



Forton Primary School
Physical Education

Clougha
Autumn 1
Year B

Unit Overview:

Gymnastics

Unit Overview:

Invasion Games – Basketball

Sequence of Lessons:

1. To demonstrate travelling actions on feet and hands and feet.
2. To show balances in front and back support positions.
3. To demonstrate the dish and arch shape.
4. To combine travelling, jumping and balancing actions.
5. To demonstrate basic rolling actions.
6. Plan and perform a simple sequence to include travel, rolling and jumping.
7. To demonstrate balance on one foot and arabesque.
8. Plan and perform a simple sequence to include travel, rolling, balance and jumping.
9. To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner and make simple assessments of quality of their performance.
10. To show a sequence of six moves that meets Level 1 competition criteria.

Sequence of Lessons:

1. To demonstrate passing a ball using a chest pass and bounce pass accurately.
2. To move into space after using a chest pass and/or bounce pass in a game.
3. To demonstrate dribbling a basketball with some control.
4. To pass a ball accurately to a team mate using a chest and bounce pass.
5. To find space to receive a chest or bounce pass.
6. To use tactics to outwit an opponent.
7. To evaluate what worked well in a game.

Character Values:

Character Values:

- Self-motivation

- Determination
- Evaluation

Developing Skills:

- Attempt shoulder stand and arabesque with some control.
- Perform balances including one-footed, dish and arch balances.
- Perform basic rolling actions.
- Perform two-footed jump and land with $\frac{1}{4}$ and $\frac{1}{2}$ turns.

Application of Skills:

- Create a sequence of up to 6 elements with changes of level and direction, and clarity of shape.
- Work with a partner to make up and combine their short sequence of using the floor, mats showing fluency and clarity of movement.

Character Development:

- Perform a sequence to the best of their ability.
- Set a goal to improve their balances performance.
- Work on a sequence individually and include a roll they want to improve.
- Persevere and improve their throwing and jumping skill through sustained effort.

Developing Skills:

- Dribble with some control.
- Throw and catch a chest pass with consistency and accuracy.

Application of Skills:

- Use simple tactics with the ball (i.e. range of passes, chest or bounce. Feints to disguise the pass. Dribbling with the ball to beat a defender).

Character Development:

- Use the success criteria to identify strengths of the attacking team.
- Persevere and improve their throwing and jumping skill through sustained effort.
- Show willpower when dribbling a basketball.



Forton Primary School
Physical Education

Clougha
Autumn 2
Year B

Unit Overview:

Dance – Rock and Roll

Unit Overview:

Gymnastics

Sequence of Lessons:

1. To name different forms of rock and where they may be found in real-life.
2. To demonstrate shapes as a team using their bodies in interesting ways.
3. To name the layers of the earth and describe their qualities through words and movements.
4. To demonstrate unique movement ideas.
5. To sequence movement together into a structure.
6. To create effective travelling movements.
7. To create a travelling solo, following a defined pathway and to effectively use stillness in their performance.
8. To create a rhythmic circle dance performed in unison.
9. To demonstrate increased movement ideas in the Don't Wake the Volcano game and perform with increased confidence and timing in the class circle.

Sequence of Lessons:

1. To show a mirrored shape with a partner.
2. To create a sequence of gymnastics actions with a partner.
3. To show a matched balance with a partner.
4. To create a sequence of gymnastics actions including matched shapes and mirrored shapes with a partner.
5. To create a sequence of gymnastics actions including matched shapes and mirrored shapes with a partner using apparatus.

Character Values:

- Co-operation

Character Values:

- Problem-solving
- Evaluation

Developing Skills:

- Create effective travelling movements based on action words.
- Effectively use stillness in their performance.
- Perform a dance in unison.
- Perform travelling movements based on a stimulus.

Application of Skills:

- Create a travelling solo, following a defined pathway.
- Create their own dance movement phrase to move between 'scenes'.
- Remember and repeat dance movements in unison as a class.

Character Development:

- Share their ideas as part of a group.
- Take feedback to improve their solo dance phrase.
- Work well as part of a group.

Developing Skills:

- Attempt shoulder stand and arabesque with some control.
- Get into and out of a matched/mirrored balance with fluency.
- Perform a matched balance with a partner.
- Perform a mirrored shape with a partner.
- Perform balances including one-footed, dish and arch balances.
- Perform basic rolling actions.
- Perform two-footed jump and land with $\frac{1}{4}$ and $\frac{1}{2}$ turns.

Application of Skills:

- Create a sequence of gymnastics actions (travel, balance, jump and roll) including matched and mirrored shapes using apparatus showing fluency and clarity of movement.
- Create a sequence of gymnastics actions (travel, balance, jump and roll) including matched and mirrored shapes.
- Create a sequence of up to 6 elements with changes of level and direction,

Character Development:

- Set a goal to improve their balances performance.
- Work on a sequence individually and include a roll they want to improve.
- Persevere and improve their throwing and jumping skill through sustained effort.
- Come up with different ideas to create a variety of

				<p>and clarity of shape.</p> <ul style="list-style-type: none">• Work with a partner to make up and combine their short sequence of using the floor, mats showing fluency and clarity of movement.	<p>matched balances.</p> <ul style="list-style-type: none">• Come up with different ideas to create a variety of mirrored balances.• Identify strengths of a gymnastic performance.
--	--	--	--	--	--



Forton Primary School
Physical Education

Clougha
Spring 1
Year B

Unit Overview:

Invasion Games – On the Attack

Unit Overview:

Net and Wall

Sequence of Lessons:

1. To demonstrate passing a ball using a one handed pass accurately.
2. To move into space after using a one handed pass in a game.
3. To pass a ball accurately to a team mate using a one handed bounce pass.
4. To demonstrate a simple tactic in a game.
5. To demonstrate passing a handball with some accuracy.
6. To find space to receive a pass.
7. To demonstrate one handed passing with some control.
8. To use simple tactics to outwit an opponent.
9. To shoot a ball with accuracy.
10. To use tactics to outwit an opponent.
11. To evaluate what worked well in a team.

Sequence of Lessons:

1. To know why warming up is important.
2. To consolidate throwing actions.
3. To suggest ideas and practices to improve their play.
4. To strike the ball using their hand or a small bat.
5. Choose a range of simple tactics to use in a simple game.
6. To develop a range of striking skills suitable for net/wall type activities.

Character Values:

- Determination
- Evaluation

Character Values:

Developing Skills:

- Shoot a ball one-handed with consistency and accuracy.

Application of Skills:

- Pass and move into a space with help.
- Shoot a ball one-handed with consistency and accuracy.
- Throw and catch a ball using one-handed pass with consistency and accuracy.
- Throw and catch a bounce pass with consistency and accuracy.
- Use simple tactics with the ball (i.e. range of passes. Feints to disguise the pass. Passing

Character Development:

- Use the success criteria to identify strengths of the attacking team.

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 an 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:

- Persevere and improve their throwing and jumping skill through sustained effort.
- Suggest what to do to improve.

to a player in space).

- Use simple tactic without the ball (i.e. moving into a space to retrieve a pass. Communicate showing where they want the ball).
- Show determination by not giving up.
- Show willpower when dribbling a handball.



Forton Primary School
Physical Education

Clougha
Spring 2
Year B

Unit Overview:

Athletics

Unit Overview:

Dance – Iron Man

Sequence of Lessons:

1. To throw using a pull action.
2. To explore different running techniques.
3. To throw using a push action.
4. To perform the sling throwing action.
5. To develop jumping actions (two feet to two feet for distance).
6. To throw for distance using a pull, push and sling throw.
7. To pass a quoit/baton to a teammate in a relay.
8. To perform a hop, step and jump.
9. To perform pull, push and sling throw.
10. To perform a combination of 5 jumps.

Sequence of Lessons:

1. To copy movements accurately and work as a team to create a still, connected shape with their bodies and articulate their ideas well.
2. To suggest verbs (actions) to taking from the chapter and to perform their own interpretation of these. To teach a movement to others.
3. To demonstrate unusual movement and to keep in time with others and the music.
4. To perform a well-structured duet which expresses character and explores patterning and timing.
5. To perform all dances created in the scheme, in a well-organised structure using teamwork skills and character.

Character Values:

- Resilience
- Evaluation

Character Values:

- Resilience

<p>Developing Skills:</p> <ul style="list-style-type: none"> • Demonstrate a pull throw with some accuracy and control. • Demonstrate a push throw with some accuracy and control. • Demonstrate a sling throw with some accuracy and control. • Perform a standing long jump (with two feet take off and land at the same time, arms swing behind body). 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Choose the correct type of throw to different targets and different distances. • Devise a combination of five jumps performing the five basic jumps consecutively to reach the furthest distance possible. • Perform as part of a team in a relay and choose in advance the hand that will touch or give and the hand that will receive (passes 	<p>Character Development:</p> <ul style="list-style-type: none"> • Able to improve their performance and not worry about other people. • Recognise what their strengths are and any areas for improvement in their performances. • Confident to ask for feedback to help them improve. 	<p>Developing Skills:</p> <ul style="list-style-type: none"> • Demonstrate good timing and unison skills when performing their dance. • Suggest verbs (actions) to taking from the character and perform their own interpretation of these. • Use at least two different methods of travelling in their 8 counts. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Create a short dance sequence which reflects the dynamics and quality of their character. • Create a unison phrase as their transition between the dances which is performed identically by all dancers and to the same timing (8 counts). • Work together with a partner to create, rehearse and perform a duet sequence. 	<p>Character Development:</p> <ul style="list-style-type: none"> • Identify key criteria of performance and know what is expected of them. • Work together to improve their group dance.
--	--	--	---	---	---

	should be made left to right or right to left).				
--	--	--	--	--	--



Forton Primary School
Physical Education

Clougha
Summer 1
Year B

Unit Overview:
Swimming

Sequence of Lessons:

To meet the needs of the cohort and lifesaving skills.

Unit Overview:
Invasion Games – Rugby

Sequence of Lessons:

1. To demonstrate passing a ball using a swing pass accurately.
2. To use a simple tactic in a game.
3. To demonstrate how to run with a rugby ball.
4. To move into a space to receive a swing pass in a game.
5. To demonstrate running and passing a rugby ball.
6. To use tactics to outwit an opponent.
7. To evaluate what worked well in a game.
8. To evaluate what worked well in a team.

Character Values:

- Encouragement
- Determination
- Evaluation

Developing Skills:

- Throw and catch a ball using a

Application of Skills:

- Use simple tactics with the

Character Development:

swing pass with control and accuracy.

- Travel with a rugby ball holding the ball correctly.

ball (i.e. Feints to disguise the pass, travelling with the ball to beat a defender).

- Evaluate how determined they were when playing a game.
- Use the success criteria to identify strengths of the attacking team.
- Have a positive attitude and offer positive feedback to their teammates.



Forton Primary School
Physical Education

Clougha
Summer 2
Year B

Unit Overview:

Dance – The Great Plague

Unit Overview:

Swimming

Sequence of Lessons:

1. To create a solo and explore a range of new and innovative ways of moving. To know more about The Great Plague, it's context and it's symptoms.
2. To name and demonstrate a variety of creative techniques in creating a group dance.
3. To show a group dance using action, space dynamics and relationships.
4. To perform in perfect unison.
5. To discuss how disease is spread.
6. To demonstrate teamwork skills.
7. To perform a whole class/group dance that depicts an activity in the photograph.
8. To articulate thoughts on the aftermath of the plague.
9. To perform the whole dance without teacher guidance.
10. To develop dance, creative and performance skills and a stronger understanding of the stages of The Great Plague.

Sequence of Lessons:

To meet the needs of the cohort and lifesaving skills.

Character Values:			Character Values:		
<ul style="list-style-type: none"> • Responsibility 					
Developing Skills:	Application of Skills:	Character Development:	Developing Skills:	Application of Skills:	Character Development:
<ul style="list-style-type: none"> • Create a group dance that shows contact, canon, unison, changes of direction, formations and dynamics. • Create a solo and explore a range of new and innovative ways of moving. • Develop dance, creative and performance skills. 	<ul style="list-style-type: none"> • Create a solo linking different ways of moving. • Explore different ways of travelling and moving. • Perform a dance conveying the theme/dance idea. Use facial expression. Perform using a range of dynamics (heavy, slow, awkward movement when ill, etc.). 	<ul style="list-style-type: none"> • Perform the dance to the best of your ability, organising yourself and others. • Take the lead in a group travelling sequence. • Work together listening to all group member's ideas to produce a group dance. 			