PHYSICAL EDUCATION (SOW)



Year	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
group	Introduction to PE Unit 1	Introduction to PE unit 2.	Dance unit 1.	Dance unit 2.	Ball skills unit 1.	Ball skills unit 2.
	Fundamentals unit 1	Fundamentals unit 2.	Gymnastics unit 1.	Gymnastics unit 2.	Games unit 1.	Games unit 2.
THEME	TEAMWORK/RESPONSIBILITIES	SELF-BELEIF	DETERMINATION	HONESTY/INTEGRETY	RESPECT	EMPAHTY
			Acquiring and Deve	eloping Skills (A&D)		
Skills		Selecti	• • • • •	cs and compositional ideas	(S&A)	
			• · ·	ing performance (E&I)		
		Kr	owledge and understandir	ng of fitness and health (H&I	-)	
	tional Programme:					
	is vital in children's all-round developm f a child's strength, co-ordination, and p					
can support chi	ldren to develop their core strength, sta	bility, balance, spatial awareness, co-or	dination, and agility. Gross motor skills	provide the foundation for developing	healthy bodies and social and emotion	al well-being. Fine motor control and
	with hand-eye co-ordination, which is la dults, allow children to develop proficier		d varied opportunities to explore and	play with small world activities, puzzles,	arts and crafts and the practice of usir	ng small tools, with feedback and
	RNING GOAL Physical Develop					
Gross Motor Sk	ills					
	expected level of development will: espace and obstacles safely, with conside	aration for themselves and others				
-	rate strength, balance and coordination					
	ergetically, such as running, jumping, dar	ncing, hopping,				
skipping a	nd climbing. CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE
	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:
	TAUGHT TO:	TAUGHT TO.	TAUGHT TO.	TAUGHT TO.	TAUGHT TU.	TAUGHT TO.
	Introduction to PE unit 1.	Introduction to PE unit 2.	Dance unit 1.	Dance unit 2.	Ball Skills unit 1.	Ball skills unit 2.
	In this unit, children will	In this unit, children will	In this unit, children will	In this unit, children will	In this unit children will	In this unit children will
	be introduced to Physical	be introduced to Physical	develop their expressive	develop their expressive	develop their ball skills	develop their ball skills
	Education and structured	Education and structured	movement through the	movement through the	through the topic of	through the topic of
	movement through the	movement through the	topic of 'everyday life'.	topic of 'places'. Children	'minibeasts'. Children	'weather'. Children will
	topic of 'fantasy and	topic of 'everyday life'.	Children explore space	explore space and how to	will develop fundamental	develop fundamental
	adventure'. They will	They will spend time	and how to use space	use space safely. They	ball skills such as rolling	ball skills such as
EYFS	spend time learning basic	learning basic principles	safely. They explore	explore traveling actions,	and receiving a ball,	throwing and catching,
	principles of a PE lesson	of a PE lesson such as	travelling movements,	shapes and balances.	throwing to a target,	rolling a ball, using
	such as finding space,	safely using space,	shapes and balances.	Children choose their	bouncing and catching,	targets, dribbling with
	freezing on command,	stopping safely, using and	Children choose their	own actions in response	dribbling with feet and	feet, kicking a ball,
	using and sharing	sharing equipment and	own actions in response	to a stimulus. They also	kicking a ball. Children	bouncing and catching a



equipment and workir	ng working individually, with	to a stimulus. They are	are given the opportunity	will be able to develop	ball. Children will be able
individually, with a	a partner and group. They	given the opportunity to	to copy, repeat and	their fine and gross	to develop their fine and
partner and group. The	ey will take part in activities	copy, repeat and	remember actions. They	motor skills through a	gross motor skills though
will take part in activit	ies, which will develop	remember actions. They	continue to use counting	range of game play using	a range of game play
which will develop	fundamental movement	are introduced to	to help them keep in	a variety of equipment.	with balls. Children will
fundamental moveme	nt skills such as running,	counting to help them	time with the music.	Children will be given	work independently and
skills such as running,	jumping and skipping.	keep in time with the	They explore dance	opportunities to work	with a partner and will
jumping, skipping.	Children will also play	music. They perform to	through the world	independently and with	develop decision making
	simple games and begin	others and begin to	around them. They	a partner.	and using simple tactics.
Key Skills	to understand and use	provide simple	perform to others and		
Physical: Moving safely	y rules.	feedback.	begin to provide simple	Key Skills	<u>Key Skills</u>
Physical: Running			feedback.	Physical: Rolling a ball	Physical: Rolling a ball
Physical: Jumping	Key Skills	Key Skills		Physical: Stopping a	Physical: Tracking a ball
Physical: Throwing	Physical: Moving safely	Physical: Travelling	Key Skills	rolling ball	Physical: Throwing at a
Physical: Catching	Physical: Running	Physical: Copying and	Physical: Travelling	Physical: Throwing at a	target
Physical: Following a p	ath Physical: Jumping	performing actions	Physical: Copying and	target	Physical: Bouncing a ball
Social: Sharing	Physical: Throwing	Physical: Co-ordination	performing actions	Physical: Bouncing a ball	Physical: Dribbling a ball
Social: Leadership	Physical: Catching	Social: Respect	Physical: Balance	Physical: Dribbling a ball	with feet
Emotional: Perseveran	nce Physical: Rolling	Social: Co-operating	Physical: Co-ordination	with feet	Physical: Kicking a ball
Emotional: Confidence	e Social: Sharing and taking	with others	Social: Respect	Physical: Kicking a ball	Social: Co-operation
Thinking: Decision mal	king turns	Emotional: Working	Social: Co-operating with	Social: Co-operation	Social: Sharing and
Thinking: Selecting and	d Social: Encouraging and	independently	others	Social: Supporting others	taking turns
applying actions	supporting others	Emotional: Confidence	Emotional: Working	Emotional: Honesty	Emotional:
	Social: Responsibility	Thinking: Counting	independently	Emotional: Perseverance	Determination
-I can demonstrate	Emotional: Honesty and	Thinking: Observing and	Emotional: Confidence	Thinking: Using tactics	Thinking: Using tactics
balance.	fair play	providing feedback	Thinking: Counting	Thinking: Decision	Thinking: Decision
- I can make independ		Thinking: Selecting and	Thinking: Observing and	making	making
choices.	Emotional: Perseverance	applying actions	providing feedback		
- I can negotiate space	Thinking: Decision making		Thinking: Selecting and		 I can negotiate space
safely with considerati	ion Thinking: Understanding	-I am confident to try	applying actions		safely with consideration
for myself and others.	and using rules	new challenges and			for myself and others.
		perform in front of	-I am confident to try	-I can make independent	
		others.	new challenges and	choices.	



- I can follow instructions -I can make independent - I can combine perform in front of - I can negotiate space	- I follow instructions
involving several ideas or choices. movements fluently, others. safely with consideration	involving several ideas or
actions I can negotiate space selecting actions in - I can combine for myself and others.	actions.
- I can play co-operatively safely with consideration response to the task. movements, selecting - I persevere when trying	- I persevere when trying
and take turns with for myself and others I can negotiate space actions in response to new challenges.	new challenges.
others I follow instructions safely with the task I play ball games with	- I play ball games with
- I can use movement involving several ideas or consideration for myself - I can negotiate space consideration of the	consideration of the
skills with developing actions. and others. safely with consideration rules.	rules.
balance and co I play co-operatively and - I follow instructions for myself and others I play co-operatively	- I play co-operatively
ordination. take turns with others. involving several ideas - I follow instructions and take turns with	and take turns with
- I understand the rules or actions. involving several ideas or others.	others.
Fundamentals unit 1.and can explain why it is- I show respect towardsactions I use ball skills with	- I use ball skills with
In this unit children will important to follow them. others when providing - I show respect towards developing competence	developing competence
develop their - I use movement skills feedback. others when providing and accuracy.	and accuracy.
fundamental movement with developing balance - I use movement skills feedback.	
skills through the topic of and co-ordination. with developing - I use movement skills <u>Games unit 1.</u>	Games unit 2.
'all about me'. strength, balance and with developing strength, In this unit, children will	In this unit children will
Fundamental skills willFundamentals unit 2.co-ordination showingbalance and co-develop their	practise and further
include balancing, In this unit children will increasing control and ordination showing understanding of playing	develop their
running, changing develop their grace. increasing control and games through the topic	fundamental movement
direction, jumping, fundamental movement grace. of 'transport'. Children	skills through the topic of
hopping and travelling. skills through the topic of <u>Gymnastics unit 1.</u> will practise and further	'around the world'.
Children will develop'places and spaces'.In this unit, children will Gymnastics unit 2. develop fundamental	Children will learn and
gross motor skills through Children will develop develop their basic In this unit, children will movement skills through	develop these skills by
a range of activities. They skills of balancing, gymnastic skills through develop their basic games. They will also	playing a variety of
will learn how to stay safe running, hopping, the topic of 'animals and gymnastic skills through learn how to score and	games. They will also
using space, working jumping, travelling and their habitats'. Children the topic of 'traditional play by the rules, how to	start to understand how
independently and with a changing direction. explore basic tales', to include 'Jack work with a partner and	to work as a team, take
partner. Children will develop fine movements, creating and the Beanstalk' and begin to understand	turns, keep the score,
Key Skills and gross motor skills, shapes, balances, and 'Goldilocks and the Three what a team is, as well as	play against an opponent
Physical: Balancingthrough handlingjumps and begin toBears'. Children explorelearning how to behave	and play by the rules.
Physical: Runningequipment. They willdevelop rocking andbasic movements,when winning and losing.	
Physical: Jumping learn how to stay safe rolling. They show an creating shapes and	



Physical: Changing	using space. They work	awareness of space and	balances, jumps and	<u>Key Skills</u>	<u>Key Skills</u>
direction	independently and with a	how to use it safely and	rolls. They begin to	Physical: Running	Physical: Running
Physical: Hopping	partner to complete	perform basic skills on	develop an awareness of	Physical: Balancing	Physical: Changing
Physical: Travelling	tasks.	both floor and	space and how to use it	Physical: Changing	direction
Social: Working safely	Key Skills	apparatus. They copy,	safely. They perform	direction	Physical: Striking a ball
Social: Responsibility	Physical: Hopping	create, remember and	basic skills on both floor	Physical: Striking a ball	Social: Communication
Social: Helping others	Physical: Galloping	repeat short sequences.	and apparatus. They	Physical: Throwing	Social: Co-operation
Emotional: Honesty	Physical: Skipping	They begin to	copy, create, remember	Social: Communication	Social: Taking turns
Emotional: Challenging	Physical: Sliding	understand using levels	and repeat short	Social: Co-operation	Social: Respect
myself	Physical: Jumping	and directions when	sequences. They begin to	Social: Taking turns	Social: Supporting and
Emotional: Determination	Physical: Changing	traveling and balancing.	understand using levels	Social: Supporting and	encouraging others
Thinking: Decision making	direction		and directions when	encouraging others	Emotional: Honesty
Thinking: Selecting and	Physical: Balancing	Key Skills	travelling and balancing.	Emotional: Honesty and	Emotional: Managing
applying actions	Physical: Running	Physical: Shapes		fair play	emotions
Thinking: Using tactics	Social: Working safely	Physical: Balances	Key Skills	Emotional: Managing	Emotional: Perseverance
	Social: Responsibility	Physical: Jumps	Physical: Shapes	emotions	Thinking: Using tactics
-I am confident to try new	Social: Working with	Physical: Rocking	Physical: Balances	Thinking: Using tactics	
challenges.	others	Physical: Rolling	Physical: Jumps	Thinking: Decision	 I can negotiate space
- I can negotiate space	Emotional: Managing	Physical: Travelling	Physical: Rock and roll	making	safely with consideration
safely with consideration	emotions	Social: Taking turns	Physical: Barrel roll		for myself and others.
for myself and others.	Emotional: Challenging	Social: Co-operation	Physical: Straight roll	 I can negotiate space 	- I follow instructions
- I follow instructions	myself	Social: Communication	Physical: Progressions of	safely with consideration	involving several ideas or
involving several ideas or	Thinking: Selecting and	Emotional: Confidence	a forward roll	for myself and others.	actions.
actions.	applying actions	Emotional:	Physical: Travelling	- I follow instructions	 I play co-operatively,
- I play co-operatively,		Determination	Social: Leadership	involving several ideas or	take turns and
take turns and encourage	- I am confident to try	Thinking: Selecting and	Social: Taking turns	actions.	encourage others.
others.	new challenges, deciding	applying skills	Social: Helping others	 I play co-operatively, 	 I play games honestly
- I play games honestly	on the skills I use to	Thinking: Creating	Emotional:	take turns and	with consideration of the
with consideration of the	complete the task.	sequences	Determination	encourage others.	rules.
rules.	 I can negotiate space 		Thinking: Selecting and	 I play games honestly 	- I show an
- I use movement skills	safely with consideration	-I am confident to try	applying skills	with consideration of the	understanding of my
with developing balance	for myself and others.	new challenges.	Thinking: Creating	rules.	feelings and can regulate
			sequences		my behaviour.



and co-ordination when	- I follow instructions	- I can combine		- I show an	- I use ball skills with
playing games.	involving several ideas or	movements, selecting	-I am confident to try	understanding of my	developing competen
	actions.	actions in response to	new challenges.	feelings and can regulate	and accuracy.
	- I play co-operatively,	the task and apparatus.	- I can combine	my behaviour.	- I use movement skill
	take turns and	- I can confidently and	movements, selecting	- I use ball skills with	with developing balar
	congratulate others.	safely use a range of	actions in response to	developing competence	and co-ordination.
	- I play games honestly	large and small	the task and apparatus.	and accuracy.	
	with consideration of the	apparatus.	- I can confidently and	- I use movement skills	
	rules.	- I can negotiate space	safely use a range of	with developing balance	
	- I show an understanding	safely with	large and small	and co-ordination.	
	of my feelings and can	consideration for myself	apparatus.		
	regulate my behaviour.	and others.	- I can negotiate space		
	- I use movement skills	- I follow instructions	safely with consideration		
	with developing balance	involving several ideas	for myself and others.		
	and co-ordination.	or actions.	- I follow instructions		
		- I use movement skills	involving several ideas or		
		with developing	actions.		
		strength, balance and	- I use movement skills		
		co-ordination showing	with developing strength,		
		increasing control and	balance and co-		
		grace.	ordination showing		
		- I work co-operatively	increasing control and		
		with others and take	grace.		
		turns.	- I work co-operatively		
			with others and take		
			turns.		
Curriculum: Key stage 1 Pupil	s should develop fundament	al movement skills, becom ividually and with others. 1	e increasingly competent ar	d confident and access a b	road range of

others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.

YEAR	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
GROUP 1	Fitness	Ball Skills	Dance	Gymnastics	Athletics	Net & Wall



	Fundamentals	Sending & Receiving	Invasion Games	Yoga	Team Building	Striking and Fielding
	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE
	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:
	<u>Fitness</u>	Ball Skills	<u>Dance</u>	Gymnastics	Athletics	<u>Net & Wall</u>
	Develop their	In this unit, pupils will	Pupils will explore	In this unit pupils learn to	In this unit, pupils will	Pupils will be introduced
	understanding of the	explore their	travelling actions,	use space safely and	develop skills required in	to the basic skills
	benefits of exercise and a	fundamental ball skills	movement skills and	effectively. They explore	athletic activities such as	required in Net and Wall
	healthy lifestyle on their	such as throwing and	balancing. They will	and develop basic	running at different	games. Pupils will learn
	physical body, their mood	catching, rolling, hitting a	understand why it is	gymnastic actions on the	speeds, changing	the importance of the
	and their overall health.	target, dribbling with	important to count to	floor and using low	direction, jumping and	ready position. They will
	They will work	both hands and feet and	music and use this in	apparatus. Basic skills of	throwing. In all athletic	develop throwing,
	independently, in pairs	kicking a ball. Pupils will	their dances. Pupils will	jumping, rolling,	based activities, pupils	catching and racket skills,
	and small groups to	have the opportunity to	copy and repeat actions	balancing and travelling	will engage in	learning to track and hit
	complete challenges in	work independently, in	linking them together to	are used individually and	performing skills and	a ball. They will learn to
YR1	which they will	pairs and small groups.	make short dance	in combination to create	measuring performance,	play against an opponent
	sometimes need to	Pupils will be able to	phrases. Pupils will work	movement phrases.	competing to improve on	and over a net. They will
	persevere to achieve	explore their own ideas in	individually and with a	Pupils are given	their own score and	begin to use rules and
	their personal best.	response to tasks.	partner to create ideas	opportunities to select	against others. They are	simple tactics when
	<u>Key Skills</u>		in relation to the theme.	their own actions to build	given opportunities to	playing against a partner.
	Physical: Running	<u>Key Skills</u>	Pupils will be given the	short sequences and	work collaboratively as	They will be encouraged
	Physical: Co-ordination	Physical: Rolling	opportunity to perform	develop their confidence	well as independently.	to demonstrate good
	Physical: Stamina	Physical: Kicking	and also to provide	in performing. Pupils		sportsmanship and show
	Physical: Strength	Physical: Throwing	feedback, beginning to	begin to understand the	<u>Key Skills</u>	respect towards others.
	Physical: Agility	Physical: Catching	use dance terminology	use of levels, directions	Physical: Running at	
	Physical: Balance	Physical: Bouncing	to do so.	and shapes when	varying speeds	<u>Key Skills</u>
	Social: Co-operation	Physical: Dribbling		travelling and balancing.	Physical: Agility	Physical: Throwing
	Social: Support	Physical: Tracking	<u>Key Skills</u>		Physical: Balance	Physical: Catching
	Social: Responsibility	Social: Co-operation	Physical: Travel	Key Skills	Physical: Jumping,	Physical: Hitting a ball
	Emotional: Kindness	Social: Communication	Physical: Copying and	Physical: Travelling	hopping and leaping in	Physical: Tracking a ball
	Emotional: Perseverance	Social: Leadership	performing actions	actions	combination and for	Social: Respect
	Emotional: Honesty	Social: Supporting others	Physical: Using shape	Physical: Shapes	distance	Social: Communication
	Emotional: Independence	Emotional: Honesty	Physical: Balance	Physical: Balances		



Thinking: Comprehension	Emotional: Perseverance	Physical: Coordination	Physical: Jumps	Physical: Throwing for	Emotional: Honesty and
Thinking: Creativity	Emotional: Challenging	Social: Co-operation	Physical: Barrel roll	distance	fair play
Thinking: Problem solving	myself	Social: Communication	Physical: Straight roll	Social: Working safely	Emotional:
Thinking: Reflection	Thinking: Using tactics	Social: Coming to	Physical: Forward roll	Social: Collaborating with	Determination
	Thinking: Exploring	decisions with a partner	progressions	others	Thinking: Decision
- I can recognise changes	actions	Social: Respect	Social: Sharing	Emotional: Working	making
in my body when I do	Thinking: Comprehension	Emotional: Confidence	Social: Working safely	independently	Thinking: Using simple
exercise.		Emotional: Acceptance	Emotional: Confidence	Emotional: Honesty and	tactics
- I can share my ideas	-I am beginning to catch	Thinking: Counting	Thinking: Observing and	playing to the rules	Thinking: Recalling
with other people in the	with two hands.	Thinking: Observing and	providing feedback	Emotional:	information
class.	-I am beginning to dribble	providing feedback	Thinking: Selecting and	Determination	Thinking:
-I can talk about what	a ball with my hands and	Thinking: Selecting and	applying actions	Thinking: Exploring ideas	Comprehension
exercise does to my body.	feet.	applying actions			
-I recognise how exercise	-I am beginning to		-I am confident to	-I am able to throw	Striking and Fielding
makes me feel.	understand simple	 I am beginning to use 	perform in front of	towards a target.	Pupils develop their basic
-I try my best in the	tactics.	counts.	others.	 I am beginning to show 	understanding of striking
challenges I am set.	-I can roll and throw with	-I can copy, remember	-I can link simple actions	balance and co-	and fielding games such
I understand why it is	some accuracy towards a	and repeat actions.	together to create a	ordination when	as Rounders and Cricket.
important to warm up.	target.	 I can move confidently 	sequence.	changing direction.	They learn skills including
	-I can say when someone	and safely.	-I can make my body	 I am developing 	throwing and catching,
Fundamentals	was successful.	-I can use different parts	tense, relaxed, stretched	overarm throwing.	stopping a rolling ball,
Pupils will explore the	-I can track a ball that is	of the body in isolation	and curled.	 I can recognise changes 	retrieving a ball and
fundamental skills of	coming towards me.	and together.	-I can recognise changes	in my body when I do	striking a ball. They are
balancing, running,	-I can work co-operatively	 I can work with others 	in my body when I do	exercise.	given opportunities to
changing direction,	with a partner.	to share ideas and select	exercise.	-I can run at different	play one against one,
jumping, hopping and		actions.	-I can remember and	speeds.	one against two, and one
skipping. They will	Sending & Receiving	-I choose appropriate	repeat actions and	 I can work with others 	against three. They learn
explore these skills in	Pupils will develop their	movements for different	shapes.	and make safe choices.	how to score points and
isolation as well as in	sending and receiving	dance ideas.	-I can say what I liked	-I try my best.	how to use simple
combination. Pupils will	skills including throwing	 I say what I liked about 	about someone else's	-I understand the	tactics. They learn the
be given opportunities to	and catching, rolling,	someone else's	performance.	difference between a	rules of the games and
identify areas of strength	kicking, tracking and	performance.		jump, a leap and a hop	use these to play fairly.
and areas for	stopping a ball. Pupils will			and can choose which	They show respect



improvement. Pupils will	be given opportunities to	-I show some sense of	-I can use apparatus	allows me to jump the	towards others when
work collaboratively with	work with a range of	dynamic and expressive	safely and wait for my	furthest.	playing competitively
others, taking turns and	different sized balls. They	qualities in my dance.	turn.		and develop
sharing ideas.	will apply their skills			Team Building	communication skills.
	individually, in pairs and	Invasion Games	<u>Yoga</u>	In this unit pupils	
Key Skills:	in small groups and begin	Pupils develop the basic	Pupils learn about	develop their	Key Skills
Physical: Balancing	to organise and self-	skills required in	mindfulness and	communication and	Physical: Throwing
Physical: Sprinting	manage their own	invasion games such as	awareness. They begin to	problem solving skills.	Physical: Catching
Physical: Jogging	activities. They will	sending, receiving and	learn poses and	They work individually, in	Physical: Retrieving a ball
Physical: Dodging	understand the	dribbling a ball. They	techniques that will help	pairs and in small groups,	Physical: Tracking a ball
Physical: Jumping	importance of abiding by	develop their	them connect their mind	learning to take turns,	Physical: Striking a ball
Physical: Hopping	the rules to keep	understanding of	and body. The unit looks	work collaboratively and	Social: Communication
Physical: Skipping	themselves and others	attacking and defending	to improve wellbeing by	lead each other. They are	Social: Supporting and
Social: Taking turns	safe.	and what being 'in	building strength,	given the opportunity to	encouraging others
Social: Supporting and		possession' means. They	flexibility and balance.	discuss and plan their	Social: Consideration of
encouraging others	<u>Key Skills</u>	have the opportunity to	The learning includes	ideas to get the most	others
Social: Working safely	Physical: Rolling	play uneven and even	postures, breathing and	successful outcome.	Emotional: Perseverance
Social: Communication	Physical: Kicking	sided games. They learn	meditation taught		Emotional: Honesty and
Emotional: Challenging	Physical: Throwing	how to score points in	through fun and	<u>Key Skills</u>	fair play
myself	Physical: Catching	these types of games	engaging activities.	Physical: Balancing	Thinking: Using tactics
Emotional: Perseverance	Physical: Tracking	and how to play to the		Physical: Travelling	Thinking: Selecting and
Emotional: Honesty	Social: Taking turns	rules. They work	Key Skills	actions	applying skills
Thinking: Selecting and	Social: Supporting and	independently, with a	Physical: Breathing	Social; Communication	Thinking: Decision
applying	encouraging others	partner and in a small	Physical: Relaxation	Social: Sharing ideas	making
Thinking: Identifying	Social: Respect	group and begin to self-	Physical: Balance	Social: Inclusion	
strengths	Social: Communication	manage their own	Physical: Flexibility	Social: Encouraging and	-I can catch a beanbag
Thinking: Listening and	Emotional: Challenging	games, showing respect	Physical: Strength	supporting others	and a medium-sized ball.
following instructions	myself	and kindness towards	Social: Working safely	Emotional: Confidence	 I can roll a ball towards
	Emotional: Perseverance	their teammates and	Social: Sharing ideas	Emotional: Trust	a target.
-I can change direction	Emotional: Honesty	opponents.	Social: Leadership	Emotional: Honesty	 I can strike a ball using
when moving at speed.	Emotional: Being happy		Emotional: Calmness	Thinking: Decision	my hand.
	to succeed	<u>Key Skills</u>	Emotional: Patience	making	- I can track a ball that is
				Thinking: Using tactics	coming towards me.



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-I can recognise changes	Thinking: Transferring	Physical: Throwing and	Emotional:	Thinking: Providing	- I know how to score
in my body when I do	skills	catching	Understanding	instructions	points.
exercise.		Physical: Kicking	Emotional:	Thinking: Planning	- I understand the rules
-I can run at different	 I am beginning to send 	Physical: Dribbling with	Independence	Thinking: Problem	and I am beginning to
speeds	and receive a ball with my	hands and feet	Thinking: Selecting	solving	use these to play
 I can select my own 	feet.	Physical: Dodging	actions		honestly and fairly.
actions in response to a	-I can catch a ball with	Physical: Finding space	Thinking: Comprehension	-I can communicate	- I understand when I am
task.	some success.	Social: Co-operation	Thinking: Focus	simple instructions.	successful.
 I can show hopping and 	-I can recognise changes	Social: Communication	Thinking: Providing	-I can follow instructions.	
jumping movements.	in my body when I do	Social: Supporting and	feedback	-I can follow path and	
-I can work co-operatively	exercise.	encouraging others		lead others.	
with others to complete	-I can roll a ball towards a	Social: Respect and	 I can recognise how 	-I can listen to others'	
tasks.	target.	kindness towards others	yoga makes me both feel	ideas.	
-I show balance and co-	-I can throw a ball to a	Emotional: Honesty and	physically and mentally.	 I can suggest ideas to 	
ordination when static	partner.	fair play	-I can remember and	solve tasks.	
and moving at a slow	-I can track a ball that is	Emotional: Managing	repeat actions, linking	-I can work with a	
speed.	coming towards me.	emotions	poses together.	partner and a small	
	-I can work co-operatively	Thinking: Connecting	-I can say what I liked	group.	
	with a partner.	information	about someone else's	-I understand the rules of	
		Thinking: Decision	flow.	the game.	
		making	-I can show an awareness		
		Thinking: Recalling	of space when travelling.		
		information	 I can work with others 		
			to create poses.		
		-I am beginning to			
		dribble a ball with my			
		hands and feet.			
		-I can change direction			
		to move away from a			
		defender.			
		 I can recognise space 			
		when playing games.			



			-I can send and receive a			
			ball with hands and feet.			
			-I can use simple rules to			
			play fairly.			
			-I move to stay with			
			another player when			
			defending.			
			-I recognise changes in			
			my body when I do			
			exercise.			
			-l understand when l am			
			a defender and when I			
			am an attacker.			
	Term 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 2	Fitness	Ball Skills	Dance	Gymnastics	Athletics	Net and Wall
	Fundamentals	Sending and Receiving	Invasion Games	Yoga	Team Building	Striking and Fielding
	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE
	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:
	Fitness	Ball Skills	Dance	Gymnastics	Athletics	Net and Wall
					/ (()))	
	In this unit, pupils will	In this unit, pupils will	In this unit, pupils will	In this unit pupils learn	In this unit, pupils will	In this unit, pupils will
	In this unit, pupils will take part in a range of	In this unit, pupils will develop their				
			In this unit, pupils will	In this unit pupils learn	In this unit, pupils will	In this unit, pupils will
	take part in a range of	develop their	In this unit, pupils will explore space and how	In this unit pupils learn explore and develop	In this unit, pupils will develop skills required in	In this unit, pupils will develop the basic skills
	take part in a range of fitness activities to	develop their fundamental ball skills	In this unit, pupils will explore space and how their body can move to	In this unit pupils learn explore and develop basic gymnastic actions	In this unit, pupils will develop skills required in athletic activities such as	In this unit, pupils will develop the basic skills involved in net and wall
	take part in a range of fitness activities to develop components of	develop their fundamental ball skills such as throwing and	In this unit, pupils will explore space and how their body can move to express and idea, mood,	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using	In this unit, pupils will develop skills required in athletic activities such as running at different	In this unit, pupils will develop the basic skills involved in net and wall games. They will develop
	take part in a range of fitness activities to develop components of fitness. Pupils will begin	develop their fundamental ball skills such as throwing and catching, rolling, hitting a	In this unit, pupils will explore space and how their body can move to express and idea, mood, character or feeling.	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and	In this unit, pupils will develop the basic skills involved in net and wall games. They will develop their understanding of
	take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop	develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with	In this unit, pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic	In this unit, pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and
	take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-	develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and	In this unit, pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling,	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils	In this unit, pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using
	take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co- ordination, speed and	develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will	In this unit, pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in	In this unit, pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to
YR2	take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co- ordination, speed and stamina. Pupils will be	develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to	In this unit, pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus.	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and	In this unit, pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and



develop perseverance	Key Skills	expression. They will use	Pupils develop an	against others. They are	of scoring. They will
and show determination	Physical: Rolling	counts of 8 consistently	awareness of	given opportunities to	learn to play games
to work for longer	Physical: Kicking	to keep in time with the	compositional devices	work collaboratively as	honestly, abiding by the
periods of time.	Physical: Throwing	music and a partner.	when creating	well as independently.	rules and showing
	Physical: Catching	Pupils will also explore	sequences to include the	They learn how to	respect towards their
Key Skills	Physical: Bouncing	pathways, levels, shapes,	use of shapes, levels and	improve by identifying	opponents and
Physical: Agility	Physical: Dribbling	directions, speeds and	directions. They learn to	areas of strength as well	teammates.
Physical: Balance	Social: Co-operation	timing. They will be	work safely with and	as areas to develop.	
Physical: Co-ordination	Social: Communication	given the opportunity to	around others and whilst		Key Skills
Physical: Speed	Social: Leadership	work independently and	using apparatus. Pupils	<u>Key Skills</u>	Physical: Throwing
Physical: Stamina	Social: Supporting others	with others to perform	are given opportunities	Physical: Running at	Physical: Catching
Physical: Skipping	Emotional: Honesty	and provide feedback	to provide feedback to	different speeds	Physical: Racket skills
Social: Taking turns	Emotional: Perseverance	beginning to use key	others and recognise	Physical: Jumping for	Physical: Ready position
Social: Encouraging and	Emotional: Challenging	terminology.	elements of high quality	distance	Physical: Hitting a ball
supporting others	myself		performance.	Physical: Throwing for	Social: Support
Emotional:	Thinking: Using tactics	Key Skills		distance	Social: Co-operation
Determination	Thinking: Exploring	Physical: Travel	Key Skills	Social: Working safely	Social: Respect
Emotional: Perseverance	actions	Physical: Copying and	Physical: Shapes	Social: Collaborating with	Social: Communication
Emotional: Challenging		performing actions	Physical: Balances	others	Emotional: Perseverance
myself	-I am beginning to	Physical: Using dynamics,	Physical: Shape jumps	Emotional: Working	Emotional: Honesty
Thinking: Identifying	provide feedback using	pathway, expression and	Physical: Travelling	independently	Thinking: Decision
strengths and areas for	key words.	speed	movements	Emotional:	making
improvement	 I am beginning to 	Physical: Balance	Physical: Barrel roll	Determination	Thinking: Reflection
Thinking: Observing and	understand and use	Physical: Coordination	Physical: Straight roll	Thinking: Observing and	Thinking:
providing feedback	simple tactics.	Social: Respect	Physical: Forwards roll	providing feedback	Comprehension
	- I can dribble a ball with	Social: Consideration	Social: Sharing	Thinking: Exploring ideas	Thinking: Selecting and
-I can describe how my	my hands and feet with	Social: Sharing ideas	Social: Working safely		applying
body feels during	some control.	Social: Decision making	Emotional: Confidence	-I can describe how my	
exercise.	- I can roll and throw a	with others	Emotional:	body feels during	-I can defend space on
- I can show hopping and	ball to hit a target.	Emotional: Acceptance	Independence	exercise.	my court using the ready
jumping movements	- I can send and receive a	Emotional: Confidence	Thinking: Observing and	 I can identify good 	position.
with some balance and	ball using both kicking	Thinking: Selecting and	providing feedback	technique.	
control.		applying actions			



- I persevere with new	and throwing and	Thinking: Counting	Thinking: Selecting and	- I can jump and land	- I can describe how my
challenges.	catching skills.	Thinking: Observing and	applying actions	with control.	body feels during
- I show determination to	- I can track a ball and	providing feedback		- I can use an overarm	exercise.
continue working over a	collect it.	Thinking: Creating	-I am beginning to	throw to help me to	- I can hit a ball over the
longer period of time.	- I can work co-	Thinking. Creating	provide feedback using	throw for distance.	net and into the court
- I understand that	operatively with a	-I am beginning to	key words.	- I can work with others,	area.
running at a slower	partner and a small	provide feedback using	- I am proud of my work	taking turns and sharing	- I can throw accurately
speed will allow me to	•	key words.	and confident to	ideas.	
•	group.	•			to a partner.
run for a longer period of	Conding and Dessiving	- I can copy, remember,	perform in front of	- I show balance and co-	- I can use simple tactics
time.	Sending and Receiving	repeat and create dance	others.	ordination when running	to make it difficult for an
- I work with others to	Pupils will develop their	phrases.	- I can perform the basic	at different speeds.	opponent.
turn a rope and	sending and receiving	- I can describe how my	gymnastic actions with	- I try my best.	- I know how to score
encourage others to	skills including throwing	body feels during	some control and		points and can
jump at the right time.	and catching, rolling,	exercise.	balance.		remember the score.
	kicking, tracking and	- I can show a character	- I can plan and repeat		- I show good
	stopping a ball. They will	and idea through the	simple sequences of	Team Building	sportsmanship when
<u>Fundamentals</u>	also use equipment to	actions and dynamics I	actions.	Pupils develop their	playing against an
Pupils will develop the	send and receive a ball.	choose.	- I can use directions and	communication and	opponent.
fundamental skills of	Pupils will be given	- I can use counts to stay	levels to make my work	problem-solving skills.	
balancing, running,	opportunities to work	in time with the music.	look interesting.	They work individually,	Striking and Fielding
changing direction,	with a range of different	- I can work with a	- I can use shapes when	in pairs and in small	In this unit, pupils
jumping, hopping and	sized balls. They will	partner using mirroring	performing other skills.	groups. Throughout,	develop their
skipping. Pupils will be	apply their skills	and unison in our	- I can work safely with	there is an emphasis on	understanding of the
given opportunities to	individually, in pairs and	actions.	others and apparatus.	teamwork. They learn to	principles of striking and
work with a range of	in small groups and	- I show confidence to		discuss, plan and reflect	fielding games. They
different equipment.	begin to organise and	perform.	Yoga	on ideas and strategies.	develop the skills of
Pupils will be asked to	self-manage their own		Pupils learn about	They lead a partner	throwing and catching,
observe and recognise	activities. They will	Invasion Games	mindfulness and body	whilst considering safety.	tracking and retrieving a
improvements for their	understand the	Pupils develop their	awareness. They begin	Pupils have the	ball and striking a ball.
own and others' skills	importance of abiding by	understanding of	to learn yoga poses and	opportunity to show	They begin to self-
and identify areas of	rules to keep themselves	invasion games and the	techniques that will help	honesty and fair play.	manage small sided
strength. Pupils will be	and others safe.	principles of defending	them to connect their		games. Pupils learn how
given the opportunity to		and attacking. They use	mind and body. The unit	Key Skills	to score points and play



					_
work collaboratively with	Key Skills	and develop skills such	builds strength, flexibility	Physical: Travelling	to the rules. Pupils will
others, taking turns and	Physical: Rolling	as sending and receiving	and balance. The	actions	begin to think about how
sharing ideas.	Physical: Kicking	with both feet and	learning includes	Physical: Jumping	to use skills, strategies
	Physical: Throwing	hands, as well as	breathing and	Physical: Balancing	and tactics to outwit the
Key Skills	Physical: Catching	dribbling with both feet	meditation taught	Social: Communication	opposition appropriate
Physical: Balancing	Physical: Tracking	and hands. They have	through fun and	Social: Listening	to the situation.
Physical: Sprinting	Social: Co-operation	the opportunity to play	engaging activities.	Social: Leading	
Physical: Jogging	Social: Communication	uneven and even sided	Pupils will work	Social: Inclusion	Key Skills
Physical: Dodging	Social: Keeping others	games. They learn how	independently and with	Emotional: Trust	Physical: Throwing and
Physical: Jumping	safe	to score points in these	others, sharing ideas and	Emotional: Honesty and	catching
Physical: Hopping	Emotional: Perseverance	types of games and learn	creating their own poses	fair play	Physical: Tracking a ball
Physical: Skipping	Emotional: Challenging	to play to the rules.	in response to a theme.	Emotional: Acceptance	Physical: Bowling
Social: Taking turns	myself			Thinking: Planning	Physical: Batting
Social: Supporting and	Thinking: Identifying how	Key Skills	Key Skills	Thinking: Decision	Social: Communication
encouraging others	to improve	Physical: Throwing and	Physical: Breathing	making	Social: Collaboration
Social: Respect	Thinking: Transferring	catching	Physical: Balance	Thinking: Problem	Emotional: Honesty
Social: Communication	skills	Physical: Kicking	Physical: Flexibility	solving	Emotional: Acceptance
Emotional: Challenging		Physical: Dribbling with	Physical: Strength		Emotional: Controlling
myself	-I am beginning to	hands and feet	Social: Working safely	-I can follow instructions	emotions
Emotional: Perseverance	provide feedback using	Physical: Dodging	Social: Sharing ideas	carefully.	Thinking: Select and
Emotional: Honesty	key words.	Physical: Finding space	Social: Leadership	- I can say when I was	apply
Thinking: Selecting and	- I am beginning to trap	Social: Communication	Emotional: Calmness	successful at solving	Thinking: Using tactics
applying	and cushion a ball that is	Social: Respect	Emotional: Patience	challenges.	Thinking: Decision
Thinking: Identifying	coming towards me.	Social: Co-operation	Emotional:	- I can share my ideas	making
strengths	 I can accurately throw 	Social: Kindness	Understanding	and help to solve tasks.	
	and kick a ball to a	Emotional: Empathy	Thinking: Selecting	- I can work co-	 I am beginning to
-I am beginning to	partner.	Emotional: Integrity	actions	operatively with a	provide feedback using
provide feedback using	- I can catch a ball passed	Emotional:	Thinking: Creating poses	partner and a small	key words.
key words.	to me, with and without	Independence	Thinking: Focus	group.	 I am developing
- I am beginning to turn	a bounce.	Emotional:	Thinking: Providing	- I show honesty and can	underarm and overarm
and jump in an individual	- I can roll a ball to hit a	Determination	feedback	play fairly.	throwing skills.
skipping rope.	target.	Emotional: Perseverance			
		Thinking: Creativity			



	- I can describe how my	- I can track a ball and	Thinking: Reflection	-I am beginning to	- I understand how to	- I can hit a ball using
	body feels during	stop it using my hands	Thinking: Decision	provide feedback using	use, follow and create a	equipment with some
	exercise.	and feet.	making	key words.	simple diagram/map.	consistency.
	- I can show balance	- I can work co-	Thinking:Comprehension	- I can copy, remember	simple diagram/map.	- I can track a ball and
			Thinking.comprehension			
	when changing direction.	operatively with a		and repeat yoga flows.		collect it.
	- I can show hopping,	partner and a small	-I can describe how my	- I can describe how my		- I can use simple tactics.
	skipping and jumping	group.	body feels during	body feels during		- I know how to score
	movements with some	- I can work safely to	exercise.	exercise.		points and can
	balance and control.	send a ball towards a	- I can dodge and find	- I can move from one		remember the score.
	- I can work co-	partner using a piece of	space away from the	pose to another thinking		- I understand the rules
	operatively with a	equipment.	other team.	about my breath.		of the game and can use
	partner and a small		- I can move with a ball	- I can use clear shapes		these to play fairly in a
	group.		towards goal.	when performing poses.		small group.
	- I show balance and co-		- I can sometimes dribble	- I can work with others		
	ordination when running		a ball with my hands and	to create simple flows		
	at different speeds.		feet.	showing some control.		
			- I can stay with another			
			player to try and win the			
			ball.			
			- I know how to score			
			points and can			
			remember the score.			
			- I know who is on my			
			team and I can attempt			
			to send the ball to them.			
ional Com	riculum: Koy stago 2 Dunils					

National Curriculum: 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, rounder's 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 Term 1 TERM 2 TERM 3 TERM 4 TERM 5 TERM 6

PHYSICAL EDUCATION (SOW)



YEAR 3	X-Country / Health &	Dance & Football	Gymnastics & Ball Skills	Yoga & Hockey	Athletics & Cricket	Rounders & Tennis
	Fitness					
	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE
	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:
	Health and Fitness	Dance	Gymnastics	<u>Yoga</u>	Athletics	<u>Rounders</u>
	Pupils will take part in a	In this unit, pupils create	In this unit, pupils focus	In this unit, pupils learn	In this unit, pupils will	In this unit, pupils learn
	range of fitness testing	dances in relation to an	on improving the quality	about mindfulness and	develop basic running,	how to score points by
	where they monitor and	idea including historical,	of their gymnastic	body awareness. They	jumping and throwing	striking a ball into space
	record their data. They will	cultural and scientific	movements. They are	learn yoga poses and	techniques. They are set	and running around
	learn to understand	sources. Pupils work	introduced to the terms	techniques that will help	challenges for distance	cones or bases. When
	different components of	individually, with a	'extension' and 'body	them to connect their	and time that involve	fielding, they learn how
	fitness, speed, stamina,	partner and in small	tension.' They develop	mind and body. The unit	using different styles and	to play in different
	strength, co-ordination,	groups. Pupils develop	the basic skills of rolling,	looks to improve well-	combinations of running,	fielding roles. They focus
	balance and agility. Pupils	their use of counting and	jumping and balancing	being by building	jumping and throwing.	on developing their
YR 3	will be given opportunities	rhythm. Pupils learn to	and use them	strength, flexibility and	As in all athletic	throwing, catching and
	to work at their maximum	use canon, unison,	individually and in	balance. The learning	activities, pupils think	batting skills. In all
	and improve their fitness	formation and levels in	combination. Pupils	includes breathing and	about how to achieve	games activities, pupils
	levels.	their dances.	develop their sequence	meditation taught	their greatest possible	have to think about how
			work, collaborating with	through fun and	speed, height, distance	they use skills, strategies
	<u>Skills in this unit:</u>	<u>Skills in this unit:</u>	others to use matching	engaging activities.	or accuracy and learn	and tactics to outwit the
	Physical: Strength	Physical: Using canon,	and contrasting actions	Pupils will work	how to persevere to	opposition. Pupils are
	Physical: Speed	unison, formation,	and shapes and develop	independently and with	achieve their personal	given opportunities to
	Physical: Power	dynamics, pathways,	linking sequences	others to create their	best. Pupils are also	work in collaboration
	Physical: Agility	direction	smoothly with actions	own yoga flows.	given opportunities to	with others, play fairly
	Physical: Coordination	Physical: Copying and	that flow. Pupils develop		measure, time and	demonstrating an
	Physical: Balance	performing actions	their confidence to	<u>Skills in this unit:</u>	record scores.	understanding of the
	Physical: Stamina	Social: Sharing ideas	perform, considering the	Physical: Breathing		rules, as well as being
	Social: Supporting others	Social: Respect	quality and control of	Physical: Balance	<u>Skills in this unit:</u>	respectful of the people
	Social: Working safely	Social: Inclusion of	their actions.	Physical: Flexibility	Physical: Sprinting	they play with and
	Emotional: Perseverance	others		Physical: Strength	Physical: Running over	against.
	Emotional: Determination	Social: Leadership	Skills in this unit:	Physical: Coordination	obstacles	
		Social: Working safely		Social: Working safely		<u>Skills in this unit:</u>



Thinking: Identifying areas	Emotional: Confidence	Physical: Individual point	Social: Sharing ideas	Physical: Jumping for	Physical: Underarm and
of strength and areas for	Emotional: Acceptance	and patch balances	Social: Leadership	distance and height	overarm throwing
development	Thinking: Selecting and	Physical: Straight roll	Emotional: Calmness	Physical: Push and pull	Physical: Catching
	applying actions	Physical: Barrel roll	Emotional: Focus	throwing for distance	Physical: Tracking a ball
- I can collect and record	Thinking: Creating	Physical: Forward roll	Emotional: Confidence	Social: Working	Physical: Fielding and
personal fitness data and I	Thinking: Observing and	Physical: Straight jump	Thinking: Selecting	collaboratively	retrieving a ball
can recognise my	providing feedback	Physical: Tuck jump	actions	Social: Working safely	Physical: Batting
strengths.		Physical: Star jump	Thinking: Creating poses	Emotional: Perseverance	Social: Collaboration and
- I can complete exercises	- I am respectful of	Physical: Rhythmic	and flows	Emotional:	communication
with control.	others when watching	gymnastics	Thinking: Providing	Determination	Social: Respect
- I can persevere when I	them perform.	Social: Collaboration	feedback	Thinking: Observing and	Social: Supporting and
find a challenge is hard.	- I can provide feedback	Social: Communication		providing feedback	encouraging others
- I can provide feedback	using key words.	Social: Respect	- I can copy and link yoga		Emotional: Honesty and
using key words.	- I can repeat, remember	Emotional: Confidence	poses together to create	- I am developing	fair play
- I can use key points to	and perform a dance	Thinking: Observing and	a short flow.	jumping for distance and	Emotional: Confident to
help me to improve my	phrase.	providing feedback	- I can describe how yoga	height.	take risks
sprinting technique.	- I can use counts to keep	Thinking: Selecting and	makes me feel.	- I can identify when I	Emotional: Managing
- I can work safely with	in time with a partner	applying actions	- I can move from one	was successful.	emotions
others.	and group.	Thinking: Evaluating and	pose to another in time	- I can take part in a relay	Thinking: Observing and
- I show balance when	- I can use dynamic and	improving	with my breath.	activity, remembering	providing feedback
changing direction.	expressive qualities in		- I can provide feedback	when to run and what to	Thinking: Using tactics
- I understand the benefits	relation to an idea.	 I can adapt sequences 	using key words.	do.	Thinking: Decision
of exercise.	- I can work with a	to suit different types of	 I can work with others 	- I can throw a variety of	making
	partner and in a small	apparatus.	to create a flow	objects, changing my	
Cross country	group, sharing ideas.	- I can choose actions	including a number of	action for accuracy and	-I am able to bowl a ball
Pupils will develop	 I create short dance 	that flow well into one	poses.	distance.	towards a target.
confidence, confidence and	phrases that	another.	 I show some stability 	- I can use different take	- I am beginning to strike
become informed learners	communicate the idea.	 I can choose and plan 	when holding my yoga	off and landings when	a bowled ball.
by working individually and	- I understand the	sequences of contrasting	poses.	jumping.	 I am developing an
with a partner to run for an	benefits of exercise.	actions.		- I can use key points to	understanding of tactics
extensive period of time.	<u>Football</u>	- I can complete actions	<u>Hockey</u>	help me to improve my	and I am beginning to
	In this unit, pupils will be	with increasing balance	In this unit, pupils will	sprinting technique.	use them in game
Skills in this unit:	encouraged to persevere	and control.	learn to contribute to		situations.
	of strength and areas for development - I can collect and record personal fitness data and I can recognise my strengths. - I can complete exercises with control. - I can persevere when I find a challenge is hard. - I can provide feedback using key words. - I can use key points to help me to improve my sprinting technique. - I can work safely with others. - I show balance when changing direction. - I understand the benefits of exercise. Cross country Pupils will develop confidence, confidence and become informed learners by working individually and with a partner to run for an extensive period of time.	of strength and areas for developmentEmotional: Acceptance Thinking: Selecting and applying actions- I can collect and record personal fitness data and I can recognise my strengths.Thinking: Creating Thinking: Observing and providing feedback- I can complete exercises with control I am respectful of others when watching them perform I can persevere when I find a challenge is hard. - I can provide feedback using key words I am respectful of others when watching them perform I can use key points to help me to improve my sprinting technique. - I can work safely with others I can use counts to keep in time with a partner and group I show balance when changing direction. - I understand the benefits of exercise I can work with a partner and in a small group, sharing ideas. - I create short dance phrases that communicate the idea. - I understand the become informed learners by working individually and with a partner to run for an extensive period of time I understand the benefits of exercise I understand the benefits of exercise I understand the benefits of exercise.	of strength and areas for developmentEmotional: Acceptance Thinking: Selecting and applying actionsand patch balances Physical: Straight roll Physical: Straight roll Physical: Straight jump- I can collect and record personal fitness data and I can recognise my strengths.Thinking: Creating Thinking: Observing and providing feedbackPhysical: Straight jump Physical: Straight jump- I can complete exercises with control I am respectful of others when watching them perform.Physical: Collaboration- I can persevere when I find a challenge is hard I can provide feedback using key words.Social: Collaboration- I can provide feedback using key words I can repeat, remember and perform a dance phrase.Social: Confidence Thinking: Observing and providing feedback- I can work safely with others I can use counts to keep phrase.Thinking: Selecting and applying actions- I understand the benefits of exercise I can use dynamic and expressive qualities in relation to an idea I can adapt sequences to suit different types of apparatus I understand the benefits of exercise I can work with a partner and in a small group, sharing ideas I can choose actions that flow well into one another.Pupils will develop confidence, confidence and become informed learners by working individually and with a partner tor un for an extensive period of time I can complete actions working individually and with a partner tor un for an extensive period of time I can complete actions with increasing balance	of strength and areas for developmentEmotional: Acceptance Thinking: Selecting and applying actionsand patch balancesSocial: Leadership-1 can collect and record personal fitness data and I can recognise my strengths.Thinking: Creating providing feedbackPhysical: Straight roll Physical: Straight jumpEmotional: Confidence Thinking: Creating poses-1 can complete exercises with control1 am respectful of others when watching others when watching them perform.Physical: Straight roll Physical: Straight jumpThinking: Creating poses attions-1 can persevere when I find a challenge is hard1 can repeat, remember and perform a dance phrase.Social: Collaboration Social: CollaborationTolinking: Providing feedback-1 can use key points to help me to improve my sprinting technique1 can use counts to keep phrase.Thinking: Selecting and and perform a dance phrase1 can use counts to keep and group1 can adapt sequences to suit different types of appratus1 can mork with a partner and in a small group, sharing ideas1 can adapt sequences to suit different types of appratus1 can work with others to create a flow including a number of poses1 understand the benefits by working individually and with a partner to run for an extensive period of time1 can complete actions1 can complete actions-1 can work with others to create a flow including a number of poses1 understand the benefits of exercise1 can choose and plan equences of contrasting actions1 can complete actions that flow well into one poses.<	of strength and areas for developmentEmotional: Acceptance Thinking: Selecting and applying actionsand patch balances' Physical: Straight roll Physical: Straight roll P



Physical: Run for a sustained period of time.when developing competencies in key skills and principles statking. competencies in key skills and principles statking. sending, receiving and thobus as a team I can move in unison with a partner. - I can movie in unison team provide feedback ball, use simple attacking. sending, receiving and thobus as a team I can work with a partner and in a small ball, use simple attacking. sending, receiving and thobus as a team I can work with a partner and in a small ball, use simple attacking. sending, receiving and thobus as a team I can work with a partner and in a small ball, use simple attacking. sending, receiving and thobus as a team I am learning the rules of the game and I am beginning to use them. - I can use overarm and understand the movements in response to a task I can work with a partner and in a small ball, use simple attacking. a task works. - I understand the best I can work with a set as task I can use overarm and understand the best I can use overarm and the am of think about defending and wning the ball I understand the understand the best I understand the best I understand the best I understand the team I understand the team I understand the the encouraged to think abut defending and why it is think sout defending and why fits unit, pupils- I understand the important I understand the team I understand the understand <br< th=""><th></th><th></th><th></th><th></th><th></th><th>-</th></br<>						-
Physical: Growth and development.skills and principles such as defending, attacking, sending, receiving and dribbing a ball, receiving and dribbing a	Physical: Run for a	when developing	- I can move in unison	the game by helping to	- I can work with a	- I am learning the rules
development. Physical: Physically active Physical: Competitive Social: Competitive Social: Competitive Social: Competitive team.as defending, attacking, sending, receiving and dribbling a ball. They will best.understand the best 1 show determination to achieve my personal best 1 can pervide feedback using key words.Thinking: Making decisions Thinking: Tartical awareness motional: Eustress and Distress.is defending, attacking, sending, receiving and dribbling a ball. They will best.using key words 1 can pervide feedback using key words 1 can pervide feedback using key words.Thinking: Strategies Thinking: Strategies Thinking: Strategies Thinking: Strategies Thinking: Strategiesfor their teammates, opportunities to select and apply tactics to outwit the opposition.outwit the opposition 1 can pervide feedback using key words.Nullperformances could be awarenessfor their teammates, opportunities to select and apply tactics to select as that L can run for longer periods of time. I can warm up effectively so that I can run for longer periods of time.Skills in this unit: Physical: Tracking/ pockal: Ball control Physical: Collaboration Social: Comparition Social: ComparitionSkills in this unit pupils will have the opportunity to develop their accuracy and to social comparition periods of time. I can ware uperfectively so that I am ready to run a long distance.Skills in this unit: Physical: Tracking / Soci	sustained period of time.	competencies in key	with a partner.	keep possession of the	partner and in a small	of the game and I am
Physical: Physical: New Sending, receiving and dribbling a ball. They will Social: Running independently and as a and then move onto even sided games. They independently and as a thinking: Making decisions Thinking: Analytical – deep and cooperatively within thinking: Malytical – deep and cooperatively within thinking: Strategies Thinking: Strategies<	Physical: Growth and	skills and principles such	 I can provide feedback 	ball, use simple attacking	group, sharing ideas.	beginning to use them.
Physical: Competitive. Social: Runningdribbling a ball. They will start by playing uneven and then move onto team.benefits of exercise. - I use a greater number of wown ideas for wowenents in response to a task.ball. They will start by laying uneven and then move onto even sided games. They will begin to to a task I can use overarm and understanding.Thinking: Analytical – leam understanding.cooperatively within a team, showing respect for their teammates, opposition and referee.of their teammates, opposition and referee.ball. They will start by nowenents in responseball. They will start by and winning the ball I can use overarm and understand the benefits of exercise I understand the benefits of exerci	development.	as defending, attacking,	using key words.	tactics using sending,	- I show determination	- I can provide feedback
Social: Running independently and as a team.start by playing uneven and then move onto even sided games. They and cooperatively within and cooperatively withing: Thinking: Analytical – deep understanding1 understand the benefits of exercise. and cooperatively within and cooperatively within even, showing respect for their teammates, opposition and referee. Pupils will be given Thinking: Strategies-1 understand the benefits of exercise. and cooperatively within and cooperatively within ecognise how understand this improved1 understand the benefits of exercise. and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition1 understand the benefits of exercise. -1 understand the	Physical: Physically active	sending, receiving and	- I understand the	receiving and dribbling a	to achieve my personal	using key words.
independently and as a team.and then move onto even sided games. They even sided games. They even sided games. They learn to work one on one and cooperatively within a team, showing respect Thinking: Tattical awareness Opportunities to select Thinking: Strategies Thinking: Stategies Thinking: Stategies Think	Physical: Competitive.	dribbling a ball. They will	benefits of exercise.	ball. They will start by	best.	- I can use overarm and
team.even sided games. They learn to work one on one and cooperatively within at eam, showing respect for their teammates, opportunites to select and apply tactics to outwit the opposition Thinking: Strategies Thinking: Strategies 	Social: Running	start by playing uneven	- I use a greater number	playing uneven and then	- I understand the	underarm throwing and
Thinking: Making decisions Thinking: Analytical – deep understanding.learn to work one on on and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opposition and referee. Pupils will be given opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. In this unit: Physical: Character and Valueslearn to work one on on a team, showing respect opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.to a task. - With help, I can recognise how performances could be improved.think about defending and winning the ball. Pupils will understand the importance of playing fairly and the importance of playing fairly and games activities, pupilsthe game. - I work coperatively with my group to self- manage games I know how to pace myself so that I can run for longer periods of time. - I can run for forger periods of time. - I can run for forger periods of time. - I can run for fifteen minutes without stopping. - I can run for Fifteen minutes without stopping. - I know the difference - I know the difference - I know the difference - I know the difference - Social: Comparation - I know the difference - I know the difference - Revision.to a task. - With help, I can - With help, I can - With help, I can - With set to sport - With set to sport - Revision.think about the accuracy and will learn to select the appropr	independently and as a	and then move onto	of my own ideas for	move onto even sided	benefits of exercise.	catching skills.
Thinking: Analytical – deep understanding.and cooperatively within a team, showing respect for their teammates, opposition and referee With help, I can recognise how performances could be improved.and winning the ball. Puplis will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition I understand the benefits of exercise.Thinking: Strategies Thinking: Strategies Thinking: StrategiesPuplis will be given opportunities to select and apply tactics to outwit the opposition With ny group to self- manage games I understand the benefits of exercise.Thinking: Strategies Thinking: Strategies Tubiking: Brathing Valuesopportunities to select and apply tactics to outwit the opposition.Ball Skills Distress.In this unit, puplis develop physical, social, emotional and thinking whole child objectives.In this unit, puplis develop physical, social, emotional and thinking playing fairly and their accuracy and their accuracy and their accuracy and their accuracy and throwing techniques and tactics to outwit the opportunity to develop their accuracy and throwing techniques and tactics to outwit the opposition I understand the benefits of exercise.I know how to pace myself periods of time. - I know the difference between continuousSkills in this unit: physical: Tracking / social: Comparation- With help, I can recognise how periods of time I understand the benefits of exercise I understand the games activities, puplis- With is puplis develop physical, social, eeping fairly and the intracturacy and the whole thered so that I can run	team.	even sided games. They	movements in response	games. They will begin to	- I understand why it is	- I understand the aim of
understanding. Thinking: Tactical awarenessa team, showing respect for their teammates, opposition and refree. Pupils will be given opportunities to select and apply tactics to outwit the opposition.recognise how performances could be improved.Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.Cricket In this unit, pupils develop physical, social, encouraged to think about how to use skills, strategies and tactics to outwit the opposition.benefits of exercise. - I work cooperatively with my group to self- manage games.Thinking: Strategies Emotional: Character and Valuesopportunities to select and apply tactics to outwit the opposition.Ball Skills outwit the opposition.Pupils will understand thei accuracy and physical: Scial: Collaboration so that I can run for longer periods of time.Skills in this unit: Physical: Tracking / jockeyingPupils will have the opportunity to develop their accuracy and their accuracy and they iacle control and their accuracy and so that I can run for Fifteen minutes without stopping.Skills in this unit: Physical: Collaboration Social: Communication social: Communication social: Communication social: Communication the situation. They will explore a variety of the situation. They will explore a variety of the situation. They will physical: Passing Physical: Passing Physical: Cooperation social: Cooperation the situation. They will explore a variety of the situation. They will explore a variety of the situation. They will physical: Cooperation the situation. They will explore a variety of the situation. They will physical: Cooperation the situ	Thinking: Making decisions	learn to work one on one	to a task.	think about defending	important to warm up.	the game.
Thinking: Tartical awarenessfor their teammates, opposition and referee. Puplis will be given opportunities to select and apply tactics to outwit the opposition.performances could be improved.encouraged to think about how to use skills, strategies and tactics to outwit the opposition.In this unit, pupils develop physical, social, emotional and thinking whole child objectives I work cooperatively with my group to self- manage games.Thinking: Strategies Thinking: Strategies Thinking: Strategies and Valuesfor their teammates, opportunities to select and apply tactics to outwit the opposition.performances could be improved.encouraged to think about how to use skills, strategies and tactics to outwit the opposition.In this unit, pupils develop physical, social, emotional and thinking whole child objectives.In this unit, pupils develop physical, social, emotional and thinking whole child objectives I work cooperatively with my group to self- manage games.Find tactics to valuesoutwit the opposition.In this unit, pupils develop physical, social, emotional and thinking whole child objectives.In this unit, pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They will develop the size saviety of their accuracy and their accuracy and they isal is tracking / jockeyingIn this unit, pupils develop the key skills tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the size and tactics to outwit the opposition.In this unit, pupils develop physical; Scial, eround and thinking whole c	Thinking: Analytical – deep	and cooperatively within	- With help, I can	and winning the ball.		- I understand the
awarenessopposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.improved.about how to use skills, strategies and tactics to outwit the opposition.develop physical, social, emotional: Attitude and apply tactics to outwit the opposition.with my group to self- manage games.Emotional: Attitude tausesand apply tactics to outwit the opposition.In this unit, pupils develop physical, social, emotional and thinking whole child objectives.Pupils will understand playing fairly and whole child objectives.Pupils learn how to strike the ball into space runs. When fielding, they as the ready position, aracket control and hitting a ball. They will periods of time.Skills in this unit: Physical: Tracking/ so that I can run for longer periods of time.Skills in this unit: physical: Communication Social: Communication Social: ComparationPhysical: Tracking / social: Communication Social: ComparationConsistency when throwing techniques and moving techniques and moving techniques and physical: Rescing physical: Communication social: ComparationSkills in this unit: physical: Turning social: Comparation appropriate throw for paproriate throw for the situation. They will Physical: Rescing Physical: Rescing physical: Rescing and minutes without stopping. I know the difference between continuousopposition and referee. Pupils and tactics to socre runs.with my group to self- manage games.In this unit: pupils achieve this by social: Communication ind distance.Skills in this unit: physical: Communication Social: ComparationBall Skills pupils achieve this by 	understanding.	a team, showing respect	recognise how	Pupils will be	<u>Cricket</u>	benefits of exercise.
Thinking: Strategies Thinking: Breathing pattern Emotional: AttitudePupils will be given opportunities to select and apply tactics to outwit the opposition.strategies and tactics to outwit the opposition.emotional and thinking whole child objectives.manage games.Emotional: Character and valuesSkills in this unit: Physical: DribblingIn this unit: opportunity to develop Physical: DribblingIn this unit in this unit: Physical: DribblingIn this unit in this unit	Thinking: Tactical	for their teammates,	performances could be	encouraged to think	In this unit, pupils	- I work cooperatively
Thinking: Breathing pattern Emotional: Attitude Emotional: Character and valuesopportunities to select and apply tactics to outwit the opposition.Ball Skills pupils will understand the importance of playing fairly and whole child objectives.whole child objectives.Emotional: Character and valuesSkills in this unit: Physical: Dribbling physical: PassingSkills in this unit: Physical: Passing opportunity to develop poportunity to develop poportunity to develop to be a supportiveoutwit the opposition. Pupils will understand the importance of strike the ball into space so that they can score runs. When fielding, they as the ready position, racket control and their accuracy and t	awareness	opposition and referee.	improved.	about how to use skills,	develop physical, social,	with my group to self-
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Emotional: Character and valuesoutwit the opposition.develop physical, social, emotional and thinking whole child objectives.the importance of playing fairly and keeping to the rules.strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupilsIn this unit, pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to seskills, strategies and tactics to outwit the opposition.In distance. - I can run for Fifteen minutes without stopping. - I know the difference between continuousSocial: Cooperation Thinking: Selecting andSkills in this unit: emotional: Perseverance Thinking: Selecting andSkille in the situation. They will ewolo catching with one and two hands asSkills in this unit: Physical: TacklingPhysical: Passing poportunities to score runs.In this unit, pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They use striking a ball trying and tactics to score runs.In this unit, pupils develop the key skills required for tennis such as the ready position, racket control and hitt	Thinking: Breathing pattern	opportunities to select		outwit the opposition.	whole child objectives.	
valuesemotional and thinking whole child objectives.playing fairly and keeping to the rules.so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupilsdevelop the key skills required for tennis such as the ready position, racket control and hitting a ball. They will explore a variety of so that I am ready to run a long distance.so that I am ready to run a long distance.develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They will explore a variety of throwing techniques and porpriate throw for et situation. They will et situatio	Emotional: Attitude	and apply tactics to	In this unit, pupils	Pupils will understand	Pupils learn how to	<u>Tennis</u>
Emotional: Eustress and Distress.Skills in this unit: Physical: Dribbling Physical: Passingwhole child objectives. Pupils will have the opportunity to develop their accuracy and their accuracy and erejods of time. - I can warm up effectively so that I can run for longer periods of time. - I can warm up effectively so that I am ready to run a long distance.Skills in this unit: Physical: Turning Social: Communication Social: Cooperation appropriate throw for the situation. They will erevional: Passingkeeping to the rules. They will be encouraged to be a supportive why this behaviour is important.runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opportunities to play games independently appropriate throw for Hysical: Perseverance Thinking: Selecting andruns. When fielding, they required for tennis such as the ready position, racket control and they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by Pupils are given opportunities to play games independently and are taught the importance of being	Emotional: Character and	outwit the opposition.	develop physical, social,	the importance of	strike the ball into space	In this unit, pupils
Distress.Physical: Dribbling Physical: PassingPupils will have the opportunity to developThey will be encouraged to be a supportivelearn how to keep the batters' scores low. In all games activities, pupils have to think about how how to score points and hitting a ball. They learn how to score points and how to score points and they scal: Communication so that I am ready to run a long distance.Physical: Tracking/ physical: TurningPupils will have the opportunity to develop their accuracy and tracking a ball. They will explore a variety ofThey will be encouraged to be a supportive to be a supportive why this behaviour is important.learn how to keep the batters' scores low. In all games activities, pupils how to score points and how to score points and how to use skills, simple strategies and tactics to outwit the opposition. In cricket, pupils achieve this by straking a ball trying avoid fielders, so that they can run between wickets to score runs.as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition.I can run for Fifteen minutes without stopping. - I know the difference between continuousSocial: Cooperation Thinking: Selecting andPupils actient without hands asSkills in this unit: Physical: Intercepting Physical: Interceptingpupils achieve this by Physical: Intercepting Physical: TacklingPupils actient of and are taught the importance of being	values		emotional and thinking	playing fairly and	so that they can score	develop the key skills
Image: section of the secting of the secting of the secting of th	Emotional: Eustress and	Skills in this unit:	whole child objectives.		runs. When fielding, they	required for tennis such
-I know how to pace myself so that I can run for longer periods of time.Physical: Ball control Physical: Tracking/ jockeyingtheir accuracy and consistency when tracking a ball. They will explore a variety ofteammate and identify why this behaviour is important.mamse activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by so that I am ready to run a long distance.hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the oppositionI can run for Fifteen minutes without stopping. -I know the difference between continuousSocial: Cooperation Emotional: Perseverance Thinking: Selecting andthe situation. They will develop catching with one and two hands asSkills in this cunit: Physical: Tackingpupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to score runs.hitting a ball. They learn how to use skills, simple strategies and tactics to outwit the opposition.	Distress.	Physical: Dribbling	Pupils will have the	They will be encouraged	learn how to keep the	as the ready position,
so that I can run for longer periods of time. -I can warm up effectively so that I am ready to run a long distance. -I can run for Fifteen minutes without stopping. -I know the difference between continuousPhysical: Tracking/ tracking a ball. They will explore a variety of throwing techniques and appropriate throw for the situation. They will exelop catching with one and two hands aswhy this behaviour is important.have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this byhow to score points and how to use skills, simple strategies and tactics to outwit the opposition.villPhysical: Tracking/ jockeyingconsistency when tracking a ball. They will explore a variety of throwing techniques and social: Collaborationwhy this behaviour is important.have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, Physical: Dribbling-I can run for Fifteen between continuousSocial: Cooperation Emotional: Honestypropriate throw for the situation. They will one and two hands asSkills in this unit: Physical: Dribbling Physical: Intercepting Physical: Tacklinghow to use skills, simple strategies and tactics to outwit the opposition.villPhysical: Collaboration striking a ball. They will physical: CongenationSocial: Cooperation explored throw for physical: Preseverance Thinking: Selecting andPhysical: Tracking one and two hands asPhysical: Tracking Physical: Tacklinghow to use skills, strategies outwit the opposition.they can run between importance of being		Physical: Passing	opportunity to develop	to be a supportive	batters' scores low. In all	racket control and
periods of time.jockeyingtracking a ball. They willimportant.they use skills, strategieshow to use skills, simple-I can warm up effectivelyPhysical: Turningexplore a variety ofimportant.and tactics to outwit thestrategies and tactics toso that I am ready to run aSocial: CommunicationSocial: Collaborationwill learn to select thePhysical: Passingpupils achieve this byPupils are given-I can run for FifteenSocial: Cooperationappropriate throw forPhysical: Dribblingstriking a ball tryingopportunities to playminutes without stopping.Emotional: Honestythe situation. They willPhysical: Interceptingthey can run betweenand are taught thebetween continuousThinking: Selecting andone and two hands asPhysical: Tacklingwickets to score runs.importance of being	-I know how to pace myself	Physical: Ball control	their accuracy and	teammate and identify	games activities, pupils	hitting a ball. They learn
-I can warm up effectively so that I am ready to run a long distance.Physical: Turning Social: Communication Social: Collaborationexplore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They willand tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between they can run between they can run betweenstrategies and tactics to outwit the oppositionI can warm up effectively social: Collaboration minutes without stopping. -I know the difference between continuousPhysical: Perseverance Thinking: Selecting andexplore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will one and two hands asand tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to score runs.strategies and tactics to outwit the opposition.	so that I can run for longer	Physical: Tracking/	consistency when	why this behaviour is	have to think about how	how to score points and
so that I am ready to run a long distance.Social: Communication Social: Collaborationthrowing techniques and will learn to select the appropriate throw forSkills in this unit: Physical: Passingopposition. In cricket, pupils achieve this by striking a ball tryingoutwit the oppositionI can run for Fifteen minutes without stopping. -I know the difference between continuousSocial: Cooperation Emotional: Perseverance Thinking: Selecting andthrowing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands asSkills in this unit: Physical: Passing Physical: Dribbling Physical: Intercepting Wickets to score runs.outwit the opposition. Pupils are given opportunities to play avoid fielders, so that they can run between wickets to score runs.	periods of time.		c ,	important.	they use skills, strategies	how to use skills, simple
Jord distance.Social: Collaborationwill learn to select the appropriate throw forPhysical: Passingpupils achieve this by striking a ball tryingPupils are given-I can run for Fifteen minutes without stopping. -I know the difference between continuousSocial: Collaborationwill learn to select the appropriate throw forPhysical: Passing Physical: Dribblingpupils achieve this by striking a ball trying avoid fielders, so that the vicen run between wickets to score runs.Pupils are given opportunities to play games independently and are taught the importance of being	-I can warm up effectively		• •			C C
-I can run for Fifteen minutes without stopping. -I know the difference between continuousSocial: Cooperation appropriate throw for the situation. They will develop catching with one and two hands asPhysical: Dribbling Physical: Dribbling Physical: Intercepting Physical: Tacklingstriking a ball trying avoid fielders, so that they can run between wickets to score runs.opportunities to play games independently and are taught the importance of being	so that I am ready to run a		o 1		••	••
minutes without stopping. -I know the difference between continuousEmotional: Honesty Emotional: Perseverance Thinking: Selecting andthe situation. They will develop catching with one and two hands asPhysical: Receiving Physical: Intercepting Physical: Tacklingavoid fielders, so that they can run between wickets to score runs.games independently and are taught the importance of being	long distance.			, .		Pupils are given
-I know the difference between continuousEmotional: Perseverance Thinking: Selecting anddevelop catching with one and two hands asPhysical: Intercepting Physical: Tacklingthey can run between wickets to score runs.and are taught the importance of being	-I can run for Fifteen	•	••••	, .		
between continuous Thinking: Selecting and one and two hands as Physical: Tackling wickets to score runs. importance of being	minutes without stopping.	•	•	, .	•	
	-I know the difference			,		-
applying tactics well as dribbling with Social: Communication Pupils are given	between continuous	U U				importance of being
		applying tactics	well as dribbling with	Social: Communication	Pupils are given	



training and Fartlek	Thinking: Decision	feet and hands. These	Social: Collaboration	opportunities to work in	honest whilst playing to
training.	making	skills will then be applied	Social: Inclusive	collaboration with	the rules.
		to small group games.	Emotional: Honesty and	others, play fairly	
	- I am beginning to use	Pupils will have the	fair play	demonstrating an	Skills in this unit:
	simple tactics.	opportunity to take on	Emotional: Perseverance	understanding of the	Physical: Forehand
	- I am learning the rules	different roles and work	Emotional: Empathy	rules, as well as being	Physical: Backhand
	of the game and I am	both individually and	Thinking: Planning	respectful of the people	Physical: Throwing
	beginning to use them to	with others.	strategies and using	they play with and	Physical: Catching
	play honestly and fairly.		tactics	against.	Physical: Ready position
	- I can dribble, pass,	Skills in this unit:	Thinking: Observing and		Social: Collaboration
	receive and shoot the	Physical: Tracking a ball	providing feedback	<u>Skills in this unit:</u>	Social: Respect
	ball with some control.	Physical: Throwing	Thinking: Decision-	Physical: Underarm and	Social: Supporting
	- I can find space away	Physical: Catching	making.	overarm throwing	others
	from others and near to	Physical: Dribbling		Physical: Catching	Emotional: Honesty
	my goal.	Social: Supporting others	- I am beginning to use	Physical: Over and	Emotional:
	- I can move with a ball	Social: Co-operation	simple tactics.	underarm bowling	Perseverance
	towards goal with	Social: Communication	- I am learning the rules	Physical: Fielding and	Thinking: Decision
	increasing control.	Social: Managing games	of the game and I am	tracking a ball	making
	- I can provide feedback	Emotional: Perseverance	beginning to use them to	Physical: Batting	Thinking:
	using key words.	Emotional: Honesty	play fairly.	Social: Collaboration and	Understanding rules
	- I can track an opponent	Emotional: Respect	- I can dribble, pass,	communication	Thinking: Using tactics
	to slow them down.	Emotional: Challenging	receive and shoot the	Social: Respect	
	- I understand my role as	self	ball with some control.	Emotional: Perseverance	-I am learning the rules
	an attacker and as a	Thinking: Decision	- I can find space away	Emotional: Honesty	of the game and I am
	defender.	making	from others and near to	Thinking: Observing and	beginning to use them
	- I understand the	Thinking: Developing	my goal.	providing feedback	to play fairly.
	benefits of exercise.	tactics	- I can move with a ball	Thinking: Applying	- I can provide feedback
	- I work cooperatively	Thinking: Creativity	towards goal with	strategies	using key words.
	with my group to self-		increasing control.		- I can return a ball to a
	manage games.	-I can catch different	- I can provide feedback	-I am able to bowl a ball	partner.
		sized objects with	using key words.	towards a target.	- I can use basic racket
		increasing consistency	- I can track an opponent		skills.
		with two hands.	to slow them down.		



			- 1	1		
			- I can dribble a ball with	- I understand my role as	- I am beginning to strike	- I understand the aim
			control.	an attacker and as a	a bowled ball after a	of the game.
			- I can persevere when	defender.	bounce.	- I understand the
			learning a new skill.	- I understand the	- I am developing an	benefits of exercise.
			- I can provide feedback	benefits of exercise.	understanding of tactics	 I work cooperatively
			using key words.	- I work cooperatively	and I am beginning to	with my group to self-
			- I can show a variety of	with my group to self-	use them in game	manage games.
			throwing techniques.	manage games.	situations.	
			- I can throw with		- I am learning the rules	
			accuracy and increasing		of the game and I am	
			consistency to a target.		beginning to use them	
			- I can track the path of a		honestly.	
			ball that is not sent		- I can persevere when	
			directly to me.		learning a new skill.	
					- I can provide feedback	
					using key words.	
					- I can use overarm and	
					underarm throwing, and	
					catching skills.	
					- I work co-operatively	
					with my group to self-	
	1				manage games	
	Term 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 4	X-Country / Health &	Dance & Football	Gymnastics & Basketball	OAA & Dodgeball	Athletics & Cricket	Tennis & Rounders
	Fitness					
	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE
	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:
	Cross country	Dance	Gymnastics	ΟΑΑ	Athletics	Tennis
	Pupils will develop	Pupils focus on creating	In this unit, pupils create	In this unit, pupils	In this unit, pupils will	In this unit pupils
	confidence, confidence	characters and narrative	more complex	develop problem solving	develop basic running,	develop the key skills
	and become informed	through movement and	sequences. They learn a	skills through a range of	jumping and throwing	required for tennis such
	movers by working	gesture. They gain	wider range of travelling	challenges. Pupils work	techniques. They are set	as the ready position,
	INOVERS BY WORKING	Besture. They gain	white range of travening	challenges. Fupils work	techniques. They are set	as the ready position,



	individually and with a	inspiration from a range	actions and include the	as a pair and small group	challenges for distance	racket control and
	partner to run for an	of stimulus, working	use of pathways. They	to plan, solve, reflect and	and time that involve	forehand and backhand
YR 4	extensive period of time.	individually, in pairs and	develop more advanced	improve on strategies.	using different styles	ground strokes. Pupils
		small groups. In dance as	actions such as inverted	They learn to be inclusive	and combinations of	learn how to score
	<u>Skills in this unit:</u>	a whole, pupils think	movements and explore	of others and work	running, jumping and	points and how to use
	Physical: Run for a	about how to use	ways to include	collaboratively to	throwing. As in all	skills, strategies and
	sustained period of time.	movement to explore	apparatus. They will	overcome challenges.	athletic activities, pupils	tactics to outwit the
	Physical: Growth and	and communicate ideas	demonstrate control in	Pupils learn to orientate	think about how to	opposition. Pupils are
	development.	and issues, and their own	their behaviour to create	a map, identify key	achieve their greatest	given opportunities to
	Physical: Physically active	feelings and thoughts.	a safe environment for	symbols and follow	possible speed, height,	play games
	Physical: Competitive.		themselves and others to	routes.	distance or accuracy and	independently and are
	Social: Running	Skills in this unit:	work in. They work		learn how to persevere	taught the importance
	independently and as a	Physical: Performing	independently and in	Skills in this unit:	to achieve their	of being honest whilst
	team.	a variety of dance	collaboration with a	Physical: Balance	personal best. In this	playing to the rules.
	Thinking: Making	actions	partner to create and	Physical: Running	unit pupils are able to	
	decisions	Physical: Using	develop sequences.	Social: Communication	experience running for	<u>Skills in this unit:</u>
	Thinking: Analytical –	canon, unison,	Pupils are given	Social: Teamwork	distance, sprinting,	Physical: Underarm
	deep understanding.	formation,	opportunities to receive	Social: Trust	relay, long jump, vertical	throwing
	Thinking: Tactical	dynamics, character,	and provide feedback in	Social: Inclusion	jump and javelin.	Physical: Catching
	awareness	structure, space	order to make	Social: Listening		Physical: Forehand
	Thinking: Strategies	Social: Collaboration	improvements on their	Emotional: Confidence	<u>Skills in this unit:</u>	Physical: Backhand
	Thinking: Breathing	Social: Consideration	performances. In	Thinking: Planning	Physical: Pacing	Physical: Ready position
	pattern	Social: Inclusion	gymnastics as a whole,	Thinking: Map reading	Physical: Sprinting	Social: Collaboration
	Emotional: Attitude	Social: Respect	pupils develop	Thinking: Decision	technique	Social: Respect
	Emotional: Character	Emotional: Empathy	performance skills	making	Physical: Jumping for	Social: Supporting
	and values	Emotional:	considering the quality	Thinking: Problem	distance and height	others
	Emotional: Eustress and	Confidence	and control of their	solving	Physical: Throw, heave,	Emotional: Honesty
	Distress.	Thinking: Observing	actions.		launch for distance	Emotional:
		and providing		- I can accurately follow	Social: Working	Perseverance
	 I can use my knowledge 	feedback	<u>Skills in this unit:</u>	and give instructions.	collaboratively	Thinking: Decision
	of how to pace myself so	Thinking: Selecting	Physical: Individual and	- I can confidently	Social: Working safely	making
	that I can run for longer	and applying skills	partner balances	communicate ideas and	Emotional:	Thinking: Understanding
	periods of time, I can			listen to others.	Perseverance	rules



incorporate a regular	-I can choose actions	Physical: Jumps using	- I can identify key	Emotional:	Thinking: Selecting and
breathing pattern.	and dynamics to	rotation	symbols on a map and	Determination	applying skills and
-I can warm up	convey a character	Physical: Straight roll	use a key to help	Thinking: Observing and	tactics
effectively so that I am	or idea.	Physical: Barrel roll	navigate around a grid.	providing feedback	
ready to run a long	- I can copy and	Physical: Forward roll	- I can plan and apply	Thinking: Exploring	-I am learning the rules
distance, knowing what	remember set	Physical: Straddle roll	strategies to solve	ideas	of the game and I am
muscles I need to	choreography.	Physical: Bridge	problems.		beginning to use them
stretch.	- I can explain what	Physical: Shoulder stand	- I can reflect on when	- I can demonstrate the	to play honestly and
-I can run for twenty	happens to my body	Social: Responsibility	and why I was	difference in sprinting	fairly.
minutes without	when I exercise and	Social: Collaboration	successful at solving	and jogging techniques.	-I can communicate
stopping.	how this helps to	Social: Communication	challenges.	- I can explain what	with my teammates to
-I know the difference	make me healthy.	Social: Respect	- I can work	happens in my body	apply simple tactics.
between continuous	- I can provide	Emotional: Confidence	collaboratively and	when I warm up.	-I can explain what
training, Fartlek and	feedback using	Thinking: Observing and	effectively with a	- I can identify when I	happens to my body
circuit training.	appropriate	providing feedback	partner and a small	was successful and what	when I exercise and
	language relating to	Thinking: Selecting and	group.	I need to do to improve.	how this helps to make
<u>Fitness</u>	the lesson.	applying actions		- I can jump for distance	me healthy.
Pupils will take part in a	- I can respond	Thinking: Evaluating and	Dodgeball	and height with balance	 I can provide feedback
range of fitness testing	imaginatively to a	improving sequences	Pupils will improve on	and control.	using key terminology
where they monitor and	range of stimuli		key skills used in	- I can throw with some	and understand what I
record their data. They	relating to character	-I can explain what	dodgeball such as	accuracy and power to a	need to do to improve.
will	and narrative.	happens to my body	throwing, dodging and	target area.	-I can return to the
learn to understand	 I can use changes 	when I exercise and how	catching. They learn	- I show determination	ready position to
different components of	in timing and	this helps to make me	how to apply simple	to improve my personal	defend my own court.
fitness; speed, stamina,	spacing to develop a	healthy.	tactics to the game to	best.	-I can sometimes play a
strength, co-ordination,	dance.	 I can identify some 	outwit their opponent.	 I support and 	continuous game.
balance and agility.	- I can use counts to	muscle groups used in	In dodgeball, pupils	encourage others to	-I can use a range of
Pupils will be given	keep in time with	gymnastic activities.	achieve this by hitting	work to their best.	basic racket skills.
opportunities to work at	others and the	- I can plan and perform	opponents with a ball		 I share ideas and work
their maximum and	music.	sequences with a partner	whilst avoiding being	<u>Cricket</u>	with others to manage
improve their fitness	- I can use simple	that include a change of	hit. Pupils are given	Pupils learn how to	our game.
levels.	movement patterns	level and shape.	opportunities to play	strike the ball into space	
	to structure dance		games independently	so that they can score	<u>Rounders</u>



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Skills in this unit:	phrases on my own,	- I can provide feedback	and are taught the	runs. When fielding,	In this unit, pupils
Physical: Strength	with a partner and in	using appropriate	importance of being	they learn how to keep	develop physical, social,
Physical: Speed	a group.	language relating to the	honest whilst playing to	the batters' scores low.	emotional and thinking
Physical: Power	- I show respect for	lesson.	the rules. Pupils are	In all games activities,	whole child objectives.
Physical: Agility	others when working as a	 I can safely perform 	given opportunities to	pupils have to think	Pupils learn how to
Physical: Coordination	group and watching	balances individually and	evaluate and improve	about how they use	score points by striking
Physical: Balance	others perform.	with a partner.	on their own and others	skills, strategies and	a ball into space and
Physical: Stamina		- I can watch, describe	performances.	tactics to outwit the	running around cones or
Social: Supporting others	<u>Football</u>	and suggest possible		opposition. In cricket,	bases. When fielding,
Social: Working safely	In this unit, pupils will be	improvements to others'	<u>Skills in this unit:</u>	pupils achieve this by	they learn how to play
Emotional: Perseverance	encouraged to persevere	performances and my	Physical: Throwing	striking a ball and trying	in different fielding
Emotional:	when developing	own.	Physical: Catching	to deceive or avoid	roles. They focus on
Determination	competencies in key	- I understand how body	Physical: Dodging	fielders, so that they can	developing their
Thinking: Identifying	skills and principles such	tension can improve the	Physical: Blocking	run between wickets to	throwing, catching and
areas of strength and	as defending, attacking,	control and quality of my	Social: Collaboration	score runs. Pupils are	batting skills. In all
areas for development	sending, receiving and	movements.	Social: Respect	given opportunities to	games activities, pupils
	dribbling a ball. They will		Emotional: Honesty	work in collaboration	have to think about how
-I can collect and record	start by playing uneven	<u>Basketball</u>	Emotional: Perseverance	with others, play fairly	they use skills,
personal fitness data and	and then move onto	In this unit, pupils will be	Thinking: Decision	demonstrating an	strategies and tactics to
identify areas I need to	even sided games. They	encouraged to persevere	making	understanding of the	outwit the opposition.
improve.	learn to work one on one	when developing		rules, as well as being	Pupils are given
- I can explain what	and cooperatively within	competencies in key	-I am learning the rules	respectful of the people	opportunities to work in
happens to my body	a team, showing respect	skills and principles such	of the game and I am	they play with and	collaboration with
when I exercise and how	for their teammates,	as defending, attacking,	beginning to use them	against.	others, play fairly
this helps to make me	opposition and referee.	throwing, catching and	to play honestly and	Skills in this unit:	demonstrating an
healthy.	Pupils will be given	dribbling. Pupils will	fairly.	Physical: Underarm and	understanding of the
- I can use key points to	opportunities to select	learn to use attacking	-I can catch with	overarm throwing	rules, as well as being
help me to improve my	and apply tactics to	skills to maintain	increasing consistency.	Physical: Catching	respectful of the people
sprinting technique.	outwit the opposition.	possession of the ball.	-I can communicate	Physical: Over and	they play with and
- I share ideas and work		They will start by playing	with my teammates to	underarm bowling	against.
with others to manage	Skills in this unit:	uneven and then move	apply simple tactics.	Physical: Fielding and	
activities.	Physical: Dribbling	onto even sided games.	-I can explain what	tracking a ball	Skills in this unit:
	Physical: Passing	Pupils will understand	happens to my body	Physical: Batting	



