creations to the class.
2. L.O. to create a group dance using a range of dynamics. L.O. to identify real-life heroes and why they are heroes.
3. L.O. to develop and rehearse a duet that demonstrates a range of choreographic techniques.
4. L.O. to create and perform two different dances (a duet and a group dance).
5. L.O. to make creative decisions on the performance structure and implement these practically.
6. L.O. to perform all their creations as a sequence.

Character Values:

- Empathy

Unit Overview:

Invasion games – Hockey

Sequence of Lessons:

6. L.O. to show passing a ball to a teammate using a hockey stick.
7. L.O. to demonstrate dribbling and passing a ball using a hockey stick.
8. L.O. to demonstrate shooting a ball at a goal. L.O. to select attacking tactics when playing a hockey type game.
9. L.O. to demonstrate dribbling and shooting a ball using a hockey stick. L.O. to select attacking tactics when playing a game.
10. L.O. to select attacking tactics when playing a game.
11. L.O. to apply simple attacking and defending tactics when playing a hockey type game.
12. L.O. to play a role in a competitive modified game. L.O. to select attacking tactics when playing a game.

Character Values:

- Reasonability
- Decision-making
- Evaluation

<p>Developing Skills:</p> <ul style="list-style-type: none"> • Implementing at least two performance skills into their duet and demonstrate these repeatedly. • Interpreting action words in interesting ways with their bodies. • Performing all dances in the agreed sequences confidently. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Can create a duet with a partner following the correct structure. • Can work with a group to portray qualities of a hero using freeze frame. 	<p>Character Development:</p> <ul style="list-style-type: none"> • To work with a partner ensuring both are confident and happy to create and improve their duet. • To understand how heroic characters might feel. 	<p>Developing Skills:</p> <ul style="list-style-type: none"> • Dribbling a ball with a hockey stick with consistency, accuracy, confidence and control. • Performing a push pass and receive a pass with consistency, accuracy, confidence and control. • Shooting at a goal using a hockey stick with consistency, accuracy, confidence and control. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Can use attacking skills with a ball appropriately in games (choose when to pass successfully, dribble at an appropriate time to gain space, passing to player in space, passing ahead of supporting players). • Can use attacking skills without the ball appropriately in games (supporting the player in possession, getting away from defenders, finding space and signalling when they want the ball). 	<p>Character Development:</p> <ul style="list-style-type: none"> • To organise themselves and the equipment and complete tasks to the best of their ability and safely. • To make a definite conclusion of when to pass and shoot when playing a hockey-type game. • To set and complete a goal safely and to the best of their ability.
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				<ul style="list-style-type: none">• Can use defending skills appropriately in games (intercepting a pass, anticipating an attacker moving when defending, closing down space).	
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Forton Primary School
Physical Education

Pendle
Spring 1
Year A

Unit Overview:
Gymnastics – Activities 2

Unit Overview:
Net and Wall – Badminton

- Sequence of Lessons:**
1. L.O. to adapt a gymnastic sequence using apparatus and perform it with a partner.
 2. L.O. to create a gymnastic sequence with counter balances and counter tension with a partner using canon.
 3. L.O. to create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus.
 4. L.O. to create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus.
 5. L.O. to create a gymnastic sequence with counter balances counter tension with a partner in canon and unison using apparatus.

- Sequence of Lessons:**
1. L.O. to demonstrate a forehand shot with some consistency.
 2. L.O. to demonstrate a forehand and backhand shot with some consistency.
 3. L.O. to direct the shuttlecock reasonably well to their partner to continue a rally.
 4. L.O. to demonstrate a simple tactic in a net type game.
 5. L.O. to demonstrate a simple tactic in a net type game.
 6. L.O. to play the game for the core task and incorporate tactics to score points.

Character Values:

- Evaluation

Character Values:

- Willingness

Developing Skills:

- Performing a counter

Application of Skills:

- Can create and perform a

Character Development:

Developing Skills:

Application of Skills:

- Can keep a rally going.

Character Development:

<p>balance with a partner using apparatus.</p> <ul style="list-style-type: none">• Performing a counter-tension balance with a partner using apparatus.• Performing a sequence with partner in unison and canon.• Performing counter balances with a partner in a sequence with travelling, jumping and rolling.	<p>sequence with a partner of 8 elements including counter balance and counter tension balances using apparatus.</p> <ul style="list-style-type: none">• Can create and perform a simple sequence of travel, jump, roll and partner counter balances with fluency and control using apparatus.• Can include change of direction, speed, level in their partner sequence.	<ul style="list-style-type: none">• To recognise ways to improve or develop a sequence with a partner.• To seek and provide constructive feedback to help improve a sequence.• To use success criteria to help evaluate and provide constructive feedback on a performance.	<ul style="list-style-type: none">• Holding a racket correctly.• Showing a forehand shot.• Showing a backhand shot.• Hitting a shuttlecock into a target area using a forehand.• Hitting a shuttlecock into a target area using a backhand.	<ul style="list-style-type: none">• Can outwit my opponent using simple tactics.	<ul style="list-style-type: none">• To suggest ways I can improve my shots.
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Forton Primary School
Physical Education

Pendle
Spring 2
Year A

Unit Overview:

Athletics

Sequence of Lessons:

6. L.O. to perform running techniques for short and long distances. L.O. to perform a pull and push throw.
7. L.O. to take off and land one foot to one foot. L.O. to perform a pull throw. L.O. to develop running for a distance.
8. L.O. to take off and land one foot to two. L.O. to perform a push throw. L.O. to develop running for speed.
9. L.O. to take off and land using a combination of jumps. L.O. to perform a sling throw. L.O. to develop running techniques at different speeds.
10. L.O. to take off and land using a hop, step and jump. L.O. to perform a heave throw. L.O. to develop running techniques.
11. L.O. to take off part in an athletics event and recording times and distances.

Character Values:

- Self-motivation

Unit Overview:

Invasion Games – Rugby 1

Sequence of Lessons:

7. L.O. to demonstrate passing and catching a rugby ball with consistency, accuracy and control.
8. L.O. to pass and catch a rugby ball with consistency, accuracy and control.
9. L.O. to apply simple tactics when playing a rugby type game.
10. L.O. to apply simple tactics when playing a rugby-type game.
11. L.O. to apply simple attacking and defending tactics when playing a rugby-type game.

Character Values:

- Decision making

<ul style="list-style-type: none"> • Determination 			<ul style="list-style-type: none"> • Evaluation 		
<p>Developing Skills:</p> <ul style="list-style-type: none"> • Performing a pull and push throw. • Performing a sling and heave throw. • Performing jumping by taking off and landing in different ways. • Using the correct running techniques at different speeds. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Can perform a combination of jumps. • Can understand the difference between different throws and when to use which throw. • Can understand which running technique to use for short distances and long distances. 	<p>Character Development:</p> <ul style="list-style-type: none"> • To set a goal and be committed to practise to improve their performance in running, jumping and throwing. • To show willpower when performing skills they find difficult and keep trying. 	<p>Developing Skills:</p> <ul style="list-style-type: none"> • Closing down an opponent and tag a player. • Running with the ball in two hands and score a try. • Using techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Can use attacking skills appropriately in games (choose when to pass or run with the ball successfully in a game, can use a dummy pass to beat an opponent). • Can use attacking skills without the ball appropriately in games (supporting the player in possession, getting away from defenders, find space and signal where they want the ball). • Can use defending skills appropriately in games (anticipate an attacker 	<p>Character Development:</p> <ul style="list-style-type: none"> • To make a definite conclusion of when to pass the ball. • To make decisions on when to pass the ball. • To make decisions on when to pass the ball in an invasion game situation.

				moving when defending, closing down space, intercepting a pass).	
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**Forton Primary School
Physical Education**

**Pendle
Summer 1
Year A**

Unit Overview:

Striking and Fielding – Rounders

Sequence of Lessons:

12. L.O. to demonstrate bowling underarm with accuracy. L.O. to catch a ball when fielding.
13. L.O. to strike a ball with a bat. L.O. to throw a ball overarm when fielding.
14. L.O. to demonstrate a bowl underarm with accuracy. L.O. to strike a ball with a bat off a tee.
15. L.O. to demonstrate an overarm throw when fielding a ball. L.O. to explain where to strike a ball in a game.
16. L.O. to demonstrate bowling with accuracy in a game. L.O. to strike a ball with a bat. L.O. to use tactics in a rounders type game.
17. L.O. to demonstrate bowling underarm with accuracy in a game. L.O. to strike a ball with a bat. L.O. to use tactics in a rounders game.

Character Values:

- Encouragement
- Self-motivation

Unit Overview:

Swimming

Sequence of Lessons:

To meet the needs of the cohort and lifesaving skills.

- Decision making
- Evaluation

Developing Skills:

- Bowling overarm accurately and consistently.
- Fielding a ball and throw back overarm with accuracy and consistency.
- Striking a bowled ball or from a drop feed.

Application of Skills:

- Can intercept a ball that has been struck.
- Making a decision as to when to run safely round bases.
- Striking a ball away from fielders.

Character**Development:**

- To offer practical solutions to help teammates improve.
- To refer to the objectives and success criteria when evaluating a performance.
- To set a goal when practising bowling and then practise to improve.



Forton Primary School
Physical Education

Pendle
Summer 2
Year A

Unit Overview:

Orienteering

Sequence of Lessons:

1. L.O. to demonstrate how to keep a map set when moving.
2. L.O. to demonstrate how to 'set' and 'orientate' a map when moving around a simple course. L.O. to plan an efficient route around a simple course.
3. L.O. to demonstrate how to get around a simple course using the 8 points of a compass.
4. L.O. to plan a route to a control. L.O. to find the correct control marker using a map.
5. L.O. to find the correct control marker using a map during a score event. L.O. to plan a route on which control markers to visit and how to get there. L.O. to record answers accurately.
6. L.O. to navigate to control markers during a score event. L.O. to make decisions about which control markers to visit in the time allowed.

Character Values:

- Cooperation

Unit Overview:

Swimming

Sequence of Lessons:

To meet the needs of the cohort and lifesaving skills.

- Responsibility
- Evaluation

Developing Skills:

- Orientating a map.
- Recording a control card accurately.
- Knowing the 8 points of a compass.

Application of Skills:

- Can keep a map orientated as they travel around a course.
- Can use the 8 points of a compass to follow a route.
- Can plan a route and make appropriate decisions about which marker to visit.

Character**Development:**

- To share their ideas when working with others.
- To work to the best of their ability to ensure that the control is placed accurately.