

Essential Knowledge & End Points		Key Vocabulary
Pupils will move their bodies with big actions linked to the idea of 'ourselves'. Pupils will explore creating simple movement sequences.		<p>Champion Dancers, Beat, Moving, Control, Rhythm, Timing, Sequence, opposite</p> <p style="text-align: center;">Champion Dancers</p> <p>Champion dancers can move with control, respond to the rhythm and move in relation to the music.</p>
	Knowledge	As Athletes, we will...
Session 1:	To explore different movements using different parts of the body.	<ul style="list-style-type: none"> • Move around the space copying and repeating movements ensuring they are large and exaggerated movements. • Choose three actions to combine to make a mini sequence and to use sound effects rhythmically to help movements. • Perform actions/mini sequences.
Session 2:	To explore larger scale travelling movements.	<ul style="list-style-type: none"> • Perform actions to show how we travel to school, ensuring that they are performed using large and exaggerated movements. • Using music, show the different ways pupils travel to school through movements. • Respond to commands during movements.
Session 3:	To respond to words and music using their bodies and props.	<ul style="list-style-type: none"> • Use large and exaggerated movements to show how we can move like the weather. • Use different instruments to represent different types of weather. • Introduce props into dance movements and change movements according to different music. • Perform actions/mini sequences.
Session 4:	To create their own movement ideas relating to specific words.	<ul style="list-style-type: none"> • Explore creating movements that link to specific words. • Perform actions ensuring that they are large and exaggerated movements. • Create actions to a song. • Perform actions/mini sequences.
Session 5:	To explore different movements using qualities of movement.	<ul style="list-style-type: none"> • Walk around a space as if our whole body is really heavy and tired. • Isolate various parts our body. • Experiment with other opposite movement qualities. • Create a sequence of movements for feeling sleepy, cleaning teeth, getting into bed and falling asleep
Session 6:	To explore movements such as creeping, tiptoeing and hiding.	<ul style="list-style-type: none"> • Explore the actions of a cat thinking about what things a cat and mouse may do. • Explore the three following movements; creeping, catching and curling up and create a mini sequence. • Explore the three following movements; scratching, sniffing and scuttling and create a mini sequence. • Perform actions/mini sequences



Year 1 - Medium Term Planning - PE - Spring 2

Gymnastics



Prior Learning Links Pupils can move and balance in high and low ways and big and small ways, both on the floor and on apparatus. Pupils have experimented moving their bodies in a variety of ways on the floor and on apparatus.	Essential Knowledge & End Points Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics' and start to link movements. Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.	Key Vocabulary Champion Gymnasts, Wide, Narrow, Curled, Transition, Interesting, Linking, Big, Small, Apparatus, Balance. Champion Gymnast <i>'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.</i>
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	Knowledge	As Athletes, we will...	
Session 1:	To explore movements and balances in a wide way on the floor and on apparatus. To explore movements and balances in a narrow way on the floor and on apparatus. The focus of learning is to apply 'champion gymnastics' to everything pupils do.	On the floor and apparatus: <ul style="list-style-type: none"> • Move around the hall, showing different ways they can move their bodies like champions whilst moving high and low. • Explore moving in ways that make their body wide through exploring moving on different body parts. • Explore moving in ways that keep their bodies narrow. • Make narrow shapes on different body parts 	Assessment opportunity
Session 2:	To explore movements and balances in a curled way on the floor and on apparatus. To explore different ways of transitioning between each shape using apparatus. To apply 'champion gymnastics' to everything pupils do.	On the floor and apparatus: <ul style="list-style-type: none"> • Start to explore moving in ways that makes their body curled. • Explore rolling in a curled way using different body parts. • Start to move around in curled ways. • Explore the different ways they can move in a curled way on apparatus. • Use wide, narrow and curled shapes to move around apparatus. • Consider using more than one piece of apparatus at a time to both move and create balanced shapes with partners. • Make interesting shapes through creative thinking. 	
Session 3:	To explore combining wide, narrow and curled movements together. To introduce, 'linking and progress to linking two movements together.	On the floor and apparatus: <ul style="list-style-type: none"> • Move within a zone using: wide, narrow and curled whilst changing the piece of apparatus they are using and way they are moving. • Demonstrate champion movements. • Begin to add the different movements together and explore a range of combinations of movements on a variety of apparatus. • Combine linking movements to 'flow'. • Explore a range of combinations of movements on a variety of apparatus. 	
Session 4:	To apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus. To explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.	<ul style="list-style-type: none"> • Start to explore ways of moving using the 'big' parts of their bodies (tummy, back, side and bottom.) and 'small' bodies parts (hands, knees, elbows and feet.). • Create still shape (balance) using big and small parts of their body. • Move within a zone using big and small parts of their bodies on a variety of equipment. • Demonstrate champion movements. 	
Session 5:	To apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.' To explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus.	<ul style="list-style-type: none"> • Start to explore moving using a combination of 'wide', 'narrow' and curled with either 'small' or big. • Create a still shape using a combination of the themes. • Explore moving and creating shapes using the combinations performed above on the apparatus and transition between themes. • Make interesting shapes through creative thinking using the different themes. 	

