

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Basketball</b></p>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Recall and link combinations of skills (e.g. dribbling etc)</li> <li>Select and apply a small range of tactics</li> <li>Developed power, agility, coordination and balance over a variety of activities</li> </ul>	<p><b>Unit Focus</b></p> <ul style="list-style-type: none"> <li>To perform some basic basketball skills, throwing, catching and dribbling</li> <li>To build attacking/offensive play</li> <li>To implement some basic rules of basketball</li> </ul>	<p><b>Vocabulary</b></p> <p>control, bounce, shoot, target, assist, jump, ball, attack, defend, shoot, offensive, dribble, space, contact</p>	<p><b>Lesson overviews</b></p> <ol style="list-style-type: none"> <li>To keep possession of the ball when dribbling</li> <li>To work as a pair to move forward and attack</li> <li>To use a defensive body position</li> <li>To perform a two-handed shot to score baskets</li> <li>To use a jump ball to restart a game</li> <li>To know when to move to space to receive the ball</li> </ol>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>To increase confidence and selection of basic skills such as dribbling, throwing and shooting</li> <li>Develop a range of ball handling skills</li> <li>Use footwork rules in a game situation and explore basic marking</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Gymnastics Unit 1</b></p>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Develop body management through a range of floor exercises</li> <li>Used core strength to link recognised gymnastic elements</li> <li>Attempted to use rhythm while performing a sequence</li> </ul>	<p><b>Unit Focus</b></p> <ul style="list-style-type: none"> <li>Modify actions independently using different pathways, directions and shapes</li> <li>Consolidate and improve the quality of movements and gymnastics actions</li> <li>Relate strength and flexibility to the actions and movements they are performing.</li> </ul>	<p><b>Vocabulary</b></p> <p>fluency, contrasting, unison, low, combinations, turns, sustained, explosive, power, control, group, similar, different</p>	<p><b>Lesson overviews</b></p> <ol style="list-style-type: none"> <li>To show full extension during a balance</li> <li>To move in and out of contrasting shapes with fluency</li> <li>To perform a sequence using different types of rolls</li> </ol>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>To become increasingly competent and confident to perform skills more consistently</li> <li>Able to perform in time with a partner and group</li> <li>Use compositional ideas in sequence</li> </ul>



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<div style="background-color: orange; color: white; padding: 5px; text-align: center; width: 20px; margin: auto;">Dance Unit 1</div>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Describe and explain how performers can transition and link shapes and balances</li> <li>Perform with control and consistency, basic actions at different speeds and on different levels</li> <li>Challenges themselves to move imaginatively responding to music</li> <li>Worked as part of a group to create and perform short movement sequences to music</li> </ul>	<p><b>Unit Focus</b></p> <ul style="list-style-type: none"> <li>Practise different sections of a dance aiming to put together a performance</li> <li>Perform using facial expressions</li> <li>Perform with a prop</li> </ul>	<p><b>Vocabulary</b></p> <p>dance, twist, turn, step, rhythm, stretch, levels, music, beat, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, expression, improvisation, rehearse</p>	<p><b>Lesson overviews</b></p> <ol style="list-style-type: none"> <li>To perform a jazz square and use it in a dance</li> <li>To perform a dance showing two contrasting characters</li> <li>To develop movements using improvisation</li> <li>To use props in our dance sequence</li> <li>To use facial expressions to bring life and emotion to our dance</li> <li>To take on the director role to help others improve their dance</li> </ol>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Work to include freeze frames in routines</li> <li>Practise and perform a variety of different formations in dance</li> <li>Develop a dance to perform as a group with a set starting position</li> </ul>



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<b>Badminton</b>	<ul style="list-style-type: none"> <li>Experienced different types of hitting with their hand and racquets</li> <li>Able to recognise boundaries on courts</li> <li>Recognise how to score points in a game</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe some rules of badminton</li> <li>Serve to begin a game</li> <li>Explore forehand hitting</li> </ul>	<p>hit, return, court forehand, backhand, shuttlecock, points, score, net, tactics, underarm, overarm</p>	<ol style="list-style-type: none"> <li>To use hard and soft hits</li> <li>That different types of hits are needed to reach different areas of the court</li> <li>To move to return the shuttle from different areas of the court</li> <li>To rally with a partner over the net</li> <li>To serve forehand</li> <li>To play within the boundaries of a court</li> </ol>	<ul style="list-style-type: none"> <li>Explore and use different shots with both the forehand and the backhand</li> <li>Demonstrate different badminton skills</li> <li>Practise some trick shots in isolation</li> </ul>
<b>Cricket</b>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Experienced different games and activities where throwing and catching skills were used</li> <li>Had the opportunity to hit and strike a ball with racquets and bats</li> <li>Played in simple, striking and fielding games</li> </ul>	<p><b>Unit Focus</b></p> <ul style="list-style-type: none"> <li>To be able to adhere to some of the basic rules of cricket</li> <li>To develop a range of skills to use in isolation and competitive context</li> <li>To use basic skills with more consistency including striking a bowled ball</li> </ul>	<p><b>Vocabulary</b></p> <p>batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings</p>	<p><b>Lesson overviews</b></p> <ol style="list-style-type: none"> <li>To hit a stationary ball into space using the straight drive</li> <li>To bowl underarm to a batter with some consistency</li> <li>To use the correct footwork to strike a bowled ball</li> <li>To stop a moving ball using the long barrier technique</li> <li>To throw longer distances overarm</li> </ol>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>To develop the range of cricket skills they can apply in competitive context</li> <li>Choose and use a range of simple tactics in isolation and in a game context</li> <li>Consolidate existing skills and apply with consistency</li> </ul>



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				6. To perform as a wicketkeeper	
<b>Athletics</b>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Linked running and jumping movements</li> <li>• Can move safely and appropriately around, between and over apparatus</li> <li>• Have worked with a variety of equipment including balls, hoops etc</li> </ul>	<p><b>Unit Focus</b></p> <ul style="list-style-type: none"> <li>• Control movements and body actions in response to specific instructions</li> <li>• Demonstrate agility and speed</li> <li>• Jump for height and distance with control and balance</li> <li>• Throw with speed and power and apply appropriate force</li> </ul>	<p><b>Vocabulary</b></p> <p>run, jump, throw, agility, speed, track, force, distance, curve, accelerate, hurdles, javelins, bounce, record, pace, approach, combine</p>	<p><b>Lesson overviews</b></p> <ol style="list-style-type: none"> <li>1. To jump and hop in sequence</li> <li>2. To run at different speeds</li> <li>3. To approach and jump hurdles</li> <li>4. To throw a javelin using the pull throw technique</li> <li>5. To use a variety of skipping techniques</li> <li>6. To keep score accurately over a range of events</li> </ol>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities</li> <li>• Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul>