

SPIRALPE LESSON SEQUENCE

Week	FOUNDATION STAGE 2, YEAR 1, YEAR 2				KEYSTAGE 2, YEAR 3,4,5,6				ACTIVITY THREAD
	FOCUS AREA	SKILL	Aim	Summary of unit (KEY WORDS/STICKY KNOWLEDGE)	FOCUS AREA	Skill	Aim	Summary of unit (KEY WORDS/STICKY KNOWLEDGE)	Delivery mechanism - we teach the skills through a sport or activity each week, but this is simply the delivery tool
1	Agility	Body awareness	Heart rate and exercise	Developing the ability to travel across a populated area successfully.	Physical	Power	Show strength	Developing dribbling techniques to beat an opponent to create an opportunity to pass or shoot.	Fitness Circuit
2	Balance	Points of contact	Improve stillness		Manipulation	Dribbling	Dribbling technique		End zone game
3	Agility	Flexibility of movement	Recognising left and right		Cognitive	Peer mentoring	Communicating to others		Slam ball
4	Balance	Dynamic balance	Improving hopping		Cognitive	Tactical Awareness	Decision Making		Dodgeball
5	Agility	Dodging and evading	Travelling safely		Physical	Agility	Dodging opponents		Rugby
6	Agility	Dodging and evading	Dodging others whilst travelling		Manipulation	Shooting	Shooting Techniques		Hockey
7	Agility	Travelling	Transferable skills		Cognitive	Understanding rules	Understand why rules are important	Refereeing skills	Hockey
8	Balance	Balancing equipment	Co-ordinating body parts for travelling	Developing the sending and receiving skills	Physical	Control	Controlling Power	Developing defending skills in team/invasion games	Tennis
9	Co-ordination	Differentiating force	Using power when sending		Cognitive	Teamwork	Building team skills		Throwing and catching
10	Co-ordination	Sending	Rolling/throwing to a partner		Manipulation	Passing	Creating passing opportunities		Basketball
11	Agility	Reaction	Ready position for receiving an object		Physical	Physical Processing	Catching at speed		Benchball
12	Co-ordination	Receiving	Receiving an object at different heights		Cognitive	Anticipation	Anticipating catching/Intercepting in a game		Netball
13	Co-ordination	Personal best	Term 1 assessment session		Manipulation	Personal Best	Term 1 assessment session		Game day
14	Balance	Generating force through transfer of weight	Develop balance to kick a ball	Developing balance and power to kick the ball	Manipulation	Shooting	Using Power whilst shooting	Developing shooting skills	Football
15	Co-ordination	Sending	Adding power to send the ball		Manipulation	Passing	Controlling a ball different heights		Ball Games
16	Balance	Static balance	Stillness for balancing	Developing an understanding of strength and balance in gymnastics and dance	Manipulation	Accuracy	Throwing accuracy	Developing the ability to create team routines in gymnastics and dance.	Dodgeball
17	Agility	Body Awareness	Controlling parts of the body		Physical	Strength and stamina	Holding strong body positions		Gymnastics
18	Balance	Understanding base	Stable base for balance		Cognitive	Peer mentoring	Work as part of a team		Gymnastics
19	Co-ordination	Organising limbs	Move to the music appropriately		Physical	Physical Processing	Perform a dance routine		Dance
20	Co-ordination	Timing	Follow musical cues	Developing the ability to throw, catch and strike a ball successfully.	Cognitive	Evaluation	Observe and evaluate peers	Developing quick reactions and tactical understanding of striking and fielding sports.	Dance
21	Agility	Rotation	Rotational Movements in sport.		Cognitive	Tactical awareness	Understand how to set up a team tactically in cricket		Small sided cricket
22	Balance	Balancing equipment	Balance equipment whilst moving		Physical	Power	Throw or strike a ball for distance		Rounders
23	Balance	Dynamic balance	Relationship between catching and balancing		Physical	Speed	Running technique		Rounders
24	Co-ordination	Combination of skills	Catching technique		Manipulation	Fielding and catching	Catching technique and taking wickets		Small sided cricket

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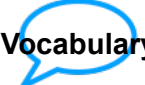
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	FOCUS AREA	SKILL	Aim	Summary of unit (KEY WORDS/STICKY KNOWLEDGE)	FOCUS AREA	Skill	Aim	Summary of unit (KEY WORDS/STICKY KNOWLEDGE)	
25	Co-ordination	Timing	Improve timing to strike the ball		Manipulation	Striking	Striking the ball successfully		Tennis
26	Co-ordination	Personal Best	Term 2 assessment session		Manipulation	Personal best	Term 2 assessment session		Game day
27	Agility	Rotation	Be able to swivel at the hips	Developing and understanding combined movements and balance.	Physical	Agility	Fast feet	Developing combined movements, timing and explosive leg power	Rugby
28	Coordination	Combination of skills	Be able to hurdle obstacles		Physical	Strength	Explosive leg power		Jumping
29	Balance	Points of contact	Understanding how balance is vital to movement		Cognitive	Anticipation	Pacing my running		Running
30	Balance	Generating force through transfer of weight	Working off a good balance can you jump explosively		Physical	Speed	Run faster		Jumping
31	Agility	Flexibility of movement	Jumping and landing skills		Cognitive	Evaluation	Understand components of fitness		Fitness circuit
32	Agility	Personal Best	Term 3 assessment session		Manipulation	Personal Best	Term 3 assessment session		Game day
33	Balance	Understanding base	Understand what happens to balance when it faces a force	Developing understanding and execution of balance and force. Builds on previous unit.	Physical	Control	Understand how to adjust surface tension to aid control	Develops object manipulation through anticipation and hand/foot to eye coordination skills. Builds on previous unit.	Invasion games
34	Coordination	Differentiating force	Understand how and why to exert force		Manipulation	Accuracy	Throwing technique		Throwing and catching
35	Coordination	Organising limbs	Get in line with moving object		Manipulation	Fielding and catching	Catching technique		Throwing and catching
36	Balance	Static balance	Improve balance		Manipulation	Striking	Improve kicking		Footcricket
37	Coordination	Receieving	Improve catching skills		Manipulation	Dribbling	Dribble faster		End zone games
38	Agility	Travelling	Running stamina	Develop and understand travelling technique. Builds on previous unit.	Cognitive	Peer mentoring	Devise a team plan	Develop Teamwork and communication skills	Outdoor and Adventourous
39	Agility	Reactions	Respond to triggers		Cognitive	Understanding rules	Execute a team plan		Outdoor and Adventourous

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This document was developed in partnership with our friends at St Josephs Catholic Primary School, Wetherby.

STICKY KNOWLEDGE

Please use this document in conjunction with the SPIRALPE lesson plans.

	Term 1	Term 2	Term 3
Year 6	Key knowledge being taught this term	Key knowledge being taught this term	Key knowledge being taught this term
Teaching points  - It is most effective to use dribbling, fakes and sidesteps when trying to go past members of the other team or moving through space. - To understand the term tactics and be able to identify tactics you could use in a game e.g., frustrating the opponents with close marking to win the ball back by forcing an error. - Understand the role of a referee. A referee is impartial, makes the best decisions, pays close attention, has the respect of the players. (Children expected to have had a go at refereeing a short amount of a ball game.) - Shot selection in sport means choosing an appropriate shot based on the circumstances; depending on where the opponent is and where you (and your team) are. E.g., drop shot, volley, left/right foot, - To understand to read the game you must watch what is happening in the game to predict where the ball will be passed so you can intercept it.	- To perform a hold in a strong body position for 1 minute, parallel to the floor, feet together, with one arm stretched upwards. - To understand that different styles of traveling can link balances and jumps to create a fluid gymnastics or dance sequence. - To know that we use positive feedback to help a teammate improve by communicating something they are doing well as well as something they could improve. - To understand that trajectory is where path the ball will take and how quickly. - To understand that technique is as important as force when trying to strike a ball for distance. The swing must be smooth, and the ball needs to contact with the middle of the bat/racket. - To identify where to hit the ball from the location of the fielders in a game of rounders/cricket.	- To jump over a distance, they need to use explosive power when taking off, swing their arms forward for momentum and lift their up. - To incorporate run ups into throws and jumps they must coordinate their feet and time their take off/ throw. - To identify which skills can be transferred to other sports e.g., dribbling to beat an opponent – basketball, hockey, football. - To understand that creativity, perseverance and teamwork help with problem solving - To know that when you are leading you need to be confident in the ideas you have so you can pass them onto the rest of the team. - Being a manager/leader involves encouraging your team, making plans, taking responsibility, helping organise the team.	
Vocabulary 	Disguise; Accelerate, Leadership; Tactics; responsibility; respect; anticipate; react; adjust; decisions	Perseverance; Strength; Counterbalance; Teamwork; Collaboration; Trajectory; Technique	Timing transferable; communication; coordination; problem solving; Organise; manager;
Role models 	Sarina Wiegman, (manager); Sian Massey-Ellis (referee); Shakib Al Hasan (cricketer)	Jessica and Jennifer Gadirova, (gymnasts)	Usain Bolt, (sprinter) Clive Woodward (manager)
Year 5	Key knowledge being taught this term	Key knowledge being taught this term	Key knowledge being taught this term
Teaching points  - The process to give effective feedback on a skill is to observe the player/skill, review with best practice and feedback on how to improve. - A player should dribble when they can get past a defender or have no one to pass to. - A player should pass when they are under pressure from defenders or to move the ball quickly. - Decisions need to be made quickly in games. - Passing for retention means keeping the ball in possession for your team even if it means you pass back to a defender. - Passing to attack means you find someone in space to try to get the ball up field into a position where someone could from shoot. - Successful teams work together using the same agreed tactics. - A tennis player needs to use a variety of shots including dropshot, forehand, backhand and volley in a rally to move an opponent around the court. - An effective position to intercept a ball is either close to the receiver or thrower.	- To understand that it is key to tense every part of their body in a position to make it look strong. Focus on gymnastics start and end positions for examples. - To be able to listen to feedback and adjust how they are dancing to respond to the action points - To know how to navigate obstacles whilst running at full speed by looking ahead and assessing the situation, dodging obstacles, knowing when to slow down and speed up. - To know that the long barrier technique is when they crouch to the floor with one knee and on the ground and the calf running horizontal to the ground to form a barrier so the ball can't pass. The hands are put in front of the knelt leg to retrieve the ball.	- Understand the importance of learning the skill slowly and correctly then speeding it. - To understand that pace is the speed you are running at over distance and that if the pace is too quick you will run out of energy later in the race and if it's too slow you won't perform to your best. - To know that to control their pace and run successfully over a long distance they must create a smooth running rhythm. - To show a change of pace between running over a long distance and sprinting. - To identify and copy successful elements of others performance and use them into their own performance.	
Vocabulary 	Observe; Review; Feedback; Techniques; Power; Distance; tactics; Attacking; Defending	Tense; Strength; poise; communication; listening; navigate; Power; Distance.	Reactions; speed of thought; advantage; pacing; stamina; analyse performance; feedback.
Role models 	Serena Williams; (tennis player) Lebron James (basketball player)	Tom Daley (diver), Ellie Simmonds (swimmer)	Mo Farrah (long distance runner) Jonathon Peacock (Paralympian sprinter)
Year 4	Key knowledge being taught this term	Key knowledge being taught this term	Key knowledge being taught this term
Teaching points  - To know they need to keep their head up when dribbling so that they can see passes, space to dribble into and opposition players. - To know that working together means listening to other's ideas and including everyone in the team in planning tactics - To know the techniques of passing a rugby ball. Sideways throw across your body, hands on the side of the ball and throw behind you as you run. No forward passes. - To know that retaining possession is important for teams in invasion games so they can score, and the opposition team doesn't have the ball to score. The team with possession is in control of the game. - To understand the importance of making decisions quickly when selecting a player to pass to in basketball. - To know that to defend a shot in basketball you must block or intercept the ball - To know I must get in line with the ball and time swinging my kicking leg to make a successful pass with a moving ball. - To give examples of some rules in sport that are designed to keep players safe whilst playing.	- To understand how to assess risk when using the apparatus. - Demonstrating your ideas is a good way to communicate in PE. To be able to demonstrate an idea for a gymnastics/ dance routine to the rest of their group. - To give three qualities that can help make a team effective e.g., good communication, listening to other's ideas, being decisive, taking turns, being inclusive, tone of voice, working together etc. - To name three devices they could use to make a gymnastics sequence e.g., roll, freeze frame, jump, spin, different levels, counterbalance, - To understand that reducing the distance they run will reduce the time it takes to finish. E.g., running straight in a race, running close to the rounder bases. - To be able to give 2 examples of how parts of the body are contributing to an overarm throw e.g., position of the feet for a stable base, arms to counterbalance and swing, back and chest muscles provide power, head still for stability, eyes to focus/accuracy, bend knees for stability.	- To be able to explain that to change direction sharply I must slow down slightly, push off from my opposite foot and accelerate away. - To know that to use explosive power like at the start of a race or standing jump I need to release the tension in my legs quickly. - To identify that a smooth handover of a relay baton requires the giver to stretch their hand towards the receiver and the receiver to have their hand out ready. - Recognising how to improve my performance by breaking the skill down into components. - To recognise that to give instructions that others can follow you have to use recognised terms between the person giving the information and the person receiving the information. - Keeping games simple and creative helps make them fun to play.	
Vocabulary 	Head up; Identify; Communicate; Power; Adapt; Strengths and weaknesses; possession; Timing	Improving; practice; Sprint; Pace; Explosive Quick thinking; shot placement.	Turn; agility, strength; speed; explosive; verbal communication; help; teamwork. Rules; fairness.
Role models 	Laura Roper (hockey)	Nile Wilson and Alastair Cook	Team GB relay team. Pep Guardiola (manager)
Year 3	Key knowledge being taught this term	Key knowledge being taught this term	Key knowledge being taught this term
Teaching points  - To know that when dribbling a hockey ball, you must push the ball not strike the ball - To know that effective teamwork means supporting the people on your team, working together to achieve a goal or score points, taking on different roles in the team - To know that a 'block' in dodgeball means to use a ball you are holding to stop a ball thrown at you hitting your body. - To know that a 'dodge' means to avoid the ball hitting you by moving your body out of the way. - To be able to demonstrate a block and dodge. - To know how to perform a forehand shot in tennis. It is swinging your arm at the side of your body with your arm outstretched and your dominant hand's palm facing forward - To know that a backhand shot is played with your arm across your body onto the other side and the back of your hand facing forward. - Name four sports that we use shooting to score points. E.g., Basketball, handball, netball, football, rugby (penalty/ conversion kicks)	- To identify the difference between a strong/tense and weak/floppy body position. To be able to hold a strong body position for one minute with feet together and arms wide. - To understand that watching others is an important part of teamwork and can help you develop creative group ideas. - To understand the role each player has in cricket, batter, bowler, fielder and wicketkeeper. - To know which sports they may use the upwards facing basket position in to catch the ball e.g. cricket, baseball, rounders, softball.	- To understand that as part of a good running technique they need to 'pump' their arms. A helpful rhyme is 'move my fingertips from my lips to my hips'. - Name two ways our arms create momentum e.g., when jumping we swing them forward, when running we pump our arms. - To know that our muscles are like springs and that they need to bend to provide explosive power - To understand that instructions need to be clear and concise to be effective. - To understand that staying calm helps communicate a message to others. - Understand it is important to listen to instructions carefully so you understand how the game works and how you can be successful.	
Vocabulary 	Power Identify; Improve; Encourage; Control; Push; Dribble; Concentrate; Rules; Teamwork; Work together;	Observe/Watch; Advise; Encourage; Accuracy; Speed; Pace; Explosive; Technique	Sprint; anticipation; momentum; Communication; instructions help; teamwork
Role models 	Andy Murray (tennis) England Lionesses (football team)	Beth Tweddle; (gymnast) Diversity (dance troupe)	Stephanie McLeod-Reid MBE (Paralympian track and field)

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	Term 1	Term 2	Term 3
Year 2	Key knowledge being taught this term	Key knowledge being taught this term	Key knowledge being taught this term
Teaching points 	- To know that if they push harder when hopping or jumping, they will jump higher or further. - To understand that point of contact means a part of the body touching the floor. Identify how many points of contact a balance/position has. - To know that they need to time the jump before a hurdle so that they don't hit it. - Know that using the right amount of power and looking in the direction/at the person they are passing to, will make a pass more accurate. - Understand that when the targets get further away, they need to change to overarm throws. - To know that accelerate means to move quicker and that to dodge I may need to accelerate away and change direction.; - To understand that it is important to perform skills in non-competitive situations, so they get a chance to learn the techniques properly and practice it to get it right. - To know that to bounce pass they make a w shape with two hands on the ball and push down so the ball bounces between them and their partner. - To identify and demonstrate a bounce pass to a partner using a basketball.	- To understand that they when they widen their base when landing a jump, it improves their stability e.g. move legs to shoulder width apart to when landing a jump - A sequence is when moves are put together one after the other. They are used in dance and gymnastics. To be able to perform 4 simple dance moves one after the other in time to the music. - To understand that a cue is a sound or action that requires a response. Cues help in dance to know when to do certain dance move. - To understand that tracking the ball means watching the ball and predicting when/how fast it will bounce. - To understand that they need to time their swing to hit the tennis ball with the racket. They time their swing by watching the ball, seeing where it is going and how fast then swing the racket to meet the ball as it reaches them.	- To demonstrate receiving a ball, passing it to a teammate and moving quickly to another space - To demonstrate what a good starting position for a race is and explain that it should be balanced with legs set apart for a good base so that you can push off with power and not fall over. - To be able to perform a speed bounce I need to use my arms to balance, to create a rhythm to coordinate my feet and body and keep my head steady to balance. - To be able to explain that when throwing two objects the same distance the one that is heavier requires more power to throw it. - Explain that timing your run to receive a ball is important so that you can catch it at a good height and that tracking the ball by watching it's flight will help you time your run successfully.
Vocabulary	React; Quick; Mirror; Posture; push; leg power; timing; maintain; recover; accuracy; weight of pass; bounce pass w- shape; awareness	Timing; cues; Adjust body; Rhythm; timing; confidence; Tracking; Hand to Eye co-ordination	Pivot; receive; 'pass and move'; points of contact; balance; sprint ; take off; landing; power; throwing; decision making; weight and power; timing; track; watch
Year 1	Key knowledge being taught this term	Key knowledge being taught this term	Key knowledge being taught this term
Teaching points 	- To know to check their heart rate they can put their hand on their heart and that it shows how many beats their heart is doing per minute. - To know left and right and be able to use them in simple instructions related to PE such as stand on your right leg, stretch up your left arm - To know that hopping is jumping on one foot and that they need to balance in between each hop. - To be able to demonstrate how to hop on both the right and left legs 10 times. - To know to point their standing leg where they want the ball to go, and this will help a kicked pass be more accurate. - To know that accurate means that the ball goes where you want it to go to. - To be able to roll a ball with either hand and that using less power means the ball rolls slower and more power means the ball rolls faster. - To know that an underarm arm throw is next to hip with palm facing forward and overarm throw arm over the shoulder palm facing forward and demonstrate a good underarm technique	- Increase the tempo of my dancing in time with a change in speed of a rhythm. - To understand that they can use the beat, rhythm, lyrics to dance together by staying in time to the music. - To know that to strike the ball they need to look at the ball and swing their arm with their palm facing up. - To understand that making slight adjustments to my body position will help them balance successfully. - To know they have to keep the racket level/flat so the object doesn't slide off e.g. when balancing an quoit on a plastic tennis racket. - To understand that an overarm throw is when you throw with their hand over the shoulder and palm facing forwards.	- To understand how different body parts work together so we can balance and explain that when I lean I need to put my arms and legs out to counter balance and not fall. - To understand the role of balance in a two footed jump and how we achieve it by having feet hip width apart, bend knees, arms move to help keep balance, head still. - When performing a 2 to 1 foot jump (taking off with two feet and landing on one foot) show understanding that I need to bend knees; head facing forwards and still; swing arms for momentum and distance; secure landing to be balanced and successful. - To perform the correct rolling technique to roll the ball to a target using right and left hands? - To understand that we use under arm for short throws with less power and over arm throws to get the bean bag further for long throws. - When catching an object, you must move your feet to get in line with the object so that you can catch the ball.
Vocabulary	Pulse; Opposite; Adjust; Balance; Accurate; Weight of Pass; Technique; Power; Speed	Close control; Space; Timing; Underarm; Overarm; Smooth action; throwing; catching; cup shape; hand position; react.	Landing safely; timing; co-ordination; balance; base; Technique, fluid movement; over arm; underarm; power; distance; move; catch; hands; ready; concentrate.
FS2	Key knowledge being taught this term	Key knowledge being taught this term	Key knowledge being taught this term
Teaching points 	- To be able to stand, sit and crouch. - To know that jumping is pushing off the floor with both feet together and landing on both feet at the same time. - To know that to balance I need to be still, look forward and focus on one thing. - To know that I need to keep my head up and watch for others to travel safely and find space when moving round an area. - To be able to change direction quickly by pushing off on one foot and going in the other direction into space. - To know that to kick a static football I need to step towards the ball and kick with the inside of my foot. - To know that a rolling ball goes along the floor and be able to demonstrate this to a partner at different speed by bending my knees, getting low and looking at my partner,	- Identify parts of the body e.g. knees, head, arms, hands, legs, back and that you can use them to make different shapes and positions. - To know that I have to listen to the music when I am dancing and react when it stops or changes. - To understand that when they lean too far, they will fall over. - Receiving a rolling ball using bent knees (not sitting down) and watching the ball. - To understand that they have to look at the ball so they can move to catch the ball. - To know that they need to look at and focus on their partner to mimic their actions.	- To understand that when we feel unsteady, we need to make small adjustments to our body position to regain balance so we don't fall. - To understand that the position of our arms can help us balance when we jump, hop and twist. - To be able perform a two footed jump with both feet leaving the ground together and landing on the ground together securely and balanced. - To identify an overarm throw and an underarm throw. - To be able to demonstrate the cup position (little fingers together and hands facing up in a cup) as a way to show we are ready to catch a bean bag. - To know that warm up and cool down activities are at the beginning and end of doing exercise. The purpose of a warm-up is to stretch our muscles and raise our pulse, to get blood pumping round our body, ready for exercise. The cool down is to recover breathing and lower heart rate,
Vocabulary	Control; React; Balance; Jump; Steady; Wobble; Inside of foot.	Dancing; Listening; Co-ordination; Control; Roll; Aim; Accuracy; Soft Pass; Throwing; Catching.	Balance; Leaning; Still; Jumping; Landing; Bending; Arms; Rotate; Power; Watch; Hands; Ready; Cup position;

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