<p>Session 6:</p>	<p>To explore adding movement combinations together to create mini sequences. To adapt mini sequences, exploring how we can make them more creative.</p>	<ul style="list-style-type: none"> • Select two movement combinations to add together. • Apply their movement's combinations together on apparatus and on the floor. • Combine linking movements to 'flow'. • Select two movement combinations to add them together. • Move on the apparatus from one movement combination to another. • Finish in a balance after movement combinations and hold for 4 seconds. 	<p>Assessment opportunity</p>
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Year 2 - Medium Term Planning - PE - Spring 2 Gymnastics



<p>Prior Learning Links</p> <p>On the floor and apparatus, move and balance in wide, narrow, curled ways, big, small ways and understand the differences between these themes. Be creative in linking movements.</p>	<p>Essential Knowledge & End Points</p> <p>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p>	<p>Key Vocabulary</p> <p>Champion gymnasts, Linking, Flow, Transition, Zigzag, Curved, Sequence, Jump, Roll</p> <p>Champion Gymnast <i>'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.</i></p>	
	<p>Knowledge</p>	<p>As Athletes, we will...</p>	
<p>Session 1: (Linking)</p>	<p>To apply 'champion gymnastics' to explore different movements that pupils can link together (prior learning). To develop the different movements that pupils can link together on apparatus.</p>	<ul style="list-style-type: none"> • Explore different ways we could move or balance after a roll on a mat, flowing from one movement to the other. • Look at different movements we could do that then lead into a roll • Create a movement combination together that we can perform one after the other. • Explore different ways we could move or balance after a roll using the apparatus. • Link a movement or a balance to a roll on apparatus. • Create a movement combination together that they perform one after the other on apparatus. 	<p>Assessment opportunity</p>
<p>Session 2: (Linking)</p>	<p>To apply 'champion gymnastics' to explore different ways pupils can perform the sequence. (Jump, Roll, Balance) To perform a sequence on apparatus, jump, roll and balance.</p>	<ul style="list-style-type: none"> • Perform a pattern of jump, sink down, roll, balance with 'flow' between each movement on the floor and apparatus. • Select our own movements to put at the start of the pattern using a variety of different themes on the floor and apparatus. • Watch each other's sequences and provide some feedback. • Be able to describe the movements and balances we have linked together. 	
<p>Session 3: (Linking)</p>	<p>To apply 'champion gymnastics' to create their own sequences. To perform their completed sequences.</p>	<ul style="list-style-type: none"> • Create our own sequence pattern of 3 movements and a balance using any combination of movements on apparatus including flow. • Watch each other's sequences and provide some feedback an act upon the given feedback. • In pairs, create a movement combination of 3 movements and a balance on apparatus together. 	
<p>Session 4: (Pathways)</p>	<p>To apply 'champion gymnastics' exploring different pathways (zigzag), creating movements that pupils can link together on the floor and apparatus.</p>	<ul style="list-style-type: none"> • Start to explore zigzag pathways along an imaginary zig-zag pathway. • Explore different ways of moving in a zig-zag pathway between the markers using a variety of movements with 'flow'. • Add a balance when we reach the end of a sequence and hold a balance for 4 seconds. • Develop and explore different ways we could recreate our zigzag pathway using the apparatus using creativity. • Select our own start and finish point, ask pupils to move along a zig-zag pathway, finishing in a balance. • Developing our mini sequences combining high/low movements with zigzag. 	

<p>Session 5: (Pathways)</p>	<p>To apply 'champion gymnastics' exploring different pathways (curved), creating movements that can link together on the floor and apparatus.</p>	<ul style="list-style-type: none"> • Explore combining 2 or more curved movements to move along a pathway using 'flow' • Add a balance at the start and the end of our pathway. • Explore different ways we could recreate our pathway using the apparatus. • Create our own mini sequence in a balance using two movements to travel along ta curved pathway. 	
<p>Session 6: (Pathways)</p>	<p>To apply 'champion gymnastics' to create their own sequences. To perform their completed sequences.</p>	<ul style="list-style-type: none"> • Explore linking 3 movements and 2 balances together on apparatus following a pathway. Starting and finishing with a balance and movement which go over and under apparatus. • Refine sequences from suggested sequence of learning part 5. Pupils must start and finish in a balance and include 3 movements as they travel across their pathway. Adapt the activity by reducing the number of movements for LA pupils. 	<p>Assessment opportunity</p>



Year 3 - Medium Term Planning - PE - Spring 2

Gymnastics and Basketball



Prior Learning Links	Essential Knowledge & End Points	Key Vocabulary
<p>Link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. Demonstrate an understanding of the concept of flow and apply this.</p> <p>Develop and combine dribbling, passing and receiving to keep possession and to score a point. Understand attacking/defending as a team and the transition between defence and attack. Use cooperation and communication to work as a team.</p>	<p>Pupils will execute 'excellent' movements in both canon and unison. Pupils will be able to link these movements together forming sequences. Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</p> <p>Pupils will develop their passing and moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.</p>	<p>Excellent Gymnastics, linking, flow, symmetrical, asymmetrical, extension, sequence, apparatus, unison, canon.</p> <p>Attacker, defender, dribbling, possession, triple threat, chest pass, passing, receiving,</p> <p>Excellent Gymnastics <i>'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.</i></p>

	Knowledge	As Athletes, we will...	
<p>Session 1:</p>	<p>To explore movements and balances in a symmetrical and asymmetrical way and to apply the concept of 'excellent gymnastics'.</p> <p>To introduce dribbling in order to keep control and possession of the ball. To change direction whilst keeping control of the ball when dribbling.</p>	<ul style="list-style-type: none"> Individually and in pairs, move our bodies in symmetrical and asymmetrical ways and create symmetrical balances whilst applying the theme of 'excellent' gymnastics. Use different levels to adapt and combine symmetrical and asymmetrical balances. Dribble, keeping control but avoid the spots / cones. Defend to gain possession and attack to keep possession. 	<p>Assessment opportunity</p>
<p>Session 2:</p>	<p>To re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence. To develop symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</p> <p>To introduce passing and receiving in order to keep possession of the ball using a range of passes.</p>	<ul style="list-style-type: none"> Working in pairs, create and link symmetrical balances, connected to partners on apparatus, thinking about different levels and body parts. Using flow, explore ways to move out of the balance and away from the apparatus. Develop sequences and explored ways of moving out of the balance showing flow and 'excellent' gymnastics. Observe another pairs work providing constructive feedback on 3 key aspects of their balances. Make passes without losing control / possession of the ball. Develop passing and create space around a defender 	
<p>Session 3:</p>	<p>To complete sequences starting with symmetrical balances before travelling and adding asymmetrical balances to end their sequence. To perform completed sequences.</p> <p>To use knowledge and understanding of passing and dribbling, to create space whilst keeping possession and develop this concept into mini games.</p>	<ul style="list-style-type: none"> Complete balance sequences by adding an asymmetrical balance to finish on. Move out a balance and away from the apparatus, travelling to a new piece of apparatus with flow to a final movement. Show flow and 'excellent' gymnastics to perform a sequence including symmetrical and asymmetrical balances. Apply dribbling, chest and bounce passes to create space around a defender. Apply the triple threat concept when receiving the ball. Defend to gain possession and attack to keep possession. 	

<p>Session 4:</p>	<p>To explore movements and balances in unison and explore creating sequences on the floor using a range of movements and balances that flow.</p> <p>To develop passing, moving and dribbling in mini games and to explore the transition between attack and defence.</p>	<ul style="list-style-type: none"> • Create and perform movements with a partner in unison and canon. • Link two movements together with good 'flow'. • Develop a sequence in unison and canon with a partner. • Balance individually, but perform the same balance as a partner. • Develop knowledge and understanding of passing, moving and dribbling in mini games. • Understand how to transition between attacking and defending. 	
<p>Session 5:</p>	<p>To work in pairs to utilise the apparatus to ensure high levels of creativity and perform sequences ensuring good flow including unison and canon balances.</p> <p>To understand how to shoot and where to shoot from on the court. To apply prior learning of passing, moving and dribbling to move the ball up the court, creating an attack that results in a shot.</p>	<ul style="list-style-type: none"> • Explore different movements executed in unison and canon on the apparatus. • Select 3 movements to link together on the apparatus in unison and canon with 'flow'. • Observe the other performances and provide constructive feedback. • Pass and move towards a shooting target with and without a defender. • Apply the correct shooting technique. • Apply the developing knowledge and understanding of passing, dribbling and moving with the objective of creating a shooting opportunity. 	
<p>Session 6:</p>	<p>To work in small groups to create sequences that combine both canon and unison, using a range of apparatus. To perform sequences in canon and unison to others.</p> <p>To show knowledge and understanding of passing, dribbling, moving and shooting into a level 1 tournament.</p>	<ul style="list-style-type: none"> • Select 2 movements in canon and 2 movements in unison and create a sequence on the apparatus. • Add in a balance to the end of the sequence. • Observe the other performances and provide constructive feedback. • Apply our knowledge of passing, moving, dribbling and shooting to score points. • Work together in a team to score points, attack and defend. 	<p>Assessment opportunity</p>



Year 4 - Medium Term Planning - PE - Spring 2

Gymnastics and Basketball



Prior Learning Links	Essential Knowledge & End Points	Key Vocabulary
<p>Pupils will execute 'excellent' movements in both canon and unison. Pupils will be able to link these movements together forming sequences.</p> <p>Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</p> <p>Pupils will develop their passing and moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.</p>	<p>Pupils will develop and create a sequence that includes a change of direction and a change in level, including movements and balances that flow</p> <p>Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.</p> <p>Pupils will be able to apply a secure understanding of passing, moving, dribbling and shooting in order to score points against another team.</p>	<p>Excellent gymnastics, extension, control, bridge, levels, unison, canon, flow, apparatus.</p> <p>Possession, marking, space, bounce pass, pivot, intercept, tactics</p> <p>Excellent Gymnastics <i>'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.</i></p>

