



Forton Primary School
Physical Education

Pendle
Autumn 1
Year B

Unit Overview:

Dance – Robin Hood

Unit Overview:

Gymnastics

Sequence of Lessons:

1. To explore the qualities of different characters.
2. To convey the emotions, mood and feelings of the characters in the story.
3. To explore movements showing a conflict using props.
4. To create a sequence using props showing a conflict between contrasting characters.
5. To use own ideas from written work to create an ending to the story sequence.
6. To link all sequences to produce a complete story dance.

Sequence of Lessons:

1. To perform shapes and balances with a partner.
2. To demonstrate counter balance and counter tension paired balances using apparatus.
3. To demonstrate a group counter balance.
4. To create a gymnastic sequence with counter balances and counter tension in a group.
5. To create a gymnastic sequence with counter balances and counter tension with a partner.
6. To demonstrate paired and group counter balances in unison.
7. To create a sequence of gymnastic actions, paired and group balances.

Character Values:

Character Values:

- Resourcefulness
- Responsibility
- Evaluation

Developing Skills:

Application of Skills:

Character Development:

Developing Skills:

Application of Skills:

Character Development:

- Convey Robin Hood and other characters through body actions and shapes.
- Adopt different body shapes to show contrasting characters.
- Carry out actions with control and fluency.
- Perform showing expressive and exaggerated movements.

- Incorporate two contrasting characters in one sequence.
- Create a sequence using four dance elements to depict the story.
- Incorporate a prop within a sequence.
- Create, perform and improve a sequence.

- Work safely in pairs.
- Work collaboratively.

- Perform a counter balance with a partner.
- Perform a counter-tension balance with a partner.
- Perform a group balance.
- Perform a group counter balance using apparatus.

- Include change of direction/speed/level in their partner sequence.
- Create a sequence with a partner of 8 elements, including counter balance and counter-tension balances.
- Create a simple sequence of gymnastic actions which includes a part weight-bearing balance with fluency and control.

- Make positive suggestions to their group when experimenting with a group balance.
- Plan and organise themselves to keep themselves and others safe.
- Recognise strengths and areas for improvement in a group balance.



Forton Primary School
Physical Education

Pendle
Autumn 2
Year B

Unit Overview:

Dance – Food, Glorious Food

Sequence of Lessons:

1. To create a short dance sequence based on action words.
2. To work well with others, make group decisions and create (and perform) a group dance using their solo dances.
3. To learn and demonstrate a range of counter balances and/or lifts with a partner. To explore the use of to the floor SPREAD – they may lie on the floor and spread out, STRETCH – they may stretch their arms, legs, whole body, REST – finish in a rested position. Kitchen items – counter balance/lift handout props in the creation of a dance.
4. To develop their duets with the options suggested, and take and use constructive feedback.
5. To perform the full dance without teacher guidance. Some pupil will offer suggestions on the finalisation of the dance. All pupils will set and work towards a target for improvement.

Character Values:

- Co-operation

Unit Overview:

Invasion Games – Netball

Sequence of Lessons:

1. To demonstrate passing and catching a netball with consistency, accuracy and control.
2. To demonstrate a shoulder pass.
to shoot a netball with some accuracy.
3. To apply simple tactics when playing a netball type game.
4. To apply simple tactics with and without the ball when playing a netball type game.
5. To apply simple tactics when playing a netball type game, including defending.
6. To apply simple attacking and defending tactics when playing a netball type game.

Character Values:

- Decision making
- Evaluation

<p>Developing Skills:</p> <ul style="list-style-type: none"> • Perform a dance in unison as part of a group. • Perform part of a dance sequence in canon as part of a group. • Use a prop as part of a dance phrase. 	<p>Application of Skills:</p>	<p>Character Development:</p> <ul style="list-style-type: none"> • Work in small groups to improve their dance. • Work with others to give feedback and suggest ways to improve their sequences. • Contribute and work well as part of a group to create a dance. 	<p>Developing Skills:</p> <ul style="list-style-type: none"> • Perform chest and bounce pass with consistency, accuracy, confidence and control. • Perform shoulder pass with consistency, accuracy, confidence and control. • Shoot a netball into a hoop with some accuracy. • Close down an opponent effectively. 	<p>Application of Skills:</p> <ul style="list-style-type: none"> • Use attacking skills with a ball appropriately in games (i.e. Range of passes, feints, passing to player in space, passing ahead of supporting players). • Use attacking skills without the ball appropriately in games (i.e. Supporting the player in possession, getting away from defenders, find space and signal where they want the ball). • Use defending skills appropriately in 	<p>Character Development:</p> <ul style="list-style-type: none"> • Make a definite conclusion of when to pass the ball. • Make decisions on when to pass the ball in an invasion game situation.
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				games (i.e. Anticipate an attacker moving when defending, closing down space, intercepting a pass).	
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Forton Primary School
Physical Education

Pendle
Spring 1
Year B

Unit Overview:

Dance – Highway Man

Sequence of Lessons:

1. To set the scene, investigating words and actions which create an atmosphere.
2. To convey a character through movement.
3. To combine travel, turn, jump, gesture and stillness to convey events and emotions.
4. To use movement to convey the emotions of a character.
5. To explore contrasting actions.
6. To explore contrasting actions to depict different characters. To create a sequence using travel, jump, turn, gesture and stillness.
7. To retell the poem through movement linking travel, jump, turn, gesture and stillness.

Character Values:

- Self-discipline

Unit Overview:

Gymnastics

Sequence of Lessons:

1. To demonstrate a part weight bearing balance.
2. To create a sequence of gymnastic actions, paired and group balances using apparatus.
3. To create and perform a group sequence using apparatus.

Character Values:

- Problem solving
- Resourcefulness
- Evaluation

Developing Skills:

- Exaggerate their body movements and shapes, as well as use facial expressions to describe language.
- Convey a character through movement.
- Use different travelling actions along varying pathways.
- Perform actions to portray the character of the Highwayman.

Application of Skills:

- Link four dance elements together in a pair to create a dance sequence.
- Combine travel, turn, jump, gesture and stillness to convey events and emotions.
- Select and perform contrasting actions and compose a sequence.
- Combine sequences to retell the poem.

Character Development:

- Work collaboratively to produce a sequence.
- Listen and follow instructions and know what is expected of you.
- Demonstrate positive behaviour when creating and rehearsing a sequence.

Developing Skills:

- Perform a balance with a group using apparatus.
- Perform a part weight bearing balance with a partner using apparatus.
- Perform a part weight bearing balance with a partner.
- Perform in unison as part of a sequence with a partner or group.

Application of Skills:

- Include change of direction/speed/level in their partner sequence.
- Move fluently into and out of different paired and group balances from other actions.
- Create a sequence of gymnastic actions which include paired and group balances using apparatus.
- Create a simple sequence of gymnastic actions which includes a part weight bearing balance with fluency and control.

Character Development:

- Generate ideas and explore different balances with a partner.
- Identify strengths and areas for improvement in a group sequence and provide constructive feedback.
- Make positive suggestions to their partner/group and experiment with adapting the sequence by using different apparatus.



Forton Primary School
Physical Education

Pendle
Spring 2
Year B

Unit Overview:

Invasion Games – Rugby

Unit Overview:

Net and Wall – Tennis

Sequence of Lessons:

1. To pass a ball backwards with accuracy to a teammate.
2. To apply simple tactics when playing a rugby type game.
3. To apply simple attacking tactics when playing a rugby type game.
4. To kick a rugby ball with some accuracy and confidence.
5. To apply simple attacking and defending tactics when playing a rugby type game.
6. To apply simple tactics when playing a competitive rugby type game.

Sequence of Lessons:

1. To demonstrate a forehand shot with some consistency.
2. To demonstrate a forehand and backhand shot with some consistency.
3. To direct the ball reasonably well to their partner to continue a rally.
4. To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner).
5. To play the game for the core task and incorporate tactics to score points.

Character Values:

- Encouragement
- Determination
- Evaluation

Character Values:

Developing Skills:

Application of Skills:

Character Development:

Developing Skills:

Application of Skills:

- Defend an area.
- Keep a rally going.

Character Development:

- Kick a rugby ball with confidence and accuracy.
- Run with the ball in two hands and score a try.
- Use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.

- Use attacking skills appropriately in games (i.e. Choose when to pass or run with the ball successfully in a game, use a dummy pass to beat an opponent).
- Use attacking skills without the ball appropriately in games (i.e. Supporting the player in possession, getting away from defenders, find space and signal where they want the ball).
- Use defending skills appropriately

- Support and praise others when practising a new skill and playing in a game.
- Keep trying to kick a rugby ball and don't give up if they find it hard.
- Make a definite conclusion of when to pass the ball.

- Hold a racket correctly.
- Show a forehand shot after the ball has bounced (show good backswing, follow through and feet positioning).
- Show a backhand after the ball has bounced.
- Hit a ball into a target area using a forehand.
- Hit a ball into a target area using a backhand.

- Outwit my opponent using simple tactics.
- Can spot the spaces in their opponent's court and try to hit the shuttlecock towards them.

- Suggest ways I can improve my shots.

	<p>in games (i.e. Anticipate an attacker moving when defending, closing down space, intercepting a pass).</p>				
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Forton Primary School
Physical Education

Pendle
Summer 1
Year B

Unit Overview:

Striking and Fielding – Cricket

Unit Overview:

Swimming

Sequence of Lessons:

1. To demonstrate bowling underarm with accuracy.
2. To catch a ball when fielding.
3. To strike a ball with a cricket bat off a tee.
4. To bowl overarm with accuracy.
5. To bowl overarm with accuracy in a game.
6. To apply a tactic in a cricket type game.
7. To strike a ball with a cricket bat in a game.
8. To demonstrate bowling overarm with accuracy and consistency in a game.
9. To apply tactics in a modified competitive cricket game.

Sequence of Lessons:

To meet the needs of the cohort and lifesaving skills.

Character Values:

- Encouragement
- Self-motivation
- Decision making
- Evaluation

Developing Skills:

- Bowl overarm accurately and consistently.
- Field a ball and throw back overarm with accuracy and consistency.
- Strike a ball from a cricket tee.
- Strike a bowled ball.

Application of Skills:

- Intercept a ball that has been struck.
- Make a decision as to when to run safely between wickets.
- Strike a ball away from fielders.

Character Development:

- Offer practical solutions to help teammates improve.
- Refer to the objectives and success criteria when evaluating a performance.
- Set a goal when practising bowling and then practise to improve.



Forton Primary School
Physical Education

Pendle
Summer 2
Year B

Unit Overview:

Swimming

Unit Overview:

Outdoor and Adventurous Activities – Teamwork and Problem Solving 2

Sequence of Lessons:

To meet the needs of the cohort and lifesaving skills.

Sequence of Lessons:

1. To communicate effectively.
2. To trust and work with others to solve problems.
3. To take responsibility for others.
4. To listen attentively, record information accurately and apply strategies for remembering important information.
5. To follow instructions and work with others to complete a complex task.
6. To work effectively as part of a team to solve problems.
7. To generate and share ideas.
8. To review performance and apply learning.
9. To share ideas confidently, when working as part of a team.
10. To review a performance and apply the learning to complete a task successfully.
11. To work effectively as part of a team.
12. To recognise the important role played by all team members.
13. To organise time and resources within a team.
14. To encourage others to improve performance.

Character Values:

- Co-operation
- Problem solving

Developing Skills:

- Guide their blindfolded partner in a safe manner with clear instructions.
- Experiment with different ways of communicating directions to guide the robot.
- Transport the ball and bucket to the safe area.

Application of Skills:

- Complete the task in the given time.
- Listen to others, agree a plan and accept a role in the team.
- Share ideas when solving a problem.

Character Development:

- Demonstrate trust in their partner.
- Use supportive and encouraging language when working with others.
- Use effective communication when working with others.