- I show balance when	Physical: Ball control	the importance of	when I exercise and	Social: Collaboration	Physical: Underarm and
changing direction at	Physical: Tracking/	playing fairly and keeping	how this helps to make	and communication	overarm throwing
speed.	jockeying	to the rules. They will be	me healthy.	Social: Respect	Physical: Catching
- I show control when	Physical: Turning	encouraged to think	-I can provide feedback	Emotional:	Physical: Tracking a ball
completing activities to	Physical: Receiving	about how to use skills,	using key terminology	Perseverance	Physical: Fielding and
improve balance.	Social: Communication	strategies and tactics to	and understand what I	Emotional: Honesty	retrieving a ball
- I show determination to	Social: Collaboration	outwit the opposition as	need to do to improve.	Thinking: Observing and	Physical: Batting
continue working at over	Social: Cooperation	well as learn how to	-I can return to the	providing feedback	Social: Collaboration
a period of time.	Emotional: Honesty	evaluate their own and	ready position to	Thinking: Applying	and communication
- I understand there are	Emotional: Perseverance	others' performances,	defend myself.	strategies	Social: Respect
different areas of fitness	Thinking: Selecting and	and how to identify a	-I can throw with some		Social: Supporting and
and that each area	applying tactics	focus for improvement.	accuracy at a target.	-I am able to bowl a ball	encouraging others
challenges my body	Thinking: Decision		-I share ideas and work	with some accuracy, and	Emotional: Honesty and
differently.	making	Skills in this unit:	with others to manage	consistency.	fair play
		Physical: Throwing and	our game.	 I am learning the rules 	Emotional: Confident to
	-I can delay an opponent	catching		of the game and I am	take risks
	and help to prevent the	Physical: Dribbling		beginning to use them	Emotional: Managing
	other team from scoring.	Physical: Intercepting		to play honestly and	emotions
	-I can dribble, pass,	Physical: Changing		fairly.	Thinking: Observing and
	receive and shoot the	direction and speed		-I can communicate with	providing feedback
	ball with increasing	Physical: Shooting		my teammates to apply	Thinking: Using tactics
	control.	Social: Working safely		simple tactics.	Thinking: Decision
	 I can move to space to 	Social: Communication		-I can explain what	making
	help my team to keep	Social: Collaboration		happens to my body	
	possession and score	Emotional: Honesty and		when I exercise and how	-I am able to bowl a ball
	goals.	fair play		this helps to make me	with some accuracy, and
	 I can provide feedback 	Emotional: Perseverance		healthy.	consistency.
	using key terminology	Thinking: Planning		-I can persevere when	- I am learning the rules
	and understand what I	strategies and using		learning a new skill.	of the game and I am
	need to do to improve.	tactics		-I can provide feedback	beginning to use them
	-I can use simple tactics	Thinking: Observing and		using key terminology	to play honestly and
	to help my team score or	providing feedback		and understand what -I	fairly.
	gain possession.			need to do to improve.	



		with others to manage our game. - I understand the rules of the game and I can use		
		to help my team score or gain possession. - I share ideas and work		with others to manage our game.
		using key terminology and understand what I need to do to improve. - I can use simple tactics		underarm throwing and catching skills with increasing accuracy. - I share ideas and work
		, goals. - I can provide feedback		racket). - I can use overarm and
		 I can move to space to help my team to keep possession and score 		- I can strike a bowled ball with adapted equipment (e.g. a tennis
		this helps to make me healthy.		and understand what I need to do to improve.
		- I can explain what happens to my body when I exercise and how	with others to manage our game.	healthy. - I can provide feedback using key terminology
	the game and I can use them often and honestly.	receive and shoot the ball with increasing control.	catching skills with increasing accuracy. -I share ideas and work	happens to my body when I exercise and how this helps to make me
	 -I share ideas and work with others to manage our game. -I understand the rules of 	 I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, 	 -I can strike a bowled ball after a bounce. -I can use overarm and underarm throwing, and 	 I can communicate with my teammates to apply simple tactics. I can explain what



	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE	CHILDREN WILL BE
	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:	TAUGHT TO:
	<u>Fitness</u>	<u>Football</u>	Gymnastics	<u>Basketball</u>	<u>Athletics</u>	<u>Tennis</u>
	Pupils will take part in a	In this unit, pupils will	In this unit, pupils	In this unit, pupils will	In this unit, pupils are	In this unit, pupils
	range of fitness	improve their defending	create longer	develop key skills and	set challenges for	develop their
	challenges to test,	and attacking play,	sequences individually,	principles such as	distance and time that	competencies in racket
	monitor and record their	developing further	with a partner and a	defending, attacking,	involve using different	skills when playing
	data. They will learn	knowledge of the	small group. They learn	throwing, catching,	styles and combinations	Tennis. They learn
	different components of	principles and tactics of	a wider range of actions	dribbling and shooting.	of running, jumping and	specific skills such as a
	fitness including speed,	each. Pupils will begin to	such as inverted	Pupils will learn to use	throwing. As in all	forehand, backhand,
YR 5	stamina, strength,	develop consistency and	movements to include	attacking skills to	athletic activities, pupils	volley and underarm
	coordination, balance	control in dribbling,	cartwheels and	maintain possession as	think about how to	serve. Pupils are given
	and agility. Pupils will be	passing and receiving a	handstands. They	well as defending skills	achieve their greatest	opportunities to work
	given opportunities to	ball. They will also learn	explore partner	to gain possession.	possible speed, height,	cooperatively with
	work at their maximum	the basics of goalkeeping.	relationships such as	Pupils will be	distance or accuracy and	others and show honesty
	and improve their fitness	Pupils will evaluate their	canon and	encouraged to work	learn how to persevere	and fair play when
	levels. They will need to	own and other's	synchronisation and	collaboratively to think	to achieve their personal	abiding by the rules.
	persevere when they get	performances, suggesting	matching and	about how to use skills,	best. They learn how to	Pupils develop their
	tired or when they find a	improvements. They will	mirroring. Pupils are	strategies and tactics to	improve by identifying	tactical awareness,
	challenge hard and are	learn the importance of	given opportunities to	outwit the opposition.	areas of strength as well	learning how to outwit
	encouraged to support	playing games fairly,	receive and provide	They develop their	as areas to develop.	an opponent.
	others to do the same.	abiding by the rules of	feedback in order to	understanding of the	Pupils are also given	
	Pupils are asked to	the game and being	make improvements on	importance of fair play	opportunities to lead	Skills in this unit:
	recognise areas in which	respectful of their	their performances. In	and honesty while self-	when officiating as well	Physical: Forehand
	they make the most	teammates, opponents	Gymnastics as a whole,	managing games, as well	as observe and provide	groundstroke
	improvement using the	and referees.	pupils develop	as developing their	feedback to others. In	Physical: Backhand
	data they have collected.		performance skills	ability to evaluate their	this unit, pupils learn the	groundstroke
		Skills in this unit:	considering the quality	own and others'	following athletic	Physical: Forehand volley
	Skills in this unit:	Physical: Dribbling	and control of their	performances.	activities: running over	Physical: Backhand volley
	Physical: Strength	Physical: Passing	actions.		longer distances,	Physical: Underarm serve
	Physical: Speed	Physical: Ball control		<u>Skills in this unit:</u>	sprinting, relay, long	Social: Collaboration
	Physical: Power		Skills in this unit:			Social: Communication



Physical: Agility	Physical: Tracking /	Physical: Symmetrical	Physical: Throwing and	jump, triple jump, shot	Social: Respect
Physical: Coordination	jockeying	and asymmetrical	catching	put and javelin.	Emotional: Honesty
Physical: Balance	Physical: Turning	balances	Physical: Dribbling	put and Javenn.	Thinking: Decision
Physical: Stamina	Physical: Goalkeeping	Physical: Straight roll	Physical: Intercepting	Skills in this unit:	making
Social: Supporting and	Social: Communication	Physical: Forward roll	Physical: Shooting	Physical: Pacing	Thinking: Selecting and
encouraging others	Social: Collaboration	Physical: Straddle roll	Social: Communication	Physical: Sprinting	applying tactics
Social: Working	Social: Cooperation	Physical: Backward roll	Social: Collaboration	technique	apprying factics
		•			Lam davalaning a wida
collaboratively	Social: Respect	Physical: Cartwheel	Emotional: Perseverance	Physical: Relay	- I am developing a wide
Emotional: Perseverance	Emotional: Honesty	Physical: Bridge	Emotional: Honesty and	changeovers	range of skills and I am
Emotional:	Emotional: Perseverance	Physical: Shoulder	fair play	Physical: Jumping for	beginning to use these
Determination	Thinking: Selecting and	stand	Thinking: Planning	height and distance	under some pressure.
Thinking: Analysing data	applying tactics	Physical: Handstand	strategies and using	Physical: Push and pull	- I can identify how
	Thinking: Decision	Social: Responsibility	tactics	throwing for distance	different activities can
-I can analyse my fitness	making	Social: Collaboration	Thinking: Observing and	Social: Collaborating	benefit my physical
data to identify areas of		Social: Communication	providing feedback	with others	health.
improvement.	- I can communicate with	Social: Respect		Social: Supporting others	- I can identify when I
 I can choose the best 	my team and move into	Emotional: Confidence	- I can communicate	Emotional: Perseverance	was successful and what
pace for a running event	space to keep possession	Thinking: Observing and	with my team and move	Emotional:	I need to do to improve.
and maintain speed.	and score.	providing feedback	into space to keep	Determination	 I can use feedback
 I can encourage and 	 I can dribble, pass, 	Thinking: Selecting and	possession and score.	Thinking: Observing and	provided to improve my
motivate others to work	receive and shoot the ball	applying actions	 I can dribble, pass, 	providing feedback	work.
to their personal best.	with some control under	Thinking: Evaluating	receive and shoot the		- I can work
-I can identify how	pressure.	and improving	ball with some control	 I can choose the best 	cooperatively with
different activities can	- I can identify how	sequences	under pressure.	pace for a running	others to manage our
benefit my physical	different activities can		- I can identify how	event.	game.
health.	benefit my physical	- I can create and	different activities can	 I can identify good 	- I understand the need
-I can work with others	health.	perform sequences	benefit my physical	athletic performance	for tactics and can
to manage activities.	- I can identify when I	using apparatus,	health.	and explain why it is	identify when to use
-I understand the	was successful and what I	individually and with a	- I can identify when I	good.	them in different
different components of	need to do to improve.	partner.	was successful and what	- I can perform a range	situations.
fitness and how to test	- I can often make the	- I can lead a partner	I need to do to improve.	of jumps showing some	- I understand the rules
them.	correct decision of who	through short warm-up		technique.	of the game and I can
	to pass to and when.	routines.		·	



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-l u	nderstand what my	- I can use feedback	- I can use canon and	- I can often make the	- I can show control at	apply them honestly
ma	ximum effort looks	provided to improve my	synchronisation, and	correct decision of who	take-off and landing in	most of the time.
and	d feels like and I am	work.	matching and mirroring	to pass to and when.	jumping activities.	- I understand there are
det	ermined to achieve it.	 I can use tracking and 	when performing with a	 I can use feedback 	- I can take on the role of	different skills for
		intercepting when	partner and a group and	provided to improve my	coach, official and timer	different situations and I
	Cross country	playing in defence.	say how it affects the	work.	when working in a	am beginning to apply
Pup	oils will develop	 I know what position I 	performance.	 I can use tracking and 	group.	this.
cor	nfidence, confidence	am playing in and how to	 I can use feedback 	intercepting when	- I can understand how	
and	d become informed	contribute when	provided to improve my	playing in defence.	stamina and power help	<u>Rounders</u>
mo	vers by working	attacking and defending.	work.	- I know what position I	people to perform well	In this unit, pupils
ind	ividually and with a	 I understand the need 	- I can use set criteria to	am playing in and how to	in different athletic	develop the quality and
par	tner to run for an	for tactics and can	make simple judgments	contribute when	activities.	consistency of their
ext	ensive period of time.	identify when to use	about performances	attacking and defending.	 I can use feedback to 	fielding skills and
		them in different	and suggest ways they	- I understand the need	improve my sprinting	understanding of when
<u>Ski</u>	lls in this unit:	situations.	could be improved.	for tactics and can	technique.	to use them such as
Phy	ysical: Run for a	- I understand the rules	- I can use strength and	identify when to use	- I persevere to achieve	throwing underarm and
sus	tained period of time.	of the game and I can use	flexibility to improve	them in different	my personal best.	overarm, catching and
Phy	sical: Growth and	them most of the time to	the quality of a	situations.	 I show accuracy and 	retrieving a ball. They
dev	velopment.	play honestly and fairly.	performance.	- I understand the rules	power when throwing	learn how to play the
Phy	vsical: Physically active	- I understand there are	- I can work safely when	of the game and I can	for distance.	different roles of
Phy	sical: Competitive.	different skills for	learning a new skill to	apply them honestly		bowler, backstop,
Soc	cial: Running	different situations and I	keep myself and others	most of the time.	<u>Cricket</u>	fielder and batter and to
ind	ependently and as a	am beginning to apply	safe.	- I understand there are	In this unit, pupils	apply tactics in these
tea	m.	this.		different skills for	develop physical, social,	positions. In all games
Thi	nking: Making		<u>Hockey</u>	different situations and I	emotional and thinking	activities, pupils have to
dec	cisions	Dance	In this unit, pupils will	am beginning to apply	whole child objectives.	think about how they
Thi	nking: Analytical –	In this unit, pupils learn	improve their	this.	Pupils develop the range	use skills, strategies and
dee	ep understanding.	different styles of dance,	defending and		and quality of striking	tactics to outwit the
Thi	nking: Tactical	working individually, as a	attacking skills playing	<u> MK Dons SET – Move</u>	and fielding skills and	opposition. Pupils work
awa	areness	pair and in small groups.	even-sided games.	and Learn	their understanding of	with a partner and
Thi	nking: Strategies	In dance as a whole,	They will start to show	Firstly, the physical	cricket. They learn how	group to organise and
Thi	nking: Breathing	pupils think about how to	control and fluency in	aspect involves different	to play the different	self-manage their own
pat	tern	use movement to explore	dribbling, sending and	warm up games and	roles of bowler, wicket	games. Pupils play with



					-
Emotional: Attitude	and communicate ideas	receiving a ball in a	activities with the	keeper, fielder and	honesty and fair play
Emotional: Character	and issues, and their own	small game situation	intention of developing	batter. In all games	when playing
and values	feelings and thoughts. As	and under some	the children's ABC's	activities, pupils have to	competitively.
Emotional: Eustress and	they work, they develop	pressure. Pupils will be	(Agility, Balance and Co-	think about how they	
Distress.	an awareness of the	encouraged to think	ordination), with all	use skills, strategies and	Skills in this unit:
	historical and cultural	about how to use	sessions being derived	tactics to outwit the	Physical: Throwing &
-I can use my knowledge	origins of different	tactics and collaborate	from the National	opposition. In cricket,	catching
of how to pace myself so	dances. Pupils will be	with others to outwit	Curriculum for PE and	pupils achieve this by	Physical: Bowling
that I can run for longer	provided with the	their opposition. Pupils	focusing on the 3	striking a ball and trying	Physical: Tracking,
periods of time.	opportunity to create	will comment on their	different sports of	to avoid fielders, so that	fielding & retrieving a
-I can incorporate a	and perform their work.	own and other's	football, handball and	they can run between	ball
regular breathing	They will be asked to	performances and	dodgeball. All the games	wickets to score runs.	Physical: Batting
pattern.	provide feedback using	suggest ways to	will be adapted and	Pupils are given	Social: Organising &
-I can use my knowledge	the correct dance	improve. They will also	differentiated to ensure	opportunities to work in	self-managing a game
of working between 60-	terminology and will be	recognise the	challenges and	collaboration with	Social: Respect
80% of my maximum	able to use this feedback	importance of fair play	opportunities are	others, play fairly	Social: Supporting &
heart rate to improve my	to improve their work.	and honesty while self-	provided for all children.	demonstrating an	encouraging others
cardio-vascular fitness	Pupils will work safely	managing games.	The coaches can also	understanding of the	Social: Communicating
levels so that I can run	with each other and		potentially work with	rules, as well as being	ideas & reflecting with
further.	show respect towards	<u>Skills in this unit:</u>	your Year 5 class	respectful of the people	others
-l can warm up	others.	Physical: Dribbling	teachers to develop	they play with and	Emotional: Honesty &
effectively so that I am		Physical: Passing	their confidence in	against.	fair play
ready to run a long	<u>Skills in this unit:</u>	Physical: Receiving	delivering PE.		Emotional: Confident to
distance, knowing what	Physical: Performing a	Physical: Tackling		<u>Skills in this unit:</u>	take risks
muscles I need to	variety of dance actions	Physical: Creating and	Secondly, the theory	Physical: Underarm and	Emotional: Managing
stretch.	Physical: Using canon,	using space	side delves into the	overarm throwing	emotion
-I can run for twenty-five	unison, formation,	Physical: Shooting	various different	Physical: Catching	Thinking: Decision
minutes without	dynamics, character,	Social: Communication	elements of physical	Physical: Over and	making
stopping.	structure, space,	Social: Collaboration	activity and how to	underarm bowling	Thinking: Using tactics
-I know the difference	emotion, matching,	Emotional:	maintain healthy	Physical: Long and short	Thinking: Identifying
between continuous	mirroring, transitions	Perseverance	lifestyles, starting with	barrier	how to improve
training, Fartlek, interval	Social: Collaboration	Emotional: Honesty	the benefits of physical	Physical: Batting	Thinking: Selecting skills
and circuit training.		and fair play	activity on the body and		



Social: Consideration and	Thinking: Dlanning	mind. Children will then	Social: Collaboration and	Lam beginning to
awareness of others	Thinking: Planning		communication	 I am beginning to strike a ball with a
	strategies and using	go on to explore the Eat		
Social: Inclusion	tactics	well guide and use that	Social: Respect	rounders bat.
Social: Respect	Thinking: Observing	knowledge to	Emotional: Honesty	- I am developing a
Social: Leadership	and providing feedback	investigate meal	Thinking: Observing and	wider range of fielding
Emotional: Empathy	Thinking: Selecting and	planning for a healthy,	providing feedback	skills and I am beginning
Emotional: Confidence	applying skills	balanced diet. The final	Thinking: Selecting and	to use these under
Thinking: Creating		two weeks are based	applying strategies	some pressure.
Thinking: Observing and	- I can communicate	around the importance		 I can identify how
providing feedback	with my team and	of hydration, followed	 I am developing a wider 	different activities can
Thinking: Using feedback	move into space to	by the children making a	range of fielding skills	benefit my physical
to improve	keep possession and	personal pledge	and I am beginning to	health.
Thinking: Selecting and	score.	regarding their own	use these under some	- I can identify when I
applying skills	 I can dribble, pass, 	activity and exercise	pressure.	was successful and what
	receive and shoot the	going forward once the	- I can identify when I	I need to do to improve.
- I can accurately copy	ball with some control	programme has	was successful and what	- I can use feedback
and repeat set	under pressure.	finished.	I need to do to improve.	provided to improve my
choreography.	- I can identify how		 I can strike a bowled 	work.
- I can choreograph	different activities can		ball with increasing	- I can work co-
phrases individually and	benefit my physical		consistency.	operatively with others
with others considering	health.		- I can work co-	to manage our game.
actions and dynamics.	- I can identify when I		operatively with others	- I understand the need
- I can confidently	was successful and		to manage our game.	for tactics and can
perform different styles	what I need to do to		- I understand the need	identify when to use
of dance, clearly and	improve.		for tactics and can	them in different
fluently, showing a good	- I can often make the		identify when to use	situations.
sense of timing.	correct decision of who		them in different	- I understand the rules
- I can identify how	to pass to and when.		situations.	of the game and I can
different activities can	 I can use feedback 		- I understand the rules	apply them honestly
benefit my physical	provided to improve		of the game and I can	most of the time.
health.	my work.		apply them honestly	- I understand there are
	- I can use tracking,		most of the time.	different skills for
	tackling and			



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	- I can lead a group	intercepting when	- I understand there are	different situations and I
	through short warm-up	playing in defence.	different skills for	am beginning to use this.
	routines.	- I know what position I	different situations and I	
	- I can refine the way I	am playing in and how	am beginning to use this.	
	use actions, dynamics,	to contribute when		
	relationships and space	attacking and		
	in my dance in response	defending.		
	to a stimulus.	- I understand the need		
	- I can suggest ways to	for tactics and can		
	improve my own and	identify when to use		
	other people's work	them in different		
	using key terminology.	situations.		
	- I can use counts when	- I understand the rules		
	choreographing to stay in	of the game and I can		
	time with others and the	use them most of the		
	music.	time to play fairly and		
	- I can use feedback	honestly.		
	provided to improve my	- I understand there are		
	work.	different skills for		
	work.			
		different situations and		
		I am beginning to apply		
		this.		

YEAR 6	Term 1 X-Country / Health & Fitness	TERM 2 Football & Dance	TERM 3 Netball & Gymnastics	TERM 4 OAA & Hockey	TERM 5 Athletics & Cricket	TERM 6 Rounders & Tennis
	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:
	<u>Cross-country</u>	<u>Football</u>	<u>Netball</u>	<u>OAA</u>	<u>Athletics</u>	<u>Rounders</u>



YR6In this unit, pupils will develop confidence, confidence and become informed movers by working individually and with a partner to run for an extensive period of time.In this unit, pupils develop physical, social, emotional and thinking even-sided 5-a-side netball. Pupils will earn kay rules of to use a range of different passes to keep principles and tactics of Physical: Growth and develop ment.In this unit, pupils will objectives. emotional and thinking even-sided 5-a-side netball. Pupils will learn kay to use a range of different passes to keep principles and tactics of physical: Growth and develop ment.In this unit, pupils develop in this unit intice passing and receiving a ball. They will also learn other's performances, sugestingIn this unit pupils will develop defending and attacking play, developing further to use a range of different passes to keep possession and attack to use a sing and receiving a ball. They will also learn other's performances, suggestingIn this unit pupils will develop teamwork skills, attaction to use skills, strategies and tactics of outwit the opposition.In this unit, pupils develop teamwork skills, attaction to a to use a range of to use a range of collaboratively to think about how to use skills, and plans to produce the ipassing and receiving a ball. They will start to show goalkeeping. Pupils will evaluate their own and independently and as a team.In this unit, pupils attaction to a to use their personal to use their personalIn this unit, pupils attactics to outwit the opposition.In this unit, pupils attactics to to use stance and time that inclusive of others, share and plans to produce the passing and receiving a ba	
YR6confidence and become informed movers by working individually and with a partner to run for an extensive period of time.emotional and thinking whole child objectives. Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and develop nent.attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of of summers to sustained period of time.distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils to use them sud achieve their greatest physical: Run for a sustained period of time.emotional and thinking whole child objectives. Pupils will begin to develop consistency and develop ment.attacking play during even-sided 5-a-side netball. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to ohall. They will also learn the basics of Physical: Running independently and as aattacking play during even-sided 5-a-side netball. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.through completion of a number of challenges. Pupils will earn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well areas of strength as well areas of strength as well areas of strength as well areas of develop.emotional and that activities, pupils whole child objectives. Pupils will best. They learn how to improve by identifying areas of strength as well arateas of strength as well<	S
YR6informed movers by working individually and with a partner to run for an extensive period of time.whole child objectives. Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of Skills in this unit: Physical: Run for a sustained period of time.whole child objectives. Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of Physical: Run for a sustained period of time.whole child objectives. Pupils will begin to develop consistency and econtrol in dribbling, passing and receiving a ball. They will also learn the basics of physical: Running independently and as awhole child objectives. even-sided 5-a-side netball. Pupils will learn to use a range of to use a range of t	, social,
YR6working individually and with a partner to run for an extensive period of time.Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, Physical: Growth and development.Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn Physical: Competitive.Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn other's performances,Pupils will learn to use a range of different passes to keep possession and attack to wards a goal. Pupils will encouraged to work collaboratively to think about how to use skills, advelopment.Pupils work individually, collaboratively to think and groups to solve problems. They are inclusive of others, share and plans to produce the best solution to a learn how to persevere learn how to persevere learn how to best. They learn how to backstop, fielded best. They learn how to backstop, fielded best. They learn how to backstop, fielded as areas to develop.Pupils develop and consistency and consistency and groups to solve possible speed, height, distance or accuracy and learn how to be best. They learn how to backstop, fielded best. They learn how to backstop, fielded backstop, fielded as areas to develop.Pupils atter and to a as areas t	ninking
YR6with a partner to run for an extensive period of time.defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and sustained period of time.to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share advelopment.of running, jumping and throwing. As in all athletic activities, pupils to use them suc achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and independently and as ato use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.of running, jumping and throwing. As in all athletic activities, pupils to use them suc achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop.and consistency fielding skills ar understanding to use them suc to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop.and	ctives.
YR6an extensive period of time.play, developing further knowledge of the principles and tactics of each. Pupils will begin to Physical: Run for a sustained period of time.play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and ball. They will also learn Physical: Physical: Physical: Competitive.different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, ball. They will also learn physical: Competitive.and groups to solve problems. They are encouraged to be inclusive of others, share and plans to produce the best solution to a learn how to persevere to achieve their personal best. They learn how to passing, receiving an independently and as afielding skills ar understanding to use them such throwing. As in all athletic activities, pupils understanding to use them such inclusive of others, share outwit the opposition.YR6an extensive period of time.play, developing further knowledge of the principles and tactics of ball. They will also learn other's performances,different passes to keep possession and attack towards a goal. Pupils will about how to use skills, outwit the opposition.and groups to solve problems. They are and plans to produce the best solution to a learn how to persevere lead a small group. Pupils as areas to develop.throwing. As in all athletic activities, pupils to use them such to use them such achieve their personal best. They learn how to as areas to develop.Noplayplayplayproblems. They are to use their personal boting the ball.	• •
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Skills in this unit: Physical: Run for a sustained period of time. Physical: Growth and development.each. Pupils will begin to develop consistency and sotial: Run for a be encouraged to workinclusive of others, share ideas to create strategies and plans to produce the best solution to aachieve their greatest possible speed, height, distance or accuracy and learn how to perseverethrowing under overarm, catch retrieving a ball learn how to plPhysical: Physical: Physically active Physical: Competitive. Social: Running independently and as aball. They will also learn outwit their own and other's performances,outwit the opposition. passing, receiving and passing, receiving and passing a map.chieve their greatest possible speed, height, distance or accuracy and learn how to persevere best. They learn how to pares of strength as well areas of strength as well as areas to develop.In all games actpassing, receiving and shooting the ball. Theypassing a map.as areas to develop.In all games actpassing the ball. Theypassing a map.as areas to develop.In all games act	f when
Physical: Run for a sustained period of time. Physical: Growth and development.develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics ofcollaboratively to think about how to use skills, strategies and tactics to outwit the opposition.ideas to create strategies and plans to produce the best solution to apossible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how tooverarm, catch retrieving a bal learn how to pl best solution to aPhysical: Physical: Physically active Physical: Competitive. Social: Running independently and as adevelop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances,collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show passing, receiving and shooting the ball. Theyideas to create strategies and plans to produce the best solution to apossible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to backstop, fielded areas of strength as well as areas to develop.overarm, catch retrieving a bal learn how to pl best. They learn how to areas of strength as well as areas to develop.overarm, catch retrieving a bal learn how to pl best. They learn how to areas of strength as well as areas to develop.	i as
sustained period of time. Physical: Growth and development.control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and independently and as aabout how to use skills, strategies and tactics to outwit the opposition. They will start to show passing, receiving and shooting the ball. Theyand plans to produce the best solution to a challenge. Pupils are also given the opportunity todistance or accuracy and learn how to persevere to achieve their personal backstop, fielde batter and to a areas of strength as well as areas to develop.retrieving a ball learn how to pl different roles of backstop, fielde batter and to a areas of strength as well as areas to develop.	rm and
Physical: Growth and development.passing and receiving a ball. They will also learn ball. They will also learn the basics of Social: Running independently and as astrategies and tactics to outwit the opposition. They will start to show passing, receiving and shooting the ball. Theybest solution to a challenge. Pupils are also given the opportunity to learn how to persevere given the opportunity to learn to orientate and navigate using a map.learn how to persevere to achieve their personal best. They learn how to backstop, fielded batter and to a tactics in these navigate using a map.	g and
development.ball. They will also learnoutwit the opposition.challenge. Pupils are alsoto achieve their personaldifferent roles ofPhysical: Physically activeball. They will also learnthe basics ofThey will start to showgoalkeeping. Pupils willcontrol and fluency whenlead a small group. Pupilsbest. They learn how tobatter and to aSocial: Runningother's performances,shooting the ball. Theyshooting the ball. Theynavigate using a map.as areas to develop.In all games act	They
Physical: Physically active Physical: Competitive. Social: Running independently and as athe basics of social: Running other's performances,They will start to show control and fluency when passing, receiving and shooting the ball. Theygiven the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.best. They learn how to improve by identifying areas of strength as well as areas to develop.backstop, fielde batter and to a tactics in these In all games act	y the
Physical: Competitive.goalkeeping. Pupils will evaluate their own and other's performances,control and fluency when passing, receiving and shooting the ball. Theylead a small group. Pupils learn to orientate and navigate using a map.improve by identifying areas of strength as well as areas to develop.batter and to a tactics in these In all games act	bowler,
Social: Running independently and as aevaluate their own and other's performances,passing, receiving and shooting the ball. Theylearn to orientate and navigate using a map.areas of strength as well as areas to develop.tactics in these In all games act	and
independently and as a other's performances, shooting the ball. They navigate using a map. as areas to develop. In all games act	
team suggesting will learn key rules of the Dupils are also given upils have to t	-
Thinking: Making improvements. They will game such as footwork, <u>Skills in this unit:</u> opportunities to lead about how they	
decisions learn the importance of held ball, contact and Physical: Stamina when officiating as well strategies and t	
Thinking: Analytical – playing games fairly, obstruction. