Cycle A – 2022 onwards - (beginning on even academic years)

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| Reception | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| **Dance: Dinosaurs**The unit or work will enable pupils to explore different movements using differentparts of the body, adding emotion and expression as they become dinosaurs. Pupils will develop movement ideas in pairswhile exploring the different relationships between dinosaurs.**Dance: Nursey Rhymes**The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explorecharacter movements with a partner.**Dance: Ourselves** The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters.**Gymnastics**The unit of work will explore 'champion gymnastics’. Pupils will create movements and balances in big, small, high and low ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner. Pupils will self-select where to work and start to identify features of another pupil’s work.**Locomotion: Walking and Jumping**The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games. They 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.**Ball Skills: Hands and Feet**The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.The unit of work will enable pupils to explore moving with a ball using their feet.Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keepingcontrol.The unit of work will explore thedifferent ways of throwing, rolling and stopping a ball.Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.**Games for Understanding**The unit of work will explore why we need to follow the rules and keep the score during a game.Pupils will learn how to apply very simple tactics for attacking and defending in games. | **Dance: Heroes**The unit of work will challenge pupils to respond to the stimulus (heroes) using a range of different, controlled movementsshowing character expression.Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.**Dance: Explorers**The unit of work will develop pupil’s ability to create and develop their characters,adding movements, expression and emotion to their performance. Pupils will be able to create a motif and willdevelop their motifs with a partner to include some different elements of choreography.**Gymnastics**The unit of work will challenge pupils to explore different ways that they can link movements and balances together whiletravelling along a variety of pathways. Pupils will apply 'champion gymnastics’and be able to perform a sequence on apparatus while travelling along a chosenpathway.The unit of work will develop pupils’ ability to apply ‘champion gymnastics’ as they explore movements and balances inwide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.**Locomotion: Jumping and Dodging**The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps. Pupils will continue to develop their ability to apply jumping in games.The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defendwhile using their dodging skills.**Ball Skills: Hands and Feet**The unit of work will develop pupils’ ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate whenkicking (passing) a ball. Pupils will be able to collaborate and work together in a team.The unit of work will develop pupils’ sending and receiving skills, applying and developing understanding of where wesend a ball and why. Pupils will combine their sending andreceiving skills to keep possession. Pupils will explore stopping the ball.**Health and Wellbeing**The unit of work will introduce pupils to agility, balance and co-ordination, understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding.**Team Building**The unit of work will develop pupils’ ability to apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and applysimple strategies to solve problems.**Games for Understanding**The unit of work will develop pupils’ ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity. | **Dance: Space**The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by usingmore complex interacting movements, actions and incorporate apparatus.**Gymnastics**The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting withtheir symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus. Ending in theirasymmetrical balance, applying flow.**Outdoor Adventure Activities: Tactics and Communication**The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupilsdeveloping their communication skills, essential to working within a team to complete the activities.**Health and Wellbeing**The unit of work will explore how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn how to execute meditativebalances and relaxation techniques to help combat feelings of anxiety. Pupils willgain an awareness of how to apply these techniques in day-to-day life.**Invasion Games**The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving, shooting and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game. **Net and Wall**The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis.Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.**Striking and Fielding**The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter’s score as low as possible. Pupils will also explore batting skills tooutwit the fielders and score as many runs (points) as possible.**Athletics**The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance. | **Dance: Carnival**The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop groupmovements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with controland rhythm.**Gymnastics**The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.**Outdoor Adventure** **Activities: Orienteering**The unit of work will refine pupils’ ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as manypoints as possible in an allocated time. Pupils will refine their ability to collaborate with others and work as a team to complete the challenges.**Health and Wellbeing**The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility andstrength focused circuits enhancing their own fitness.**Invasion Games**The unit of work will challenge pupils to apply their prior learning of passing andmoving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.The unit of work will challenge pupils to develop an understanding of the rulesof hockey and will start to takeresponsibility for officiating their own games.**Net and Wall**The unit of work will challenge pupils to apply their understanding of how tocreate space to win a point. Pupils will refine their understanding of when toapply the forehand and backhand in a game situation to win a point and how to take control of the game from the beginning (serve).**Striking and Fielding**The unit of work will challenge pupils to apply fielding tactics, exploring how wecan maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will be able to explore the skill set of eachteam and tactically select players to play in positions that utilise their skills.**Athletics**The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within ateam. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.**Swimming**The Derbyshire County Council Primary School Swimming Programme will ensure that children are given the opportunity of learning to swim in a safe and caring environment. They provide a continuous progressive programme of work, so children should develop their confidence, swimming and water safety skills. Children can work towards aquatic levels 1-7 with the aim of every child leaving meeting the National Curriculum objectives by the end of Year 6:* Swim competently, confidently and proficiently over a distance of at least 25 metres.
* Use a range of strokes effectively – for example, front crawl, backstroke and breaststroke.
* Perform safe self-rescue in different water-based situations.
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Cycle B – 2023 onwards - (beginning on odd academic years)

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| Reception | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| **Dance: Dinosaurs**The unit or work will enable pupils to explore different movements using differentparts of the body, adding emotion and expression as they become dinosaurs. Pupils will develop movement ideas in pairswhile exploring the different relationships between dinosaurs.**Dance: Nursey Rhymes**The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explorecharacter movements with a partner.**Dance: Ourselves** The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters.**Gymnastics**The unit of work will explore 'champion gymnastics’. Pupils will create movements and balances in big, small, high and low ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner. Pupils will self-select where to work and start to identify features of another pupil’s work.**Locomotion: Walking and Jumping**The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games. They 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.**Ball Skills: Hands and Feet**The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.The unit of work will enable pupils to explore moving with a ball using their feet.Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keepingcontrol.The unit of work will explore thedifferent ways of throwing, rolling and stopping a ball.Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.**Games for Understanding**The unit of work will explore why we need to follow the rules and keep the score during a game.Pupils will learn how to apply very simple tactics for attacking and defending in games. | **Dance: The Zoo**The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing characterexpression. Pupils will learn how to co-ordinate and control their bodies to perform movements,creating a sequence.**Dance: Mr Candy’s****Sweet Factory**The unit of work will develop pupil’s ability to create and develop their characters,adding movements, expression and emotion to their performance. Pupils will be able to create a motif and willdevelop their motifs with a partner to include some different elements of choreography, including telling a story.**Gymnastics**The unit of work will develop pupils’ ability to apply ‘champion gymnastics’ as they explore movements and balances onbig and small body parts in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition betweenthe theme words as they link movements together developing simple sequences.The unit of work will challenge pupils to explore different ways that they can link movements and balances together.Pupils will apply 'champion gymnastics’ and be able to perform a sequence onapparatus focused on; jumps, rolls and balances.**Locomotion: Jumping and Running**The unit of work will develop pupils’ understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique.Pupils will begin to understand the different reasons when, where and why we jump in different ways. The unit of work will develop pupils’ ability to run using different parts of their bodies. Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.**Ball Skills: Hands and Feet**The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order tokeep possession and score a point. Pupils will apply these skills in teams in various games and activities.The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will alsoexplore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding ofaccuracy and space in a variety of games.**Health and Wellbeing**.The unit of work will consolidate pupils’ understanding of agility, balance and co-ordination, applying these elements of fitness in a variety of activities.Pupils will perform circuits,understanding how motivation can enhance performance.**Team Building**The unit of work will introduceteamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.**Games for Understanding**The unit of work will challenge pupils to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games. | **Dance: Witches and****Wizards**The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together theirchoreography and characterisation skills to tell a story.**Gymnastics**The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs,applying flow and challenging their creativity.**Outdoor Adventure Activities: Problem Solving**The unit of work will develop pupil’s ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, therewill be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics.**Health and Wellbeing**The unit of work will focus on exploring positive and negative emotions and managingthem through using mindfulness techniques such as visualisation, using music, meditative balances, mime and deep breathing. Pupils will be able to bring these emotions to life and understand how we can manage them.**Invasion Games**The unit of work will develop pupils’ ability to apply the principles of attack vs defence, with a particular focus oncreating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.The unit of work will develop pupils’ ability to apply the principles of attack vs defence. Pupils will combine passing andmoving to develop ways of creating space to beat an opponent to score a try. Pupilswill also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.**Net and Wall**The unit of work will develop pupils’ ability to apply the principles of attackvs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.**Striking and Fielding**The unit of work will develop pupil’s ability to apply the principles of attack vs defencein a cricket context. Pupils will develop a range of more advanced fielding skills tokeep the batter’s score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs(points) as possible.**Athletics**The unit of work will develop pupils’ ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance andpacing. The unit will introduce throwing for distance with javelins and explore the triple jump. | **Dance: Greeks**The unit of work will challenge pupils to create movement using improvisation, to select and choreograph ideas into asequence. Pupils will be able to use their bodies to perform technical movementswith control and balance and good dynamics, concluding with an opening ceremony performance.**Gymnastics**The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements,bringing together a combination of both matching and mirroring movements, to create a sequence**Outdoor Adventure** **Activities: Leadership**The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the ‘STEP’ principles, pupils will be able to apply their developing understanding as they leadothers. Pupils will be able to identify the different attributes that make an effective leader.**Health and Wellbeing**The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.**Invasion Games**Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score.Pupils will in turn apply pressure when defending to regain possession effectively.**Net and Wall**Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in agame situation. Pupils will apply their learning in singles and doubles games.**Striking and Fielding**Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledgeof batting and fielding tactics andconsider when, where and why they will apply these during a game.**Athletics**The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across allof the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.**Swimming**The Derbyshire County Council Primary School Swimming Programme will ensure that children are given the opportunity of learning to swim in a safe and caring environment. They provide a continuous progressive programme of work, so children should develop their confidence, swimming and water safety skills. Children can work towards aquatic levels 1-7 with the aim of every child leaving meeting the National Curriculum objectives by the end of Year 6:* Swim competently, confidently and proficiently over a distance of at least 25 metres.
* Use a range of strokes effectively – for example, front crawl, backstroke and breaststroke.
* Perform safe self-rescue in different water-based situations.
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