	Knowledge	As Athletes, we will...	
<p>Session 1:</p>	<p>To explore movements and balances creating bridges on the floor and apparatus. To begin to construct a sequence.</p> <p>To build on prior knowledge and refine dribbling in order to keep control and possession of the ball.</p>	<ul style="list-style-type: none"> Explore creating individual bridge balances and paired bridge balances on the floor and on apparatus. Link and connect to make bridge balances including different levels to their balances and symmetry. Dribble within a space keeping control of the ball whilst pressure is applied by a defender (no contact). Apply developing knowledge and understanding of passing, moving and dribbling with an aim of scoring a point. 	<p>Assessment opportunity</p>
<p>Session 2:</p>	<p>To move over and under individual bridges on apparatus. To develop a sequence, using pair and individual bridges.</p> <p>To effectively apply passing (bounce and chest) and moving skills to keep possession, developing this concept into mini game situations.</p>	<ul style="list-style-type: none"> On the floor and apparatus, recreate some individual bridge balances and begin to create a sequence of learning part. In pairs, hold balances for 4 seconds and move over/under their partners bridge balance. Create movements and to travel to a new piece of apparatus, using 'flow' to move into pair bridge balances. Observe the other performances and provide constructive feedback. Develop passing creating space around defender, attackers score points. Use passing to keep the possession against defenders and to keep possession and move away from defending players. 	
<p>Session 3:</p>	<p>To complete and perform a sequence including bridges, movements and balances on the apparatus.</p> <p>To develop passing and dribbling to create space, building up into mini games with a focus on exploring the transition between attack and defence.</p>	<ul style="list-style-type: none"> On the apparatus, complete a sequence including individual and paired bridge balances (holding for 4 seconds), use flow when moving between balances. Use 'excellent' gymnastics when moving and balancing and use creativity. Observe the other performances and provide constructive feedback. Combine dribbling and passing to beat a defender. Defend with an aim of preventing the attackers reaching the other side of the court. 	
<p>Session 4:</p>	<p>To apply 'excellent gymnastics' when exploring sequenced movements with a change in level, canon and unison on the floor and apparatus.</p>	<p>On the floor and apparatus:</p>	

	<p>To apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity. To understand how to shoot and where to shoot from.</p>	<ul style="list-style-type: none"> • Select one high and one low movement and link the high movement, with flow, into their low movements. • Work together to link ideas and perform two high movements and two low movements, creating a mini sequence. • Use knowledge of canon and unison and apply this to a sequence. • Pass or dribble the ball to one of the shooting positions and attempt shots from a different shooting position. • Apply developing knowledge and understanding of passing, moving and dribbling with the objective of creating a shooting opportunity at a real basket in a game situation. 	
Session 5:	<p>To explore sequenced movements with a change in direction on the floor and on the apparatus To understanding how the apparatus can be used to aid creativity and challenge thinking around changing direction.</p> <p>To introduce the concept of defending (marking) and how this can be applied during a game to prevent attacking opportunities.</p>	<ul style="list-style-type: none"> • Select two movements to link together. Include a change of direction between the two movements and perform them forwards and backwards. • Sequence movements together and change direction, using unison and canon. • Create a sequence together, either in canon or unison, including 3 movements and 2 changes in direction. • Develop marking 2 attackers v 1 defender and explore different ways to prevent the opposition completing passes. • Apply marking to a game situation of endzone basketball. 	
Session 6:	<p>To develop pupils' ability to work together in groups to create sequences with a set criteria of elements that must be included. To complete and perform their sequences in groups.</p> <p>To apply learning of passing, dribbling, defending and attacking into a 1 tournament.</p>	<ul style="list-style-type: none"> • Adapt some movements to include a change of level on a range of apparatus to create movement ideas in groups of 4. • Ensure pupils explore all of their movements in unison and in canon, with a change of level and include a change of direction. • Observe the other performances and provide constructive feedback. • Applying knowledge and understanding of key skills within basketball to a game situation. • Work cooperatively and effectively as a team and begin to deploy tactics into games (thinking about positions and formations). 	Assessment opportunity



Year 5 - Medium Term Planning - PE - Spring 2

Gymnastics and Basketball



	Prior Learning Links	Essential Knowledge & End Points		Key Vocabulary
	<p>Pupils will develop and create a sequence that includes a change of direction and a change in level, including movements and balances that flow. Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.</p> <p>Pupils will be able to apply a secure understanding of passing, moving, dribbling and shooting in order to score points against another team.</p>	<p>Pupils will execute a variety of jumps on the floor and apparatus and use these jumps to create a sequence of movements in groups that flows. Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p>Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.</p>		<p>Excellent gymnastics, direction, flow, level, flight, jump, turn, landing, apparatus, counter tension, counter balance, unison, canon.</p> <p>Tactics, transition, marking, rebound, traveling, double dribble, attack, defence, man-to-man marking</p> <p>Excellent Gymnastics <i>'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.</i></p>
		Knowledge	As Athletes, we will...	
Session 1:	<p>To apply "excellent gymnastics" whilst exploring the new concept of 'counter balance' on the floor and apparatus.</p> <p>To refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.</p>		<ul style="list-style-type: none"> Create a 'counter balance' in pairs on the floor and on the apparatus and explore ways of moving out of balances. Use creative thinking when applying more than one level into their balance and using different body parts. Work with a partner to observe each other's work and provide feedback. Apply developing knowledge and understanding of passing, moving and dribbling with the objective of creating a successful shooting opportunity. 	Assessment opportunity
Session 2:	<p>To develop a sequence including counter balances on the floor and apparatus. To explore "counter tension".</p> <p>To develop pupils' knowledge and understanding of defending, (marking) and how this is applied during a game to prevent attacking opportunities using basic defensive tactics.</p>		<ul style="list-style-type: none"> Work in a pair to develop a sequence including counter balance. Select travelling movements showing unison and partner to a different part of the apparatus. Create a 'counter tension balance' using different body parts and levels on the floor or using a mat and develop these onto apparatus. Apply man-to-man marking in a game situation. Take responsibility for marking a specific attacker and follow their movements. 	
Session 3:	<p>To apply "excellent gymnastics" to complete a sequences of movements and perform the sequence.</p> <p>To develop shooting and shooting technique, applying this into game situations. To combine passing and dribbling to create shooting opportunities.</p>		<ul style="list-style-type: none"> Piece together and finalise the whole sequence to include: a counter balance, movements to new balances and apparatus, a counter tension balance. Complete the peer observation assessment sheet to give constructive feedback to a partner. Dribble the ball to a shooting positions laid out on the court and shoot using the correct technique. As defenders, apply pressure to an attacker aiming to shoot. 	

<p>Session 4:</p>	<p>To apply 'excellent gymnastics' when exploring jumps to generate flight and jumps including turns. To create a sequence of movements on the floor or mats.</p> <p>To refine attacking skills and have a clear understanding of when, where and why they apply these skills during a game.</p> <p>To begin to develop an understanding of the rules of basketball and take responsibility for officiating games.</p>	<ul style="list-style-type: none"> • Learn the correct technique for jumping and explore this straight jumps. • Experiment with different types of jumps ensuring that jumps show control and extension. (Straight jump, tuck jump, star jump, straddle jump, hop and leap). • In pairs, select 3 different jumps to create a sequence of movements and develop this sequence to include a turning jump with different levels. • Apply developing knowledge and understanding of passing, moving and dribbling with the objective of creating a successful shooting opportunity. • Officiate the game applying the rules of basketball they have learnt so far, keeping the score. 	
<p>Session 5:</p>	<p>To develop application of jumping effectively by utilising the apparatus to create moments of flight and to include jumps from height. To use canon and unison within sequences including jumps.</p> <p>To refine defending (marking) skills applying defensive tactics during a game to prevent attacking opportunities. To develop and refine the 'transition' between attacking and defending within a game situation.</p>	<ul style="list-style-type: none"> • Use the apparatus to aid the creation of jumps. • In pairs and groups, create 'flowing' sequence of 3 different jumps on the apparatus and develop the sequence of jumps to include unison and canon. • Work with a partner to observe work and provide feedback. • Regain possession quickly when defending, in order to create an attack, in a game situation. • Apply learning of man-to-man marking in their chosen tactic and apply this a a team in a game situation. 	
<p>Session 6:</p>	<p>To refine an understanding of using jumps on the apparatus adding in a change of level and direction to a sequence of jumps. To complete and perform sequences in groups.</p> <p>To bring together the suggested sequence of learning into a level 1 tournament.</p>	<ul style="list-style-type: none"> • In groups, develop and finalise a sequence including jumps. • Use creativity to include: flow, different levels, direction changes, urning jumps, canon and unison. • In groups, observe work and provide feedback. • Play a round robin tournament applying knowledge and understanding of tactic, passing, shooting and dribbling throughout. • Officiate games fairly and apply the rules of basketball accurately. 	<p>Assessment opportunity</p>



Year 6 - Medium Term Planning - PE - Spring 2 Gymnastics and Basketball



Prior Learning Links	Essential Knowledge & End Points	Key Vocabulary
<p>Pupils will execute a variety of jumps on the floor and apparatus and use these jumps to create a sequence of movements in groups that flows.</p> <p>Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p>Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.</p>	<p>Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p>Pupils will create and design sequences, executed with accuracy and fluidity using a range of apparatus.</p> <p>Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.</p>	<p>Excellent gymnastics, flow, levels, matching, mirroring, unison, canon, sequence, direction, creativity.</p> <p>Tactics, transition, counter attack, high press, backcourt violation, man-to-man marking,</p> <p>Excellent Gymnastics <i>'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.</i></p>

	Knowledge	As Athletes, we will...	
Session 1:	<p>To apply "excellent gymnastics" to everything pupils do and explore the concept of matching on the floor and on the apparatus.</p> <p>To consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.</p>	<ul style="list-style-type: none"> • Create matching movements in pairs on the floor and on the apparatus. • Select 3 matching movements and create a mini sequence executing some of the movements in canon and then in unison. • Creatively change the speed and level in movements. • Apply a refined understanding of passing, dribbling and moving to score points. • Refine skills of keeping possession, passing and moving into space, apply fluidity to passing to create attacks and apply tactics to attacks/defence. 	Assessment opportunity
Session 2:	<p>To apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring on the floor and on the apparatus.</p> <p>To use their prior learning of passing, dribbling and moving, to move the ball up the court in mini games, creating an attack that results in a successful shot.</p>	<ul style="list-style-type: none"> • Create mirrored movements in pairs on the floor and on the apparatus. • Select 3 mirrored movements and create a mini sequence executing some of the movements in canon and then in unison. • Creatively change the speed and level in movements. • Apply developing knowledge and understanding of passing, moving and dribbling with the objective of creating a successful shooting opportunity. • Officiate mini games, applying the rule of basketball and keep score. 	
Session 3:	<p>To apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence and to perform the sequence.</p> <p>To refine their knowledge and understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities. To refine their knowledge of the transition between attacking and defending.</p>	<ul style="list-style-type: none"> • Select two mirrored movements and two matching movements to put into a mini sequence using a variety of apparatus, levels and speeds. • Perform and complete peer observation assessment sheet to provide feedback to others. • Consolidate marking, 2 attackers v 1 defender (2v1) • Apply man-to-man marking in a game situation. • Apply defending, including applying successful transition from attack into defence, as possession changes. 	

<p>Session 4:</p>	<p>To challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt through out KS2 to construct a sequence on the apparatus.</p> <p>To apply prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot into game situations.</p>	<ul style="list-style-type: none"> Collaborate to create effective tactics for attack and defence in their teams. Officiate and coach other teams. 	<p>Assessment opportunity</p>
<p>Session 5:</p>	<p>To challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt through out KS2 to construct a sequence on the apparatus.</p> <p>To apply prior learning of defending to create effective tactics that will prevent attacking opportunities, applying them to game situations.</p>	<ul style="list-style-type: none"> Collaborate to create effective tactics for attack and defence in their teams. Switch fluidly between attacking and defending as possession changes. Use man-to-man marking in their chosen tactic. 	
<p>Session 6:</p>	<p>To challenge pupils' creativity to finalise their sequence on the apparatus and to perform to an audience.</p>	<ul style="list-style-type: none"> Collaborate to create effective tactics for attack and defence in their teams. Execute attacking and defending tactics effectively. Understand the different roles of an attacker and defender and apply these roles effectively with the game. Officiate games fairly and accurately. 	