



EYFS - Medium Term Planning - PE - Autumn 2

Jumping & Ball Skills (Hands 1)



Essential Knowledge & End Points

Pupils will explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.

Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders. Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.

Key Vocabulary

Hopping, speed, landing, jumping, distance, height, space.

Space, control, defender, bouncing, rolling, pushing, target.

	Knowledge	As Athletes, we will...
Session 1:	<p>To explore jumping in a variety of ways.</p> <p>To explore different ways of pushing a ball. To learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p>	<ul style="list-style-type: none"> Explore jumping, in different directions, at different speeds and different levels. Jump and land safely. Move into spaces avoiding other pupils, adjust our speed, and change direction to avoid other pupils. Push a ball with increasing control. Push with their dominant hand. Focus on the ball when pushing it around a space.
Session 2:	<p>To begin to jump efficiently.</p> <p>To explore different ways of using our hands when rolling a ball and to continue to understand how to control a ball.</p>	<ul style="list-style-type: none"> Explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. Jump and land safely. Experiment moving in different ways. Roll a ball with increasing control. Roll with their dominant hand. Focus on the target when rolling towards it.
Session 3:	<p>To develop their jumping technique applying it into a game.</p> <p>To explore different ways of bouncing a ball.</p>	<ul style="list-style-type: none"> Continue to explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. Move into spaces avoiding other pupils and adjust our speed and change direction to avoid other pupils. Jump and land safely and experiment moving in different ways. Dribble (pat or bounce) a ball with increasing control. Dribble (pat or bounce) with their dominant hand. Move into spaces avoiding other pupils. Adjust their speed and change direction to avoid other pupils
Session 4:	<p>To explore jumping for distance.</p> <p>To continue to explore and develop different ways of bouncing a ball whilst moving into space.</p>	<ul style="list-style-type: none"> Will be able to identify space and jump (move) into it. Will take turns jumping applying the correct technique to jump for distance. Jump and land safely and experiment moving in different ways. Play by the rules and encourage our partners. Dribble (pat or bounce) a ball with increasing control. Dribble (pat or bounce) with their dominant hand. Move into spaces avoiding other pupils. Adjust their speed and change direction to avoid other pupils



<p>Session 5:</p>	<p>To explore jumping for height.</p> <p>To continue to explore different ways of rolling and pushing a ball. To work with a partner and begin to understand why it is important to be part of a team.</p>	<ul style="list-style-type: none"> • Will take turns jumping applying the correct technique to jump for height. • Jump and land safely and experiment moving in different ways. • Explore jumping on one foot, two feet and landing balanced. <ul style="list-style-type: none"> • Push and roll a ball with increasing control. • Push and roll with our dominant hand. • Follow a partner through a gate, pushing or rolling a ball. • Play by the rules and work with a partner. 	
<p>Session 6:</p>	<p>To explore hopping in a variety of ways; in different directions, at different speeds and different levels.</p> <p>To explore different ways of rolling, pushing and bouncing a ball with a partner. To learn the meaning of the word defender and what this means when playing games.</p>	<ul style="list-style-type: none"> • Jump and land safely and experiment moving in different ways. • Identify and move into spaces avoiding other pupils and the markers using jumps and hops. • Adjust our speed and change direction to avoid other pupils and the markers. <ul style="list-style-type: none"> • Push and roll a ball with increasing control. • Push and roll with our dominant hand. • Dribble (pat or bounce) a ball with increasing control and move into spaces avoiding the defenders. • Adjust our speed and change direction to avoid the defenders. • As defenders, try to gain possession of balls. 	<p>Assessment opportunity</p>



Year 1 - Medium Term Planning - PE - Autumn 2

Outdoor Adventurous Activities (OAA) & **Ball Skills (hands)**



Prior Learning Links	Essential Knowledge & End Points	Key Vocabulary
<p>Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders. Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.</p>	<p>To understand that symbols in a legend represent real-world features; To know some orienteering symbols; To interpret a simple map & transfer understanding to real-world concrete materials; To make connections between satellite images, the orienteering map and the real-world.</p> <p>Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball. Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p>	<p>Legend, map, symbol Position, shape, square, rectangle, circle, left, right, above, below, top, bottom, centre, point.</p> <p>Possession, space, control, attackers, dribbling, accuracy, power.</p>
Knowledge		As Athletes, we will...
<p>Session 1:</p>	<p>To understand that symbols in a legend represent real-world features. To interpret a simple map & transfer their understanding to real-world concrete materials.</p> <p>To develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender and will explore different ways of sending (passing) the ball to their partner.</p>	<ul style="list-style-type: none"> • In teams of 4, work within a group to make a real-world representation in a grid to match the grid map, progressing to races. • Discuss effective strategies & methods with peers. • Compete in races place items in the correct place in a grid corresponding to an instruction from a peer. • Be 'officials' by deciding where others have to place items and check they are accurately placed. <ul style="list-style-type: none"> • Dribble (bounce) the ball with control? • Dribble (bounce) the ball with one hand with control and dribble (bounce) the ball with two hands with control. • Move the ball around the space keeping away from the defenders. • Pass the ball with control and accuracy towards a target.
<p>Session 2:</p>	<p>To understand that symbols in a legend represent real-world features and interpret a simple map & transfer their understanding to real-world concrete materials.</p> <p>To explore and develop different ways of sending a ball (passing) accurately using our hands.</p>	<ul style="list-style-type: none"> • In teams, make a real world representation through copying a map and by using a legend (key). • Compete in teams and work collaboratively. • Discuss tactics and strategies with team members. <ul style="list-style-type: none"> • Pass a ball towards a target using their hands. Use their bodies to aim (fingers, arms, feet etc). • Pass the ball with control. • Understand the meaning of, 'control' and 'aiming'.
<p>Session 3:</p>	<p>To understand that symbols in a legend represent real-world features and interpret a simple map & transfer their understanding to real-world concrete materials.</p> <p>To develop their understanding of why we aim when sending a ball. To learn why we need to send a ball using different force and speeds.</p>	<ul style="list-style-type: none"> • In teams, make a real world representation through copying a map and by using a legend (key). • Travel using different stipulations (running, skipping, galloping, hopping). • Communicate with team members. • Throw accurately to team members. <ul style="list-style-type: none"> • Pass a ball towards a target using their hands. • Use our bodies to aim (fingers, arms, feet etc). • Roll the ball fast and slow. • Understand when we need to roll the ball fast and when we need to roll the ball slow. • Understand the meaning of, 'control' and 'aiming'.

<p>Session 4:</p>	<p>To recognise a variety of common orienteering map symbols & match them to their real-world features.</p> <p>To explore different ways of stopping a ball with our hands.</p>	<ul style="list-style-type: none"> • Travel to the real-world feature that corresponds with the number rolled. • Compare map symbols to images and determine whether they match. • As a group, complete a school grounds wall and count symbol features. • Pupils stop the ball. • Move their body in line with the ball. • Concentrate on the ball and watch the ball. • Understand why they need to stop the ball 	
<p>Session 5:</p>	<p>To recognise the school orienteering map as a representation of the school grounds. To begin to use known features on the orienteering map to help navigate from the start to controls</p> <p>To develop different ways of stopping a ball with our hands, preventing pupils from passing the ball. To combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>	<ul style="list-style-type: none"> • Understand and discuss similarities and differences between google map and orienteering maps (of school grounds) • Participate in STAR orienteering and navigate the school grounds using the map. • Complete STAR orienteering course using phonics an physical exercises. • Stop the ball and send the ball with control. • Pass a ball towards a target using their hands. • Use our bodies to aim (fingers, arms, feet etc). • Concentrate on the ball and watch the ball. 	
<p>Session 6:</p>	<p>To recognise the school orienteering map as a representation of the school grounds. To begin to use known features on the orienteering map to help navigate from the start to controls</p> <p>To combine their sending and receiving skills to keep possession of the ball.</p>	<ul style="list-style-type: none"> • Understand and discuss similarities and differences between google map and orienteering maps (of school grounds) • Participate in STAR orienteering and navigate the school grounds using the map. • Work in teams to navigate the map and identify images on control markers. • Stop the ball and send the ball with control. • Pass a ball towards a target using their hands. • Use our bodies to aim (fingers, arms, feet etc). • Concentrate on the ball and watch the ball. • Pass the ball towards a target using our hands. 	<p>Assessment opportunity</p>



