

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Activity: Hockey

Year Groups: Y5/6

Lesson Objective	Learning Outcomes – Where am I in my learning?
Session 1 Can I dribble the ball at speed holding the hockey stick correctly?	Gold I can dribble the ball travelling in different directions keeping the ball under control. I am starting to use reverse stick. Silver I can dribble the ball through cones keeping the ball under control at speed. Bronze I can dribble the ball through cones keeping the ball under control.
Session 2 Can I pass and receive the ball to/from another player?	Gold I can accurately pass and receive the ball when travelling to beat an opponent. Silver I can pass and receive the ball when travelling at speed. Bronze I can pass the ball and receive the ball when travelling.
Session 3 Can I pass/receive the ball accurately whilst moving?	Gold I can move into a space with the ball under control looking for team mates and dodging defenders. Silver I can look for space to travel into and pass accurately to a teammate when under pressure. Bronze I can look for space to travel into when dribbling with the ball and pass accurately to a team mate.
Session 4 Can I select the best ways to defend?	Gold I can put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended. Silver I am beginning to use blocking tactics to defend against attacking players. Bronze I can actively seek to defend oncoming attacking players.
Session 5 Can I select the best ways to attack and defend?	Gold I can involve teammates, running into space controlling and passing the ball accurately and looking for blocking and intercepting opportunities. Silver I can involve teammates, running into space controlling and passing the ball accurately and looking for intercepting opportunities. Bronze I can control the ball whilst moving and pass and receive it in a game situation.
Session 6 Can I select the best ways to attack and defend?	Gold I have achieved the gold challenge. Silver I have achieved the silver challenge. Bronze I have achieved the bronze challenge.

RE		Computing	History	Art & DT	PE
Key Vocabulary theist, atheist, agnostic, monotheism, polytheism, religious, non-religious, insight, impact.		Key Vocabulary audience, concept map, node, concept, connection, idea, thought, visual, collaboration.	Key Vocabulary artefact, calendar, civilisation, dynasty, empire, hieroglyphics, kingdom, maize, prediction, temple, tomb, worship.	Key Vocabulary collagraph, technique, pattern, fabric printing, material, stamp healthy, unhealthy, food production, mass production, ingredients, production line, tex-mex, assembly line, consume, vegetarian, tortilla, garnish, component.	Key Vocabulary balance, mirroring, contrast, body tension, apparatus, floor, unison, cannon, sequence, element.
<ul style="list-style-type: none"> To define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. To compare and contrast some of the different religious beliefs about God. To give examples of reasons why people do or do not believe in God. To reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. 		<ul style="list-style-type: none"> To understand the need for visual representation when generating and discussing complex ideas To understand the uses of a 'concept map'. To understand and use the correct vocabulary when creating a concept map. To create a concept map. To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience. 	<ul style="list-style-type: none"> To compare sources from two ancient civilisations and form hypotheses. To identify why the Maya were so significant. To discover why the Maya were so self-sufficient. To identify important Mayan places. To discover what life was like at the height of the Mayan civilisation. To find out about Mayan Gods and the stories surrounding them. To use sources to help us answer questions about the Maya people. To compare theories and form our own opinions around the decline of the Maya. 	Art – <ul style="list-style-type: none"> To compare artwork by Beatriz Milhazes. To use the fabric printing technique. explain the features and purposes of Maya masks. To design a Maya mask. To create a collagraph of a Maya mask. DT <ul style="list-style-type: none"> To identify ways healthy foods products can be grown to meet personal and community needs. To identify where food products come from and how they are used as ingredients to make other food products. To identify the types of materials, tools and equipment used to produce food from plants, and to prepare and cook food products. To identify needs/ opportunities for designing and producing food products. To generate, develop and communicate design ideas and 	<ul style="list-style-type: none"> To work with a partner to show a variety of balances on the floor and apparatus with good body tension. To include matching, mirroring and contrasting balances. To work with a partner to develop part and full body weight partner balances. To link 2 balances together in a short sequence. To practise jumping and rolling in unison and cannon with good body tension. To practise meeting and parting using different gymnastic elements. To create a sequence. To evaluate my sequence my sequence from last week for improvement to the next level and practise for performance.

Sport – Hockey

Unit Hockey	Progression 4
Age group- Y 5/6	Equipment Hockey sticks Balls Cones
Learning Objectives Can I select the best ways to defend?	Health and Safety Considerations: Surface and equipment Hockey sticks must be kept down below the knee. Careful of ankles when tackling. You can use different ball e.g. tennis balls, sponge balls
Learning outcomes Gold: I can put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended. Silver- I am beginning to use blocking tactics to defend against attacking players. Bronze- I can actively seek to defend oncoming attacking players	SEND Considerations Take advice from SENCO 'STEP' Consider Space – define / increase working area Consider Task – simplify or give specific roles Consider Equipment – larger or wider stick / larger or slower ball; increase distance between cones Consider People: Consult the pupil about the kind and level of support they require (adult / buddy up / independent)
Success Criteria/top tips – 3 max <ul style="list-style-type: none"> Keep down low. Keep stick close to the ground. Both hands on stick to pass or pull ball towards you. 	Changing Time Peer-talk the learning outcomes (have these displayed on the whiteboards). What do they need to do to achieve the next level?

An example of how our Be Bold Curriculum and Arena SOW cover the National Curriculum's expectations in UKS2

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

Planned Activities - Whole Group (WG), Small Groups (SG), Independent Practise (IP).

Warm Up

Scatter a stack of cones in half the pitch. Children travel around the cones and on a signal they have to touch a cone with their right hand/ left knee/ right elbow/ nose etc. (Safety-go towards the cones leading with the eyes and not head)
 Children travel around the cones and when a number is called out they have to touch that many cones and then continue in the method of travelling, which could be 2 footed jumps, high knees, sideways etc.

Extension could be that the children touch 5 ones and then do 5 star jumps. How many times do they get to do star jumps (HAPS opportunities such as 10 lots of 5 star jumps)?

Main activities

- Hijack** – each player has a hockey stick and a ball. In 1 minute hit as many other player's balls out of the playing area while at the same time protecting your own ball.
- Fives** – 2 teams of 4/5 players. Attacking team spreads out over the area. 1 player from the opposing team starts to defend. After 5 successful passes the attackers score a point and another defender joins in. Continue until all the defenders are on the playing area. Then swap over
- Game play**
 4 equal teams and 2 pitches set up. Divide each playing area into 2 halves (no goals) The teams must stay in their own half and try to make 5 passes to get a point.
 Ext: 4 members from the other team run into the other half to defend the ball. If defenders get the ball they get a point and the ball goes to their home-half for them to now attack. The other team can now send 4 players into the other half to defend. Swap round defenders so everyone gets a turn at defending.

Cool Down

Demo shooting – similar to hitting with a little more force.
 Set up goals and practise shooting.

Range of Stretches – child led. Self assess: how did they do? Did they achieve the next level? What have they learnt to do in order to do this? What is the next thing to get better at?