



What do we know?

We know **that** you sometimes need to stay in one area.

We know **how** to send a ball with our hands and feet.

We know **why** working in a team can help you in a competition.



1. Perform quick and accurate chest passes.

2. Use dodging to get free from an opponent.

3. Receive a netball focusing on the eyes, arms, hands and fingers.

4. Use a bounce pass to feed the goal shooter.

5. Throw for distance using a shoulder pass.

6. Play an adapted game of netball following basic rules.

Vocabulary

- Space
- Chest pass
- Shoulder pass
- Bounce pass
- Mark
- Dodge
- Attack
- Possession
- Shoot

Big Ideas

Invasion Games



Forever Facts



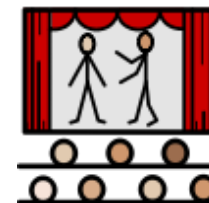
Know **how** perform a shoulder, chest and bounce pass.



Know **why** an attacker should move into a space.



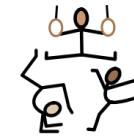
Know **that** there are rules in netball and explain some.



Where will it go?

Showcase

Play an adapted game of netball following basic rules.



What do we know?

We know **that** there are different types of balances (point and patch).

We know **how** to show flexibility in movements.

We know **why** it's important to look for improvements.



1. Show full extension during a balance. Introduce straddle, pike, dish, tucked and extended V.

2. To move in and out of contrasting shapes with fluency. Put 3 – 6 actions into a sequence, including the shoulder stand.

3. Perform a sequence using different types of rolls (egg roll, log roll and teddy bear roll).

4. Perform powerful jumps from low apparatus. Focus on the landing of jumps. Slowly introduce different shapes when in flight (Straight, star, straddle, tuck, pike).

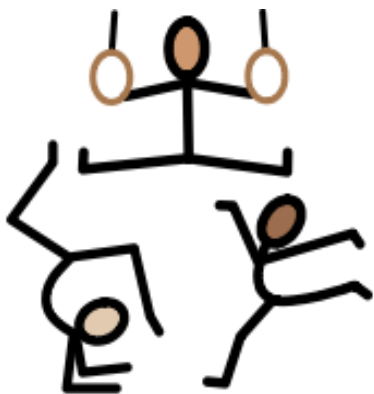
5. Perform in unison with a partner to mount apparatus. Focus on taking weight on hands when mounting apparatus.

6. Create a group performance using contrasting actions.

Vocabulary

- Fluency
- Contrasting
- Unison
- Combinations
- Full turn
- Half-Turn
- Flexibility
- Healthy

Big Idea Gymnastics



Forever Facts



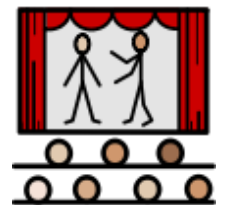
Know how to perform a sequence with contrasting actions.



Know why strength and flexibility are important in keeping a healthy, active lifestyle.



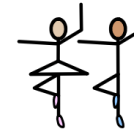
Know that there are similarities and differences in sequences.



Where will it go?

Showcase

Create a group performance using contrasting actions.



What do we know?

We know **that** a dance has a start, middle and end.

We know **how** to perform in time to music.

We know **why** movements can tell a story.



1. Introduce Matilda themed dance.
Introduce jazz square to use in dance.

2. Create a dance which shows two contrasting characters (Mr Wormwood and Mrs Honey). Add this to dance created in the lesson 1.

3. To develop movements using improvisation. This is a chance for children to add own twist on dance.

4. Use props in dance sequences (chairs). Rehearse dance performance created so far.
1 Matilda Solo 2. Mr Wormwood and Mrs Honey
3. Matilda's powers (improvisation)

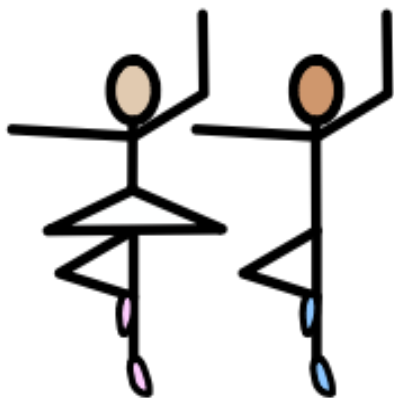
5. Use facial expressions. Add Mrs Trunchbull dance section throughout dance. Rehearse dance.

6. Perform Matilda dance. Children act as 'directors' to give each other improvements and successes.

Vocabulary

- Facial expression
- Improvisation
- Rehearse
- Director
- Fierce
- Caring

Big Idea Dance

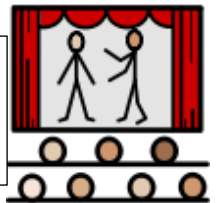


Forever Facts

Know **how** to use props in a dance.

Know **why** contrasting movements can tell a story about a character's personality.

Know **that** improvisation is the creation of our own idea without planning.



Where will it go?

Showcase

Perform Matilda dance.





What do we know?



We know **that** we have a dominant hand.

We know **how** to play in a rally.

We know **why** agility is important when sending and returning a ball.

1. Use the tennis ready position to return a ball.

2. Hit the ball to different areas of the court using a forehand hit.

3. Perform an underarm serve to start a rally.

4. Move towards the ball to return it over the net.

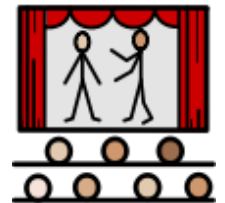
5. Play cooperatively with a partner to keep the ball moving over the net (rally).

6. Compete in a round-robin tennis tournament.

Vocabulary



- Return
- Court
- Forehand
- Backhand
- Points
- Net
- Tactics
- Underarm
- Overarm
- Rally



Big Idea Net/Wall Games



Forever Facts



Know **how** to perform a forehand hit.



Know **why** our position on the tennis court is important.



Know **that** there are rules in tennis and explain some.

Where will it go?



Showcase

Compete in a round-robin tennis tournament.



What do we know?

We know **that** we can choose where to hit the ball.

We know **how** to hit a ball with a variety of bats.

We know **why** sportsmanship is important when competing against others.



1. Get into the best body position to field a ball, including long barrier and backstop positioning.

2. Underarm bowl with some consistency.

3. Hit a moving ball with one hand.

4. Stop a moving ball with the long barrier position.

5. Use an overarm throw to throw over longer distances.

6. Compete in a rounders game. Lessons 1 -5 should be applied in this game.



Vocabulary

- Batting
- Fielding
- Bowling
- Bases
- Long Barrier
- Batter
- Bowler
- Fielder
- Backstop

Big Ideas

Striking and Fielding



Forever Facts



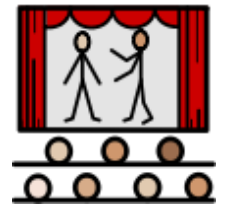
Know **how** to bowl an underarm ball.



Know **why** we should be ready when fielding.



Know **that** there are different types of throws (underarm and overarm).



Where will it go?

Showcase



Compete in a rounders game.



What do we know?



We know **that** we use equipment safely.

We know **how** to link running and jumping movements.

We know **why**

1. To jump and hop in sequence.
2. To run at different speeds.

3. To approach and jump hurdles.
4. Throw a javelin.

5. To use a variety of skipping techniques.

6. Sports Day Practice.

Vocabulary

- Agility
- Power
- Force
- Distance
- Curve
- Accelerate
- Hurdles
- Pace
- Approach
- Combine

Big Idea Athletics



Forever Facts

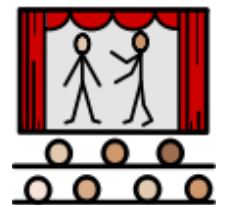
Know **how** to jump for height and distance.



Know **why** agility and speed improves performance.



Know **the** scoring systems for athletic events.



Where will it go?
Showcase
 Sports Day



What do we know?



We know **that** all games have rules and/or instructions.

We know **how** to work collaboratively.

We know **why** symbols, maps or diagrams might be (wider curriculum).

1. To use clear communication, strength and flexibility to complete a task.

2/3. To follow and create action pathways.

4. To work with others and identify what went well

5/6. To safely take part in trust-based activities.



Vocabulary

Diagram
Map
Problem-Solve
Evaluate
Action Pathway

Big Idea

Outdoor Adventurous Activities



Forever Facts

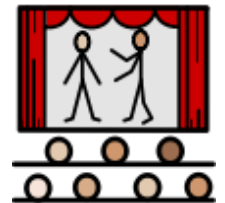
To know **how** to gain somebody's trust.



To know **why** communication is so important when working in a team.



To know **what** makes an activity safe.



Where will it go?

Showcase

Invite children from another class to take part in trust-based activities, created in the final lesson.