Year 2 - Medium Term Planning - PE – Autumn 2

Outdoor Adventurous Activities (OAA) & **Ball Skills (hands)**



Prior Learning Links To understand that symbols in a legend represent real-world features; To know some orienteering symbols; To interpret a simple map & transfer understanding to real-world concrete materials; To make connections between satellite images, the orienteering map and the real-world. Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball. Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.		Essential Knowledge & End Points To know the 4 cardinal directions and use these to complete outdoor challenges; To know more orienteering symbols; To use known features on the orienteering map to navigate from the start to controls Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points. Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.		Key Vocabulary Legend, map, symbol Position, shape, square, rectangle, circle, left, right, above, below, top, bottom, centre, point, north, east, south, west, cardinal directions Attacker, defender, opponent, team, dribbling, chest pass	
		Knowledge		As Athletes, we will...	
Session 1:	To understand that symbols in a legend represent real-world features. To interpret a simple map & transfer their understanding to real-world concrete materials. (Year 1 Lesson 2) To develop dribbling in order to keep control and possession of the ball.		<ul style="list-style-type: none"> In teams, make a real word representation through copying a map and by using a legend (key). Compete in teams and work collaboratively. Discuss tactics and strategies with team members. Dribble (bounce) the ball with control. Dribble (bounce) the ball with one hand and two hands, with control. Move the ball around the space keeping away from the defenders. Understand the consequence in a game of moving the ball close to the defenders. 		
Session 2:	To understand that symbols in a legend represent real-world features and interpret a simple map & transfer their understanding to real-world concrete materials. (Year 1 Lesson 3) To develop passing and receiving in order to keep possession of the ball.		<ul style="list-style-type: none"> In teams, make a real word representation through copying a map and by using a legend (key). Travel using different stipulations (running, skipping, galloping, hopping). Communicate with team members and throw accurately to team members. Receive the ball with control. Pass a ball towards a target using our hands and use our bodies to aim (fingers, arms, feet etc). Pass the ball with control and look at our partner when passing. Understand the meaning of, 'aiming'. 		
Session 3:	To recognise a variety of common orienteering map symbols & match them to their real-world features. (Year 1 Lesson 4) To combine dribbling, passing and receiving in order to keep possession of the ball.		<ul style="list-style-type: none"> Travel to the real-world feature that corresponds with the number rolled. Compare map symbols to images and determine whether they match. As a group, complete a school grounds wall and count symbol features. Dribble (bounce) the ball with control? Move the ball around the space keeping away from the defenders? Receive the ball with control. Pass a ball towards a target using our hands and use our bodies to aim (fingers, arms, feet etc). Understand the consequence in a game of moving the ball close to the defenders. 		
Session 4:	To recognise the school orienteering map as a representation of the school grounds. To begin to use known features on the orienteering map to help navigate from the start to controls. (Year 1 Lesson 5) To develop dribbling in order to keep possession and score a point.		<ul style="list-style-type: none"> Understand and discuss similarities and differences between google map and orienteering maps (of school grounds) Participate in STAR orienteering and navigate the school grounds using the map. Complete STAR orienteering course using phonics and physical exercises. Dribble (bounce) the ball with control. Dribble (bounce) the ball with one hand and two hands, with control. 		



		<ul style="list-style-type: none"> • Move the ball around the space keeping away from the defenders. • As defenders, try to gain possession of the ball. • As attackers, dribbling and pass into a scoring zone. 	
Session 5:	<p>To know the 4 cardinal directions and use these to complete challenges. (Year 2 Lesson 3)</p> <p>To develop passing and receiving in order to keep possession and score a point.</p>	<ul style="list-style-type: none"> • Understand and use the 4 cardinal directions (north, south, east and west) to navigate and instruct. • In pairs, compete in scavenger hunts using cardinal directions. • Receive the ball. • Use their bodies to aim (fingers, arms, feet etc?) and pass the ball with control. • Pass a ball towards a target using their hands and concentrate on the ball. • As attackers, pass the ball between defenders and into a scoring zone. 	
Session 6:	<p>To use known features on the orienteering map to navigate from the start to controls. To plot control points on the orienteering map accurately by making connections between the map and the real-world features. (Year 2 Lesson 5)</p> <p>To combine dribbling, passing and receiving in order to keep possession and score a point.</p>	<ul style="list-style-type: none"> • Participate in STAR orienteering and navigate the school grounds using the map. • Complete STAR orienteering course and perform the physical exercises dictated on each marker. • Plot the control points onto a blank map. • Receive, pass and dribble the ball keeping away from defenders. • Understand the consequence in a game of moving the ball close to the defenders. • To pass and move with increasing accuracy. • Combine passing, moving, dribbling and receiving to score a point in an endzone. 	Assessment opportunity



Year 3 - Medium Term Planning - PE – Autumn 2

Outdoor Adventurous Activities (OAA) & Tag Rugby



Prior Learning Links	Essential Knowledge & End Points	Key Vocabulary
<p>To know the 4 cardinal directions and use these to complete outdoor challenges; To know more orienteering symbols; To use known features on the orienteering map to navigate from the start to controls. To understand that symbols in a legend represent real-world features</p> <p>(Running Yr1 & Dodging Yr2) Pupils can run applying the correct technique to ensure maximum speed. Pupils can run/dodge and stay in a space avoiding the defenders. Pupils can demonstrate a growing understanding of where to run/dodge, why to run/dodge and when and why running fast/dodging is important in games.</p>	<p>To understand holding and setting/orientating the map and apply of skills learned in previous year groups.</p> <p>Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent. Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging.</p>	<p>STAR orienteering, SCORE, control, thumbing, route choice, thumbing, folding, line features, set, orient, orientate.</p> <p>Attacker, defender, possession, dodge, try, tagging, tag, ball carrier.</p>
	Knowledge	As Athletes, we will...
Session 1:	<p>To interpret a simple map & transfer their understanding to real-world concrete materials. To know the 4 cardinal directions and use these to complete challenges.</p> <p style="background-color: yellow;">(Year 2 Lesson 2)</p> <p>To introduce moving with the ball, passing and receiving in order to keep possession of the ball.</p>	<ul style="list-style-type: none"> Using symbols and cardinal directions to instruct and follow. Work in teams to interpret symbol map and use it to create a real-world representation. Compete in team races. Pass the ball using a swinging action and have their hands ready to receive the ball. Pass and move with the ball to score a try. As attackers without the ball, keep behind the attacker with the ball. Understand their role when they are attacking and how this varies according to whether they are the ball carrier or not.
Session 2:	<p>To hold a simple map in both hands. To know how to set/orientate a simple map and keep it set whilst on the move.</p> <p style="background-color: green;">(Year 3 Lesson 1)</p> <p>To introduce tagging. Pupils will understand the purpose of tagging, when, where and why this is applied during a game.</p>	<ul style="list-style-type: none"> Set and orientate a map. Follow a map by setting an orientating it. Work in teams to navigate routes and compete against others. As defenders, apply the correct tagging technique (Take the tag. Stop and stand still. Hold the tag in the air and shout, "tag.") Show physically and cognitively that we understand the consequences of running off the pitch or dropping the ball. Move forwards staying on the pitch
Session 3:	<p>To hold an orienteering map in both hands. To know how to set/orientate an orienteering map and keep it set whilst on the move. To use the legend to become familiar with features on an orienteering map.</p> <p style="background-color: green;">(Year 3 Lesson 3)</p> <p>To look at how attackers can create space, creating opportunities for the ball carrier to pass if they are tagged.</p>	<ul style="list-style-type: none"> Participate in a matching symbols relay. Play different games to practice setting and orientating a map. Move around the school grounds to familiarise ourselves with locations on the map and features of our school grounds. Compete in teams and work collaboratively. Continue to adopt the correct tagging technique. Combine passing and moving to avoid the defender and score a try Understand how being tagged can gain a free pass as opposed to losing possession of the ball.
Session 4:	<p>To hold an orienteering map in both hands. To know how to set/orientate an orienteering map and keep it set whilst on the move. To understand the purpose of thumbing the map.</p> <p style="background-color: green;">(Year 3 Lesson 4)</p>	<ul style="list-style-type: none"> Go on a guided map journey following a route. Orienteer the map and begin to thumb a map when following a route. In small groups, plan a map journey for partners to follow. Play map reading 'hide and seek'. Adopt the correct passing technique (swing pass with their hands following the pass).



	To develop passing and moving forwards to score a try.	<ul style="list-style-type: none"> • Pass the ball (backwards only) whilst moving forwards to score a try. • As attackers without the ball, keep behind the attacker with the ball and as attackers with the ball, keep in front of their teammates when running with the ball. • Successfully tag and pass in a game. 	
Session 5:	<p>To set / orientate the orienteering map at the start using known features. To keep the orienteering map set / orientated whilst on the move. To understand STAR orienteering.</p> <p>(Year 3 Lesson 5)</p> <p>To combine passing and moving to create attacking opportunities to score a try. To develop their understanding of when, where and why they need to create space when they are attacking.</p>	<ul style="list-style-type: none"> • Work in pairs to participate in STAR orienteering. • Navigate whilst orientating and thumbing a map. • Think about planning the quickest route to markers using the map. • Compete in a STAR orienteering activity. • Combine passing and moving to score a try and defend by tagging in mini-games. • As attackers without the ball, keep behind the attacker with the ball and as attackers with the ball, keep in front of their team mates when running with the ball. • As attackers without the ball, support the ball carrier and are ready to receive a pass. • Understand when, where and why they need to tag. 	
Session 6:	<p>To set / orientate the orienteering map at the start using known features. To keep the orienteering map set / orientated whilst on the move. To understand SCORE orienteering.</p> <p>(Year 3 Lesson 6)</p> <p>To bring together the suggested sequence of learning into a level 1 tournament.</p>	<ul style="list-style-type: none"> • In pairs, use the fitness course in a STAR relay. • Understand and participate in SCORE orienteering activities. • Travel around a course whilst setting and thumbing the map. • Compete in pairs and in teams on a SCORE orienteering course. • Plan routes to complete a course in the quickest time. • Work as a team to team apply their understanding of passing, moving and tagging to score a try in a small-sided game. • Be tagged to gain a free pass as opposed to losing possession of the ball and pass the ball (backwards only) whilst moving forwards to score a try. 	Assessment opportunity



Year 4 - Medium Term Planning - PE – Autumn 2

Tag Rugby & Outdoor Adventurous Activities (OAA)



Prior Learning Links

To know the 4 cardinal directions and use these to complete outdoor challenges; To know more orienteering symbols; To use known features on the orienteering map to navigate from the start to controls. To understand that symbols in a legend represent real-world features. To understand holding and setting/orientating the map

Pupils have developed their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils know how we tag an opponent. Pupils can apply an understanding of where, when and why we pass and move, in order to score a try. Pupils understand the importance of tagging.

Essential Knowledge & End Points

To consolidate knowledge of setting and orientating the map and develop this into folding and thumbing when orienteering. Compete confidently in SCORE, STAR and questions lead to answers orienteering courses.

Pupils will be able to apply a secure understanding of passing, moving to create space and score. Pupils will apply tagging to prevent an attacker scoring. Pupils will demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills.

Key Vocabulary

start, set, fold, thumb, STAR and SCORE orienteering, strategy, relay,

Space, attacker, defender, forward pass, offside, dodge, try, tagging, tag.

	Knowledge	As Athletes, we will...
Session 1:	<p>To hold an orienteering map in both hands. To know how to set/orientate an orienteering map and keep it set whilst on the move. To use the legend to become familiar with features on an orienteering map.</p> <p>(Year 3 Lesson 3)</p> <p>To develop passing and moving to create space to beat an opponent and score a try.</p>	<ul style="list-style-type: none"> • Participate in a matching symbols relay. • Play different games to practice setting and orientating a map. • Move around the school grounds to familiarise ourselves with locations on the map and features of our school grounds. • Compete in teams and work collaboratively. • Be tagged to gain a free pass as opposed to losing possession of the ball. • Pass the ball (backwards only) whilst moving forwards to score a try and as attackers without the ball, keep behind the attacker with the ball. • Work as a team to team apply our understanding of passing and moving to score a try. • As an attacker with the ball, keep in front of our team members when running with the ball.
Session 2:	<p>To know how to set / orientate a simple map using known features. To apply the folding and thumbing techniques.</p> <p>(Year 4 Lesson 1)</p> <p>To extend pupils' understanding and knowledge of passing and moving applying this into 3v3 mini games.</p>	<ul style="list-style-type: none"> • Practise the skills of setting, folding and thumbing using maps. • Follow routes whilst setting, folding and thumbing a map. • Navigate routes and add up numbers to find an answer. • Compete in competitions with an aim of finishing in the quickest time. • Be tagged to gain a free pass as opposed to losing possession of the ball. • Pass the ball (backwards only) whilst moving forwards to score a try and as attackers without the ball, keep behind the attacker with the ball. • As a team to team apply their understanding of passing and moving to score a try in 3v3 mini games. • Understand when, where and why we need to tag.
Session 3:	<p>To know how to set / orientate a simple map using known features. To apply the folding and thumbing techniques.</p> <p>(Year 4 Lesson 3)</p> <p>To develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p>	<ul style="list-style-type: none"> • Thumb a map correctly. • Follow routes that correspond to a map around an area. • Compete in orienteering activities against other pairs. • As defenders, prevent the attackers from scoring a try. • Tag correctly (Take the tag, Stop and stand still, Hold the tag in the air and shout 'tag', give the tag back to the attacker). • Move towards the attacker and close down the space • Position ourselves in space behind our partner ready to support them when tagging.

<p>Session 4:</p>	<p>To apply the skills of setting, folding and thumbing the map whilst orienteering. To understand STAR orienteering. (Year 4 Lesson 4)</p> <p>To apply their understanding and knowledge from suggested sequence of learning from lesson 3 into mini games.</p>	<ul style="list-style-type: none"> • Navigate the school grounds and conduct a map journey to practise folding, orientating and thumbing a map. • Compete in a STAR relay activity. • Complete fitness tasks at each marker. • Understand the consequence of not tagging an attacker and prevent the attackers from scoring a try. • Tag correctly (Take the tag, Stop and stand still, Hold the tag in the air and shout 'tag', give the tag back to the attacker). • Move towards the attacker and close down the space Position ourselves in space behind our partner ready to support them when tagging. 	
<p>Session 5:</p>	<p>To apply the skills of setting, folding and thumbing the map whilst orienteering. To understand SCORE orienteering and apply a strategy to increase speed. (Year 4 Lesson 5)</p> <p>To combine passing and moving to develop ways of creating space to beat an opponent to score a try.</p>	<ul style="list-style-type: none"> • Set, fold and thumb a map whilst orienteering. • Compete effectively in a SCORE orienteering event using a strategy. • Navigate a new course recording the letters. • Work as a team to team apply their understanding of passing and moving to score a try in 4v3 and 4v4 mini games. • Pass the ball (backwards only) whilst moving forwards to score a try and as attackers without the ball, keep behind the attacker with the ball. • As attackers, support the ball carrier, ready to receive a potential pass Choose a suitable position after the ball carrier has been tagged ready to receive a pass. 	
<p>Session 6:</p>	<p>To apply the skills of setting, folding and thumbing the map whilst orienteering. To become more knowledgeable on the sport of orienteering. (Year 4 Lesson 6)</p> <p>To bring together the suggested sequence of learning into a level 1 tournament.</p>	<ul style="list-style-type: none"> • Set, fold and thumb a map whilst orienteering. • Compete in a STAR Relay - Fitness Course. • Play a 'questions lead to answers' orienteering course to learn facts about orienteering. • In teams of 5, complete a SCORE team challenge. • Work as a team to team apply their understanding of passing and moving to score a try. • Understand the consequence of not tagging an attacker and prevent the attackers from scoring a try. • Tag correctly (Take the tag, Stop and stand still, Hold the tag in the air and shout 'tag', give the tag back to the attacker). • Move towards the attacker and close down the space • Position ourselves in space behind our partner ready to support them when tagging. 	<p>Assessment opportunity</p>



Year 5 - Medium Term Planning - PE – Autumn 2

Outdoor Adventurous Activities (OAA) & Tag Rugby



Prior Learning Links

To consolidate knowledge of setting and orientating the map and develop this into folding and thumbing when orienteering. Compete confidently in SCORE, STAR and questions lead to answers orienteering courses.

Pupils have applied a secure understanding of passing, moving to create space and score. Pupils will apply tagging to prevent an attacker scoring. Pupils can demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills.

Essential Knowledge & End Points

To consolidate knowledge of setting and orientating the map and develop this into folding and thumbing when orienteering. Compete confidently in SCORE, STAR and questions lead to answers orienteering courses. To participate in point-to-point orienteering and design point-to-point course.

Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will consolidate their understanding of the difference between attack and defence, understanding when and why to apply certain skills.

Key Vocabulary

Control flow, map memory, thumbing, setting, orientating, STAR and SCORE orienteering, point-to-point

Tactics, transition, outwit, offside, loop pass, miss pass, possession, intercept, tag, tagging

	Knowledge	As Athletes, we will...
Session 1:	<p>To apply the skills of setting, folding and thumbing the map whilst orienteering. To understand STAR orienteering. (Year 4 Lesson 4)</p> <p>To refine passing and moving to create an attack that results in a try.</p>	<ul style="list-style-type: none"> Navigate the school grounds and conduct a map journey to practise folding, orientating and thumbing a map. Compete in a STAR relay activity. Complete fitness tasks at each marker. Combine their understanding of passing and moving to score a try. Pass and move accurately and consistently and pass and move to create a successful attack. Release the ball quickly and accurately once we have been tagged. Begin to apply the offside rule to minigames. Produce an attack, which results in a try
Session 2:	<p>To apply the skills of setting, folding and thumbing the map whilst orienteering. To understand SCORE orienteering and apply a strategy to increase speed. (Year 4 Lesson 5)</p> <p>To explore different passing styles (miss pass), which can be used to outwit defenders to score a try. To learn how to execute a miss pass understanding where, when and why this pass is used in a game.</p>	<ul style="list-style-type: none"> Set, fold and thumb a map whilst orienteering. Compete effectively in a SCORE orienteering event using a strategy. Navigate a new course recording the letters. Learn to apply a miss pass (receiving a pass from the ball carrier that has missed out another attacker) Pass and move accurately and consistently and produce an attack, which results in a try. Perform a miss pass and score a try in mini games. Support the ball carrier receive a pass when they are running at speed.
Session 3:	<p>To orienteer efficiently recapping the skills of: holding the map in both hands; setting/orientating the map; folding and thumbing the map to maintain position. To understand point-to-point orienteering (also known as classic orienteering and linear orienteering). (Year 5 Lesson 1)</p> <p>To explore different passing styles (loop pass), which can be used to outwit defenders to score a try. To execute a loop pass understanding where, when and why this pass is used in a game.</p>	<ul style="list-style-type: none"> Use the permanent course in a STAR orienteering warm up. Participate in point-to-point orienteering in pairs. Apply the skills of holding the map in both hands; setting/orientating the map; folding and thumbing the map to maintain position. Compete in a head-to-head fitness course in teams (STAR). Learn to apply a loop pass (Running behind the supporting player to receive a pass from them after initially passing the ball to them). Perform a loop pass and score a try and pass and move accurately and consistently. Show refined understanding of passing, moving and creating space to score a try against another team. Understand when, where and why we use a loop pass during a game



<p>Session 4:</p>	<p>To understand the concept of map memory and control flow and apply these skills when orienteering. To understand point-to-point orienteering (also known as classic orienteering and linear orienteering). (Year 5 Lesson 2)</p> <p>To refine pupils' understanding of how we defend in tag rugby. To learn why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p>	<ul style="list-style-type: none"> • Complete a point-to-point orienteering course, applying the skill of map memory in order to flow through controls. • Work with peers collaboratively. • Time and score in teams. • As defenders, learn to work together to tag the attackers to prevent them scoring a try. • Adopt our formation after a tag has been made and organise themselves as a defending team and stop the attack. • Reduce the space, applying pressure to the attackers when they are defending. • Apply the above defending skills into mini games. 	
<p>Session 5:</p>	<p>To understand the concept of map memory and control flow and apply these skills when orienteering. To understand point-to-point orienteering (also known as classic orienteering and linear orienteering). (Year 5 Lesson 5)</p> <p>To develop an understanding of basic defending tactics and formations, which can be applied to prevent the attackers from scoring.</p>	<ul style="list-style-type: none"> • Complete a point-to-point orienteering course, applying the skill of map memory in order to flow through controls. • Work with peers collaboratively. • Time and score in teams. • As defenders, 'step back' adopting a defensive line once a tag has been made. • Apply a refined understanding of defending preventing attackers from scoring a try. • Reduce the space applying pressure to the attackers when they are defending • Apply the offside rule. 	
<p>Session 6:</p>	<p>To design a point-to-point orienteering course. To understand the concept of map memory and control flow and apply these skills when orienteering. (Year 5 Lesson 6)</p> <p>To bring together the suggested sequence of learning into a level 1 tournament.</p>	<ul style="list-style-type: none"> • Design a point-to-point orienteering course. • Apply the skill of map memory in order to flow through controls. • Complete others pupil's point-to-point maps. • Work with peers collaboratively. • Time and score course to compete against others. • Play small-sided games applying their knowledge and understanding of attacking and defending in tag rugby and apply the offside rule. • Apply a refined understanding of defending, preventing attackers from scoring a try and 'step back' adopting a defensive line once a tag has been made. • Support the ball carrier and receive the ball at speed and pass and move to create a successful attack. Including loop and miss passes. 	<p>Assessment opportunity</p>



Year 6 - Medium Term Planning - PE - Autumn 2

Tag Rugby & Outdoor Adventurous Activities (OAA)



Prior Learning Links

To consolidate knowledge of setting and orientating the map and develop this into folding and thumbing when orienteering. Compete confidently in SCORE, STAR and questions lead to answers orienteering courses. To participate in point-to-point orienteering and design point-to-point course.

Pupils can pass and move accurately and consistently. They have learnt how to switch fluidly between attack and defence as possession changes. Pupils have consolidated their understanding of the difference between attack and defence, understanding when and why to apply certain skills.

Essential Knowledge & End Points

To consolidate knowledge of setting and orientating the map and develop this into folding and thumbing when orienteering. Compete confidently in SCORE, STAR and questions lead to answers orienteering courses. To participate in point-to-point orienteering and design point-to-point course. To know how to take compass bearings and to collaborate as a team to solve orienteering challenges.

Pupils will apply a refined understanding of the skills required for both attacking and defending. Pupils will switch fluidly between attack and defence as possession changes. Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.

Key Vocabulary

SCORE orienteering, Point-to-point, STAR orienteering, relay, folding, thumbing, trust, safety, communication, encourage, cooperation, empathy, encouragement

Tactics, transition, offside, knock on, advantage, loop pass, miss pass, tag, tagging.

	Knowledge	As Athletes, we will...
Session 1:	<p>To apply the skills of setting, folding and thumbing the map whilst orienteering. To understand STAR orienteering. (Year 4 Lesson 4)</p> <p>To consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try from previous learning.</p>	<ul style="list-style-type: none"> • Navigate the school grounds and conduct a map journey to practise folding, orientating and thumbing a map. • Compete in a STAR relay activity. • Complete fitness tasks at each marker. • Combine our understanding of passing and moving to score a try. • Collaborate to create effective attacking tactics in their teams. • Release the ball quickly and accurately once they have been tagged. • Support the ball carrier receive a pass when they are running at speed.
Session 2:	<p>To apply the skills of setting, folding and thumbing the map whilst orienteering. To understand SCORE orienteering and apply a strategy to increase speed. (Year 4 Lesson 5)</p> <p>To consolidate defending and refine their knowledge of tagging and defensive formations, which can be used to prevent an attack. To develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p>	<ul style="list-style-type: none"> • Set, fold and thumb a map whilst orienteering. • Compete effectively in a SCORE orienteering event using a strategy. • Navigate a new course recording the letters. • Collaborate to create and apply effective defending tactics in their teams and quickly adopt their formation after a tag has been made. • As defenders, learn to work together to tag the attackers. • Reduce the space applying pressure to the attackers when they are defending. • Officiate their games applying the rules fairly and apply the offside rule consistently.
Session 3:	<p>To orienteer efficiently recapping the skills of: holding the map in both hands; setting/orientating the map; folding and thumbing the map to maintain position. To understand point-to-point orienteering (also known as classic orienteering and linear orienteering). (Year 5 Lesson 1)</p> <p>To consolidate the pupils understanding of attacking tactics, applying them into game situations. To apply their prior learning of passing and moving, to create an attack that results in a try.</p>	<ul style="list-style-type: none"> • Use the permanent course in a STAR orienteering. • Participate in point-to-point orienteering in pairs. • Apply the skills of holding the map in both hands; setting/orientating the map; folding and thumbing the map to maintain position. • Compete in a head-to-head fitness course in teams (STAR). • Collaborate to create effective attacking and defending tactics in their teams. • Show refined understanding of passing, moving and creating space to score a try against another team. (Understanding when to use loop and miss passes). • Support the ball carrier receive a pass when they are running at speed. • Pass and move accurately and consistently and produce an attack, which results in a try.



<p>Session 4:</p>	<p>To know how to use a compass and how to take a bearing. To know when it's appropriate to use a compass. (Year 6 Lesson 1)</p> <p>To consolidate the pupils' understanding of defensive tactics, applying them into game situations and to apply their prior learning of defending to prevent attacking opportunities.</p>	<ul style="list-style-type: none"> • Hold a compass. • Use a compass to take a bearing. • Learn how to take a bearing on practice maps/areas. • Participate in STAR orienteering to practise compass bearing on a larger scale. <ul style="list-style-type: none"> • Collaborate to create effective attacking and defending tactics in their teams. • Quickly adopt our formation after a tag has been made and organise ourselves as a defending team and stop the attack. • Suggest tactics/strategies to help their team defend successfully. • Demonstrate a secure knowledge of the rules. 	
<p>Session 5:</p>	<p>To know how to use a compass. To know when it's appropriate to use a compass. (Year 6 Lesson 2)</p> <p>To consolidate attacking and defending in games of tag rugby.</p>	<ul style="list-style-type: none"> • Hold a compass and use a compass to take a bearing. • Participate in STAR Orienteering Compass Bearings task. • Participate in Point-to-Point Orienteering Compass Bearings task. <ul style="list-style-type: none"> • Collaborate to create effective attacking and defending tactics in our teams using the skills taught in the previous two sessions. • Understand our role and apply this role effectively with the game. • Demonstrate a secure knowledge of the rules. • Officiate the games and suggest ways for our teams to improve defending and attacking in game situations. 	
<p>Session 6:</p>	<p>To work together to complete outdoor & adventurous activities which require communication, cooperation, trust and empathy. To apply appropriate orienteering skills. (Year 6 Lesson 4 or 5)</p> <p>To bring together the suggested sequence of learning into a level 1 tournament.</p>	<ul style="list-style-type: none"> • Communicate, cooperate and act to instil confidence in one another. • Apply orienteering skills to complete the challenges. • Participate in either blindfolded / transporting tasks when STAR or SCORE orienteering. <ul style="list-style-type: none"> • Play 7v7 min games and apply the skills taught in the whole unit to the games. • Officiate the games and organise our own teams to improve attacking and defending. • Demonstrate a secure knowledge of the rules. • Apply a refined understanding of passing, moving and creating space to score a try against another team. • Apply a refined understanding of defending, using a defensive formation and reducing space when applying pressure to attackers. 	<p>Assessment opportunity</p>