

KS2 Year B

Year 4 Dance Unit 4.1

Key Learning

Performance and appreciation

- Developing dance when creating one piece, performing in unison and sync with other group members in front of the class. Self- assess and assess peers' work, and give feedback using appropriate dance vocabulary

Choreography

- Developing synchronisation when working in a group including to different rhythms. Respond to teacher instruction to create a choreographed dance routine

Movement

- Developing choreographic skill incorporating more free – creative thinking
- Developing good co-ordination within a sequence of movements
- Movements articulate the style of dance well
- Use music to influence movement with increasing skill

Key Vocabulary

Archway: A dance position in which your upper body or whole body is extended to create the form of an arch.

Bollywood: A blend of all Indian dance styles used in Bollywood movies.

Canon: A movement canon occurs when dancers perform the same phrase one after the other.

Dynamics: The way in which movements performed, there are 5 key elements body, action, space, time and energy.

Footwork: Refers to dance technique related to feet, such as foot position and foot action.

Gestures: Is a movement of any part of the body that is not weight bearing.

Narrative: A choreographic structure that follows a specific story line.

Phrase: Is a short choreographic element that has an intention and feeling of a beginning and an end.

Prior learning

Pupils will have been introduced to different movements and skills based in dance. Pupils will understand the concept of a dance phrase and how different dance movements can be linked together to form a group and whole class dance phrase

Key Questions

What movement ideas did the performers use?

Give an example of a "Wow and now"

What hand and arm positions would they use in their dance phrase?

Can you explain why you enjoyed a certain position or movement?

Year 5 Football

National Curriculum objectives

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Learning

- Control the ball, keeping it close
- Developing passing skills including developed use of inside of the foot
- Able to perform block tackle and mark effectively
- Turn and shoot at speed and with accuracy
- Application of skills within game

Key Vocabulary

Control: Being able to make the ball and your body move how you want them to.
Defend: Trying to stop the other team from moving towards your goal.
Mark: Staying close to an opposing player so that it is difficult for them to make or receive a pass.
Receive (pass): To successfully take possession of the ball when someone has passed it to you.
Shoot: To kick the ball powerfully with the aim of scoring a goal.
Speed: How quickly something is moving.
Tackle: To take possession of the ball from a member of the opposition.
Turn: To change direction quickly with the ball, aiming to get away from an opposing player or to put them off balance.

Prior learning

This lesson builds on the key skills of football developed previously in learning.

Key Questions

What part of the foot is best used to give most control when passing?

When should you try to get away from the player on the opposing team?

When should you mark a player on the opposing team?

Can you think of a time when you wouldn't pass to a team-mate?

Year 5 Yoga

National Curriculum objectives

Pupils learn how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

Key Learning

- To recap and review some poses they have learnt in previous sessions and add in a few new poses.
- To explore some new poses that require balance. To be able to practise a yoga visualisation technique to relax.
- To use yoga poses in a more dynamic way incorporating movement across a space.

Key Vocabulary

Abdominal muscles: The muscles in your torso or abdomen area between the chest and the hips.
Abdominal: The middle area of your body also known as your torso.
Balance: To stay still and steady in a position or shape. To keep steady while moving and holding a pose.
Calf: The back part of your lower leg below the knee.
Co-operation: Working together to get something done.
Exhale: To breathe out the air in your lungs.
Hips: The part on either side of the body between the waist and the thigh.
Inhale: To breathe air into your lungs.
Partnership: Working together with someone else.
Sacrum: A triangular bone in the lower back formed from fused vertebrae and situated between the two hip bones of the pelvis.
Shin: The front part of your lower leg below the knee also known as the shin bone or tibia.
Spine: The series of bones that go up your back and hold you up and helps you move into different positions.
Strength: Being able to stay strong in a yoga pose or movement.
Support: To hold up or to brace for strength during a yoga pose.
Thigh: The area of your body between your knee and your hips.
Waist: The mid part of your torso between the chest and hips.

Prior learning

Pupils will have had three yoga sessions in each of the past four years. These followed the same structure as the following sessions, introducing several poses. If pupils have completed the Mindfulness unit, they will recognise some features of mindfulness within yoga practice.

Key Questions

Which are your favourite yoga poses?

How can you stay balanced when doing a yoga pose?

What is massage and why is it beneficial to us?

What do you need to think about when you are working in a team in yoga?

Safety

- A quiet and clear space with few distractions will help pupils to focus.
- Safety mats can be used if available

Year 6 Basketball

National Curriculum objectives

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Learning

- Shoot with the correct technique at end of a dribble
- Defend using defensive stance & mark
- Develop accuracy of pivot to take receive and make pass
- Apply skills to full size game

Prior learning

This unit builds on the key skills of basketball especially throwing, catching and finding space developed in previous years.

Key Vocabulary

Aim: Preparing to pass or throw the ball towards a given target.

Accuracy: Being able to make passes and shots making sure they get to the location the player is aiming for.

Arc: The angle that the ball enters the hoop – aim up in an arc rather than straight at the hoop to get it in the basket.

Balance: To stay still and steady in a position or shape. To keep steady on your feet while moving and performing skills.

Bounce pass: A player passing the ball to a teammate by bouncing the ball off the floor.

Chest pass: The player in possession of the ball throws a two-handed pass from their chest, in a straight line, to the chest of the player receiving the ball.

Defend: Preventing the opposition scoring a point.

Dribble: The act of bouncing the ball continually.

Intercept: Blocking the ball from passing between two other players.

Mark: Covering, tracking and following a member of the opposite team and try to stop them receiving the ball by intercepting any passes.

Opponent: A player on the opposite team.

Pass: Sending the ball to another player.

Push: Dribbling the ball up the court quickly.

Space: The area to move around and perform your skills in.

Shoot: Attempt to score points by throwing the ball at the backboard/basket.

Strong: Having power and able to withstand force.

Target: A mark which is aimed at when throwing accurately.

Wide: Apart from something – opposite of narrow.

Key Questions

What ways can you make it harder for your opponent to get the ball when you are dribbling?

Why should you jump when shooting and release the ball at the top of your jump?

What are the key points to remember when shooting?

How do you get away from a player if they are marking you tightly?

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down

Year 4 Dance 4.2

National Curriculum objectives

Perform dances using a range of movement patterns.

These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes.

Key Learning

Performance and appreciation

- Developing dance when creating one piece, performing in unison and sync with other group members in front of the class. Self- assess and assess peers' work, and give feedback using appropriate dance vocabulary

Choreography

- Developing synchronisation when working in a group including to different rhythms. Respond to teacher instruction to create a choreographed dance routine

Movement

- Developing choreographic skill incorporating more free – creative thinking
- Developing good co-ordination within a sequence of movements
- Movements articulate the style of dance well
- Use music to influence movement with increasing skill

Key Vocabulary

Imagery referred to: Seed, dispersal, wind, water, animal, explosion, flower, petal, sepal, style, stigma, stamen, pollen, germination, root, shoot, tree, stem, truck, branches, leaves.

Levels: There are three levels in dance movement: high, middle and low i.e. low level would be floor level

Pathway: Patterns created in the air or on the floor by the body or body parts

Phrase: Is a short choreographic element that has an intention and feeling of a beginning and an end.

Key Questions

What movement will they improvise for dispersal?

Discuss the pathways they created

What did you enjoy most about the life cycles topic?

What could you have improved about the performance?

Prior Learning

Pupils will have been introduced to different movements and skills based in dance. Pupils will understand the concept of a dance phrase and how to explore different dance movements which can be linked together to form a group dance phrase. Pupils will have had an opportunity to communicate ideas, thoughts and opinions of the work of

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down

Year 5 Gymnastics Unit 3

National Curriculum objectives

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Learning

- Perform a range of routines with rolling; including jumping rolls, build into rolling from and into a pike position
- Perform both a stag jump and a split leap
- Progress from a cartwheel to a perform a round-off
- Perform Cat Springs
- Perform forwards and backward rolls with a range of entrances and exits
- Learning a headstand, transitioning into a forward roll and incorporating as part of a routine
- Vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault
- Plan a sequence of movements on apparatus both individually and as a group, in time with each other to form a routine



Key Vocabulary

- Abdominals:** The part of the body between the chest and the hips, which is strengthened with muscles.
- Cat springs:** Jump forwards to take weight on hands and arms. Hips are kept high and feet are brought to outside of hands
- Caterpillar walks:** Front support, walk feet to hands and then hands away from feet (aim for straight legs)
- Core strength:** Control and strength of the muscles and movement of your abdominals and back.
- Entrance & exit:** To start a performance, an entrance is how you mark the beginning and the exit is how to end your routine, e.g. 3 second balance.
- Flight:** Being/travelling in the air.
- Fluidity:** How well balances and movements are linked together, i.e. do they flow as seamlessly as liquid?
- Front support:** Lie on front, hands by shoulders, fingers pointing forwards. Press up to straight arms, keeping body tense and straight.
- Low level:** Being low to the floor.
- Medium level:** Being at waist height.
- Narrow:** To become or make less wide, opposite to wide.
- Partner sequence:** Performing a series of movements with a partner.
- Performances:** Performing routine/sequence to an audience.
- Pike:** A position with the body bent forward at the waist with the legs kept straight.
- Reach:** Outstretching arms to extend them.
- Rolling:** rotate in a tuck shape, e.g. **forwards roll** (forward direction) and **backwards roll** (backward direction).
- Squat:** Movement where you lower your hips from a standing position and then stands back up.
- Straddle:** A body position where the body faces forward and the legs are spread far apart to the side.
- Stretch:** Extend muscles in the body by twisting or extending body parts e.g. arms, legs or waist.
- Thrust:** The act of pushing with force.
- Tuck shape:** Making yourself small, into a ball shape and hugging your knees to your chest.
- Vault:** To perform an acrobatic jump over a vaulting horse or a vaulting platform.
- Weight on hands:** Placing body weight on hands, to help balance or to hold a handstand.
- Wide:** Opposite of narrow, to have more distance from one side to the other

Prior learning

This lesson builds on the key skills of Gymnastics learnt in yr 5 units 1&2:
Jumping , Vault (Squat & straddle) , Rolling (forward, backward, egg, teddy-bear)
Handstands & Cartwheels Routines

How could you improve further for next time?

What can we do to keep ourselves and others safe?

What are the STEPS? Can you recap these to your partner?

How can we roll safely?

Year 3 Mindfulness

National Curriculum objectives

Learning that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.
Learning strategies and behaviours that support mental health.

Key Vocabulary

Attention: The act or power of fixing your mind on something or someone.
Breathe: To draw air into and expel from the chest/lungs.
Calm: To be less active or busy.
Caring: To provide help, protection, or supervision to someone else.
Exhale: To breathe outwards from either your nose or mouth.
Grateful: To focus on what's good in our lives and being thankful for these things.
Gratitude: To notice and appreciate the things around you and appreciate them.
Inhale: To breathe inwards through either your nose or mouth.
Lungs: Two organs in your chest which allow you to breathe, they absorb the air.
Mindful: The opposite of rushing or multitasking. When you're mindful, you take your time.
Mindfulness: The ability to focus and steady your mind in a calm, relaxing way.
Mouth: The opening through which food, water and air passes into the body.
Nose: Located on the face with two nostrils, used for breathing and smelling.
Notice/Noticing: To pay attention to something and become aware of it.
Positive thoughts: Thoughts that provide a happy feeling.
Thankful: Feeling or showing thanks to someone or something.
Visualise: To see or form a mental image.
Visualisation exercise: Going on a mindful walk/journey in your mind.

Key Learning

- To recap what mindfulness means and reacquaint themselves with some mindful techniques
- To practice mindful exploration of the sounds around outdoors
- To focus on sending thoughts and gratitude and positive wishes as part of mindfulness
- To practice close attention with the aid of focus objects
- To use their own bodies as a focus for mindfulness
- To try guided visualisation

Prior learning

This lesson builds on the previous mindfulness units of work in KS1



Can you focus on the sounds of nature?

Were children able to control their attention to bring their focus onto the focus objects?

Did they feel calm when doing this activity?

Does it feel good to be able to be in control of your attention and focus?

Year 4 Gymnastics Unit 3

National Curriculum objectives

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Learning

- Perform & evaluate a routine: matching balances & stands; with matching balances on apparatus; with contrasting balances; with contrasting balances on and over apparatus; with linked balances on and over apparatus
- Perform a shoulder and headstand safely without support
- Perform a forward roll with appropriate entrances and exits including on, off and over apparatus
- Link movements by performing jumps, turns and pivots
- Complete mirroring actions along different pathways and levels, including basic rolls



Key Vocabulary

Apparatus: Equipment needed to walk across, jump from, balance on e.g. gymnastic table.
Assessment: Judging how well a task was completed.
Balances: A static (still) position which holds the body in a position.
Cat leap: Push off floor, arms above head, knee up, point toes.
Chassis step: A triple-step sequence in any direction (forward, side, back, diagonally, or curving).
Communication: Sharing ideas and plans clearly with someone else.
Control: Being able to use your body in a precise manner.
Flow: Fluid movements showing control and energy.
Hop: Travelling on one leg.
Jumping: Leaping into the air, either from the floor or from an object onto the floor.
Linking: A way of changing from one movement to another, with a transition/link.
Mirroring & matching: To reflect the movements, shapes and positions of a partner like a reflection in a mirror.
Pathways: Where you plan on travelling/moving within your routine.
Pivot: To rotate, swing, or move back and forth whilst one foot remains in the same position on the floor.
Rolling: Using your body to roll across the floor, e.g. tuck roll, pencil roll.
Routine: A series of movements and balances which are performed to others.
Shapes: Using your body to create shapes, e.g. pike, straddle, tuck, star.
Synchronisation: To move at the same rate and time exactly together, either in a pair or group.
Timing: Pacing movements in a steady manner, anticipating when to make the next move.
Travelling: A method of getting from one place to another, e.g. walking, jumping, rolling.
Turning: Rotating to face another direction in quarter, half or full turns.
Yoga: The practice of linking the mind and body together at the same time in a series of movements.

Prior learning

This lesson builds on the key skills of Gymnastics learnt in Yr 4 units 1&2: Mirroring (travelling, balancing, pathways). Rolling (mirroring, forward, pencil, egg). Linking movements (pivot, turns, leaps).

What does the word pathway mean?

Which roll was the most difficult for you and your partner to mirror?

What is the importance of doing stretches?

What improvements do you think you've made since you started gymnastics this year?

Year 3 Nutrition

National Curriculum objectives

Pupils learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

Key Learning

- To find out how vitamins and minerals are part of a balanced diet and how they affect health



Balanced Diet and Food Pyramid



Key Vocabulary

Macro-nutrients: The food groups carbohydrates, protein and fat are also known as macro-nutrients.
Micro-nutrients: Vitamins and minerals that we need in small amounts to stay healthy.
Minerals: Chemical elements that our bodies need to work. Calcium, Iron, Zinc are examples.
Non-organic: Minerals are non-organic; they are not made by living things.
Organic: Vitamins are organic, which means they are made by living things – plants and animals.
Vitamins: Vital amino acids. Our bodies cannot make them, but they are vital to our health, so we get them as part of a healthy diet.

Prior learning

This lesson builds on the Year 2 nutrition unit of work

Key Questions

Do we need to add salt to food?

Where do minerals come from?

Why do some people need to take vitamin pills?

What might happen if we don't get enough micro-nutrients?

Year 3 Hockey

National Curriculum objectives

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down

Key Vocabulary

Key Learning

- Hold the stick and dribble under pressure
- Pass and receive the ball with improving accuracy
- Tackle correctly
- Shoot with accuracy
- Play hockey in a game situation



Accurate: Being able to make passes and shots making sure they get to the location the player is aiming for.

Aim: Preparing to pass or hit the ball towards a given target.

Awareness: Being able to see what is going on around you and being aware of other players. Not only focusing on the ball when playing.

Balanced: To stay still and steady in a position or shape. To keep steady on your feet while moving and performing skills.

Control: To perform movements and skills without losing your balance, change the speed and direction you move.

Dribble: Pushing the ball rapidly from right to left and then from left to right repeatedly by turning the hockey stick.

Intercept: Blocking the ball from passing between two other players.

Pass: Pushing the ball to another play using the hockey stick.

Receive: When the ball is passed to you by another player and you are able to stop it and move on with it.

Score: A team gets 1 point each time they deliver the puck into the opponent's goal net.

Shoot: To try to score points for your team by hitting the ball towards the goal or net.

Stance: The position you stand in when you are holding the hockey stick.

Tackle: To obstruct a player with the ball to cause them to lose of possession of the ball.

Prior learning

These lessons build on the key skills developed when the children were younger. This is the first time they may have played any hockey.

Key Questions

Where should you be looking when you are dribbling?

What are the key things to remember when passing and receiving a pass?

What are the key things to remember when shooting at the goal to score?

Which skill do you need to work on most to become a better hockey player?

Year 5 Dance 5.1

National Curriculum objectives

Perform dances using a range of movement patterns.

These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes.

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down

Key Learning**Performance and appreciation**

- Learn, rehearse and perform choreographed dance phrases of increasing complexity
- Self-assess and assess others' work and give critical feedback using appropriate vocabulary

Choreography

- Create versatile movements within a dance sequence including a range of directions
- Choreograph a sequence of movements that use contact between two or more people

Movement

- Use a range of dance techniques to develop their movements
- Develop movements to incorporate at least one lift in a sequence of movements
- Identify floor plans and use within their movements, including starting and finishing area

**Key Vocabulary**

Canon: A movement canon occurs when dancers perform the same phrase one after the other.

Gesture: Is a movement of any part of the body that is not weight bearing.

Haka: A group ceremonial or challenge **dance** in Māori culture.

Phrase: Is a short choreographic element that has an intention and feeling of a beginning and an end.

Repetition: A choreographic device in which movements or motifs are repeated

Unison: When two or more dancers perform the same steps at the same time.

Key Questions

What did you enjoy most about the Haka?

Did the performance look like a Haka?

Prior learning

Pupils will have been introduced to a range of different movements and skills based in dance. Pupils will understand the concept of a dance phrase, and how different dance movements can be linked together to form a group and whole class dance phrase. Pupils will be familiar with dance techniques such as dancing in unison and using the canon movement.

Year 4 Sleep

National Curriculum objectives

Pupils learn about choices that support a healthy lifestyle, and recognise what might influence these.
Pupils learn about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

Key Learning

- To find out about some techniques for getting to sleep when you are struggling.
- To explore ways of dealing with worries at bedtime.



Key Vocabulary

Routine: Activities you do every day before going to sleep. Things that help you to calm down before bedtime.

Sleep: The state of rest for the body and mind in which the eyes are closed and you are not active in any way. Sleep gives your body a rest and allows it to prepare for the next day. It's like giving your body a mini-vacation. Sleep also gives your brain a chance to sort things out.

Setting: Where a story takes place.

Prior learning

In previous years, pupils learnt about how much sleep they need and the importance of a good bedtime routine. They found out about some behaviours and actions that can promote good sleep and those that can prevent good sleep.

Safety

- Carry out sessions in a quiet, safe area so that pupils can focus on their thoughts with minimal distraction

Key Questions

Why do we need sleep?

What can stop you getting to sleep?

What do you do before bedtime?

What things would help you to get better sleep?

Year 6 Tennis

National Curriculum objectives

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down

Key Learning

- Show developing control of the ball
- Play forehand and backhand shot with increased confidence and accuracy
- Serve accurately underarm and overarm
- Return serves
- Take correct positions on a court
- Play strategically aiming for points



Key Vocabulary

Backhand: When the player strikes the ball with the back of the racquet from across the opposite side of the body to the racket hand.

Catch: To grab or capture the ball in your hand.

Diagonal: When you serve or hit the ball across the court diagonally over the net into the service box on the other side.

Forehand: When the player strikes the ball forward using the front of the racket.

Overarm: a throw or a stroke with a racket made with the hand or arm passing above the level of the shoulder.

Points: How a winning shot is scored. A point is the smallest unit of scoring in tennis.

Rally: When the players play a long series of shots back and forth over the net.

Ready Position: The stance and position that you want to be in before your opponent hits the ball. It helps you get ready for the next shot.

Return: To hit a shot back to the opponent

Serve: The shot that begins each point - the server hits the ball after tossing it into the air.

Smash: When the player strikes the ball downwards with the racket with a hard overarm volley.

Underarm: A throw or stroke with a racket with the arm or hand below shoulder level.

Prior learning

This lesson builds on the key skills of tennis developed when they covered the Year 4 tennis unit.

Key Questions

What is the difference between an underarm and an overarm serve?

What is different about returning an overarm serve and an underarm serve?

What do you need to do when you know where the ball is going?

What does the ready position look like?

Year 4 Personal Care

National Curriculum objectives

Pupils learn that doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. Pupils learn to recognise that feelings can change over time and range in intensity.

Prior learning

The previous Personal Care lessons have covered dental hygiene, hand washing and keeping clean, steps to preserve and enhance wellbeing. Children have also explored wellbeing in the context of nutrition, sleep, yoga and mindfulness in the Striver Wellbeing units. Children are also likely to have prior knowledge from PSHE lessons and general home and class discussion.

Types Of Basic Emotions



Key Vocabulary

- Angry:** A strong feeling of being annoyed.
- Confident:** Feeling that you can do something successfully.
- Conflict:** A disagreement or falling out.
- Confused:** Unable to think clearly.
- Content/satisfied:** Pleased with something.
- Determined:** Deciding that you really want to do something and will work hard to make it so.
- Embarrassed:** To feel self-conscious or ashamed.
- Emotions:** Feelings that we have inside that can change the way we think or behave.
- Excited:** Having lots of enthusiasm.
- Feelings:** An emotional state.
- Frustrated:** A feeling when you are prevented from or unable to change something.
- Happy:** Feeling content.
- Lonely:** Sad because you'd like to be with friends or have some company.
- Nervous/anxious:** Worried that something might happen.
- Pessimistic:** Tending to see the worst in things.
- Proud:** Feeling pleased with what you have achieved.
- Sad:** Feeling unhappy.
- Scared:** Feeling frightened.
- Shy:** Feeling nervous with other people.
- Surprised:** A feeling you get when something sudden happens. The feeling of surprise can be both good or bad depending on the circumstance.
- Tired:** How you feel when you haven't had enough sleep.
- Unsure:** Not feeling certain about a situation.

Key Learning

- To learn about the range of human emotions and understand that it is normal to feel strong emotions at times and how to deal with negative emotions

Key Questions

How are you feeling today?

How are your friends feeling today?

What might make someone feel angry?

What could make someone feel frustrated?

Year 6 Athletics

National Curriculum objectives

Develop flexibility, strength, technique, control and balance

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down

Key Learning

- Compete in a variety of athletics type races, adjusting running styles from sprinting to long distance
- Use correct techniques for all jumps, challenging self to jump further distances
- Run with greater fluency & speed, including hurdling, using the correct stride pattern. Can analyse the changes in speeds when sprinting and hurdling
- Use correct techniques for all throws, measuring accurately, challenging to throw further distances



Key Vocabulary

Cricket throw: A technique to throw a cricket ball - a side-on, upwards throw whilst driving off the back leg.

Endurance: Being able to keep doing something for a long time without stopping.

High jump: In athletics, attempting to clearly jump over a bar held above the ground.

Long distance: A running race held over a distance which requires endurance and maintaining pace, saving a sprint until the very end of the race.

Scissor kick: A technique for high jumping.

Strides: A longer step than usual, often when running or bounding.

Sustaining: Keeping something going for a long period of time.

Track & Field: Usually running and hurdling events take place on a track whereas jumping and throwing events take place in the open space of a field area.

Vertical jump: A jump in which you jump up and reach to touch a wall as high as you can.

Prior learning

Running (Sprinting, relay changeovers, hurdling, long distance, stride pattern).

Jumping (Distance, height, Long jump, triple jump, vertical jump, high jump).

Throwing (Distance, Javelin, shot putt, overhead).

Key Questions

Can your legs help you to throw well?

Which is your strongest leg?

What should your arms do when you jump?

What are your favourite events?

Year 6 Rounders

National Curriculum objectives

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Learning

- Throw and catch a ball at varying heights consistently
- Strike a bowled ball consistently into different spaces
- Stop a moving ball consistently. Use the long barrier technique
- Apply apt strategies when fielding
- Compete in a full rounders game with understanding of rules



Where is it best to aim when you are batting?

Why is the long barrier a good technique to use?

What do you need to think about when you are fielding at a base?

What are the main rules of Rounders?

Prior learning

This lesson builds on the key skills of:

- Basic throwing and catching.
- Understanding of ball games.
- Racket/bat skills.

Key Questions

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down

Key Vocabulary

1st base only: If the ball is hit behind the batting box or not hit at all, the batter may only run to first base.

Attack: Movements made to get the batter out.

Backstop: The person who stands behind the batter. Their role is to receive the ball if that batter hits it backwards and throw the ball to the appropriate base to help get the batter out of play.

Bases: Markers placed in the field that players run around to score a rounder.

Batting box: The area the batter stands within ready to hit the ball.

Cupped hands, fingers pointing down, and soft hands: The best way to catch a ball with two hands placed together fingers pointing down, curved into the shape of a cup.

Deep Fielding: Fielders who stand in the field not on a base. Their role is to catch or gather the ball and throw it to the nearest base player.

Half Rounder: A Half Rounder is scored if the batter reaches 4th post without hitting the ball, or if the batter hits the ball and 2nd or 3rd post is reached and touched before next ball is bowled.

High-to-high: Batting technique where the bat is held up and swung high to hit the bowled ball.

Long barrier: A fielding skill used to stop the ball in the field by blocking it with the knee and body. The body is turned sideways to the ball with one knee on the ground while the ball is scooped up into the hands.

No ball: When the ball is bowled too high (above the batter's head) or too low (below the batter's knees)

Out at 1st base: If the fielder standing at first base touches the base with the ball before the batter manages to run to first base.

Out at base: A batter is called out if the base (post) to which s/he is running is touched with the ball.

Overarm: A throw or bowl with the hand or arm passing above the level of the shoulder.

Rounder scored: If the batter hits the ball and reaches and touches 4th base before the next ball is bowled.

Underarm: The bowler must bowl the ball to the batter using an underarm throw.

Wide ball: A ball that is bowled wide of the batting box that is too far from the batter to hit.



Year 5 Teamwork and Leadership

National Curriculum objectives

To learn about types of leaders and leadership styles.

Prior learning

In previous years' Teamwork and Leadership lessons, pupils learnt about what a team is. They focused on the importance of listening and trust between team members and leaders. They experienced and discussed how teams can produce something more creative than the individuals on their own. They evaluated effective ways of teams working towards goals. They explored the different roles that people take on within teams such as leaders and aspects of what makes an effective leader and valuing the contribution of all ideas to a team; not just the conventional ones.



Key Vocabulary

Assertive: The ability to speak up for yourself in a way that is honest and respectful.

Confidence: Feeling sure of yourself and your abilities

Leader: Someone whom other people will follow.

Leadership: The art of motivating a group of people to act toward achieving a common goal.

Personality: The qualities of a person which make that person different from others.

Key Learning

- To learn about types of leaders and leadership styles.

Key Questions

How do quieter members of the class feel if they are asked to lead a task?

Are some people confident to be leaders in some areas of their lives but not so confident in others?

Are all successful leaders the same?

Can you think of a different way to solve the problem?