

YEAR 1/2 GROUP CYCLE A		
AUTUMN	SPRING	SUMMER
<p>Focus- Dance Moving Along QCA</p> <p>Learning focus first half:</p> <p>The 'Moving along' core task involves children creating short dance performances on the theme of travel. They explore how to move like different vehicles, drawing inspiration from toys, pictures and video. Working individually and in pairs, they compose a short dance to music that involves them travelling on a journey as a particular type of vehicle, speeding up, slowing down and moving in different pathways. You could suggest they base their dance on a particular title, such as 'Travelling in style', 'Going on holiday' or 'Traffic jam'.</p> <p>Focus – Gymnastics Making Shapes QCA</p> <p>Learning focus second half:</p> <p>The 'Making shapes' core task involves children creating a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping.</p>	<p>Focus- Games (Invasion) Piggy in the Middle QCA</p> <p>Learning focus first half:</p> <p>The 'Piggy in the middle' core task involves children trying to score as many points as possible by throwing and catching a ball between players on their team.</p> <p>Focus- Dance Cat Dance QCA</p> <p>Learning focus second half:</p> <p>The 'Cat dance' core task involves children creating and performing short dances inspired by the movement and behaviour of a house (domestic) cat throughout the day. They explore and experiment with ways of expressing ideas, moods and feelings through movement. Working individually, in pairs or threes, they compose a variety of cat-like dance phrases that they link together to create a dance to music.</p>	<p>Focus- Athletics Honey Pot & Furthest Five QCA</p> <p>Learning focus first half:</p> <p>The 'Honey pot' core task involves children running in different directions to pick up objects as quickly as they can.</p> <p>The 'Furthest five' core task involves children using a run-up and performing the five basic jumps consecutively to reach the furthest distance possible.</p> <p>Focus- Games (Striking and Fielding) Kick Rounders Durham</p> <p>Learning focus second half:</p> <p>Play the game with one kicker, one feeder and three fielders. The feeder rolls the ball to the kicker, who then kicks it into the field which contains 4 hoops arranged in a semi-circle. The aim is for the kicker to kick the ball into the field, pick up a bean bag and then run as far as possible around the hoops before the fielding team returns the ball to the feeder's base. The kicker scores by carrying the beanbag to one of the four hoops. The first base is worth one point, the second two points, and so on. The kicker can only run until the fielding team returns the ball to the feeder's base. The kicker has four turns and keeps count of the points from each hit. Everyone takes turn to kick, field and feed.</p>

<i>Year group 1/2 CYCLE B</i>		
<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<p><i>Focus- Dance Themes and Dreams Durham</i></p> <p><i>Learning focus first half:</i> Create, perform and share short dances based on themes such as;</p> <ul style="list-style-type: none"> • Clowns- funny walking patterns, balancing, tumbling, jumping, falling. • Penguins- huddling, flapping, waddling • Folk dance patterns- dancing in a circle, skipping a pattern on the spot, walking backwards and forwards in a chain. <p><i>Focus- Gymnastics Families of Actions QCA</i></p> <p><i>Learning focus second half:</i> The 'Families of actions' core task involves children creating a gymnastic sequence on floor, mats and apparatus by linking a roll, a balance, a jump and travel.</p>	<p><i>Focus- Games (Invasion) Ten Point Hoops QCA</i></p> <p><i>Learning focus first half:</i> The 'Ten point hoops' core task involves children scoring points by throwing beanbags to a choice of two targets.</p> <p><i>Focus- Dance How Does it Feel? Durham</i></p> <p><i>Learning focus second half:</i> Create and perform short dances, using rhythm, expressive and dynamic qualities to show different moods, ideas and feelings.</p>	<p><i>Focus-Athletics Take Aim And Pass the Baton QCA</i></p> <p><i>Learning focus first half:</i> The 'Take aim' core task involves children trying to score as many points as possible by throwing different pieces of equipment at targets using sling, push and pull throws. The 'Pass the baton' core task involves children running in a relay and trying to complete as many laps of the track as possible in three minutes.</p> <p><i>Focus-Games (Net & Wall) Mini Tennis 1 Durham</i></p> <p><i>Learning focus second half:</i> The game is played with 4 players, 2 on each side of a marked court, 6m by 6m. Each pair should have one player with a racquet and one without. The aim is to score points by hitting a ball over a net so that it bounces twice, with the first bounce in the court area. Players who do not have a racquet 'feed' a ball to their partner, who then try to hit it over the net into their opponent's court. When the ball goes over the net, the player without the racquet on the other side tries to intercept or catch the ball before it bounces twice, before feeding it to their own partner. When their hitting skills improve, players can catch the ball themselves before hitting it back, and go on to a continuous rally.</p>

Year group 3/4 CYCLE A**SWIMMING****Focus- Dance Machines Durham****Learning focus first half:**

Create and perform a dance, either on your own, with a partner or with a small group on the idea of machines.
Use changes in speed, strength, level, direction and space in dance.
Include three sections; machine actions, partner work, machine out of control.

Focus- Gymnastics Balancing Act QCA**Learning focus second half:**

The 'Balancing act' core task involves children creating a gymnastic sequence with six actions on floor, mats and apparatus.

After an initial attempt at the core task, the children develop their sequence on floor and mats, before adapting it to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show different levels and a change in direction.

Focus- Games 3 Touch Ball QCA**Learning focus first half:**

The 'Three touch ball' core task involves children trying to score as many goals as possible by passing a ball at least three times before throwing it into a hoop.

Focus- Dance Round the Clock QCA**Learning focus second half:**

The 'Round the clock' core task involves children creating and performing a group dance inspired by clocks, their mechanisms and the important times they mark throughout the day.

Focus- Athletics Off, Up and Away Durham**Learning focus first half:**

This core task is divided into three parts to include; travelling, jumping and throwing:

Part 1 Travelling

Using different ways of travelling e.g. running, walking, hopping and skipping and following different pathways or courses see:

- How fast pupils can move beanbags from one hoop to another
- How many cones pupils can touch in 30 seconds 20 seconds etc.

Part 2 Throwing

Using different ways of throwing, eg underarm, overarm, pushing rolling and sliding using different equipment, see how far high or accurately pupils can throw in challenges such as:

- Throw further than you can run in 3 seconds or jump in 5 jumps
- Throw into the middle of a hoop
- Bounce the ball up to a target on the wall

Part 3 Jumping


Using different ways of jumping e.g 2 feet to 2 feet, 2 feet to 1 foot, 1 foot to 2 feet, 1 foot to the same foot and 1 foot to the opposite foot.

See if pupils can:

- Skip without stopping for 20 seconds, 30 seconds etc.
- Jump across a space e.g width of hall in less than 5 jumps
- Jump further than the distance between your head and your feet when lying down

Focus – Games (Striking & Fielding) Arc Rounders**Learning focus second half:**

The aim of the game is for the batter to hit the ball off a low tee, into an arc. They score points by bouncing a ball in the hoop next to the batting area, as many times as possible before the fielding team have passed the ball to each other before shouting "Stop!"

Year group 3/4 CYCLE B		
AUTUMN	SPRING	SUMMER
<p>SWIMMING</p> <p>Focus- Dance Indian Delight QCA</p> <p>Learning focus first half: The 'Indian delight' core task involves children creating a group dance inspired by the classical Indian dance style. They explore and improvise dance movements inspired by pictures and video of Indian dance. They work with a partner and in small groups to create short dance phrases, which are then incorporated into the longer class dance. This core task could easily be adapted to reflect another cultural dance style.</p> <p>Focus- Gymnastics Assessing Level 2/3 Durham</p> <p>Learning focus second half: Using floor and apparatus, create and perform a sequence of contrasting actions, e.g. <i>three jumps and two balances, showing contrasting shapes</i>. Make sure you show extension when balancing and flow when transferring your weight, so that the end of one action is the beginning of another.</p>	<p>Focus- Where Am I? and Safely Across Durham</p> <p>Learning focus first half: Use a simple map of the school, playground or school to complete a course with eight to twelve controls, (photos to identify or pieces of jigsaw to collect to complete a picture). Check three or four of the controls then return to base before you find the next ones.</p> <p>Teams of 5 with 4 pieces of equipment</p> <p>Working together, you must get the whole team and the equipment safely across the "river" / "swamp" to avoid anyone "falling in". Use the equipment (spots, carpet squares, crates) to act as stepping stones to get you to the other side.</p> <p>Focus- Games (Invasion) On the Attack QCA</p> <p>Learning focus second half: The 'On the attack' core task involves children trying to score goals using throwing and catching, kicking or striking techniques.</p>	<p>Focus- Athletics Faster, Higher, Further Durham</p> <p>Learning focus first half: In small groups investigate and compare the effectiveness of different styles of:</p> <ul style="list-style-type: none"> • Running, eg <i>short steps, long strides, straight arms, bent arms and swinging arms</i> • Jumping, eg <i>off one foot off two feet</i> • Throwing, eg, <i>overarm, pushing, pulling and slinging</i> <p>Decide which you like best and see if you can go faster, higher or further.</p> <p>Focus- Games (Striking & Fielding) Zone Cricket Durham</p> <p>Learning focus second half: The aim of this game is to hit the ball into an arc, and to score points by running to one of four zones before the fielding team gets the ball back to the stumping base (see diagram 2 below). Play the game four fielders, one batter, one feeder and a wicketkeeper. The batter hits the ball from the feed into the arc and runs into one of the four zones. The fielders retrieve the ball and try to get it back to the wicketkeeper as quickly as possible. Each player should have six goes at hitting before the next person has a turn.</p>  <p>Diagram 2</p>
Year group 5/6 CYCLE A		

Focus- Games (Invasion) Wide Attack QCA

Learning focus first half:

The 'Wide attack' core task involves a team of five attackers playing against four defenders to try to score goals using the whole width of the playing area. They play using a netball, basketball, football or hockey ball.

Focus- Gymnastics Partner Work QCA

Learning focus second half:

The 'Partner work' core task involves children creating a gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner.

Working in pairs, the children choose six different actions and devise a sequence on one of the following themes: leading and following, meeting and parting, side by side. They show an understanding of mirroring and matching, and use changes of level and direction.

Focus- OAA Beat the Clock and Electric Fence Durham

Learning focus first half:

Work in pairs or small groups to complete an orienteering course in a given time.

Complete a route carrying "precious" materials e.g. bucket of water. On the route there will be an "electric fence" (made from elastic) which the whole team must get over/under/ through, without any of the team or equipment touching it.

Focus- Dance What's So Funny? Durham

Learning focus second half:

Create and perform dances based on characters and narrative, using the dance idea 'Welcome to the House of Fun'. The dance should have two or three sections, which could be based on:

- individual characters- body shape, travelling at different speeds, shy, giggling, kicking, punching
- Hall of mirrors- developing body shape using different levels, balancing, supporting, changing the group shape by moving under, round and through each other to create different still images, eg long, thin, contorted, wide, round, while pulling funny faces
- A comic fight- eg Popeye against Pluto, including action and reaction, and question and answer sequencing, eg swipe, turn, travel, swing, fall, lift, tumble, roll

Focus- Athletics Distance Challenge Durham

Learning focus first half:

This core task is divided into three parts to include; travelling, jumping and throwing:

Part 1 Running

Ask the children to measure how far they can run in:

- 5 seconds
- 30 seconds
- 2 minutes

Part 2 Jumping

Ask the children to measure how long or high they can jump using:

- Standing jumps
- Jumps with run ups
- Combination Jumps eg, hop, step jump

Part 3 Throwing

Ask the children to measure how well they can throw:

- For height eg, bounce the ball and try to clear a barrier for distance
- For distance
- With run ups and without
- Using different equipment

After each stage ask the children to set their own targets for improvement

Focus- Games (Striking & Fielding) Zone Rounders Durham

Learning focus second half:

The aim of this game is for pairs to score as many runs as possible from 10 balls, using a 180° arc for play (see diagram). Start with a four-pair game. One pair bats; two pairs fields; and the fourth pair bowl with the other as backstop. The bowling pair take turns to bowl five balls each. At the end of an innings, the pairs swap roles.

Year group 5/6 CYCLE B

Focus- Games (Invasion) Grid Rugby Durham

Learning focus first half:

The Grid Rugby core task involves children aiming to beat the opposition by scoring more tries by running, evading, handling and passing.

Focus –Gymnastics Acrobatic Gymnastics QCA

Learning focus second half:

The 'Acrobatic gymnastics' core task involves children creating and performing a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing balance, counter-tension and a counter-balance) and up to six other actions.

Focus- OAA Crystal Star Challenge QCA

Learning focus first half:

The 'Crystal star challenge' core task involves children working in teams of five or six to navigate around the school site and complete problem-solving challenges within a set time.

Focus- Dance Making the Grade QCA

Learning focus second half:

In the 'Making the grade' core task, the children create and perform a group dance that portrays the routines and emotions involved in taking tests or exams.

Focus- Athletics Developing Athletes QCA

Learning focus first half:

The 'Developing athletes' core task involves pupils organising and competing in an inter-form competition that includes running, jumping and throwing events.

The pupils try a variety of activities and choose three events to include in the competition (one running, one jumping and one throwing). They then spend time working together to improve their techniques and understanding of what they are trying to achieve. They also practise coaching and officiating roles in preparation for organising, as well as performing in, the final event.



Focus- Games (Striking & Fielding) Pairs Cricket Durham

Learning focus second half:

The Pairs Cricket assessment task involves a team of two batters trying to score 'runs' by hitting a ball and running between the wickets, and fielders trying to retrieve, throw and catch the ball quickly and accurately.

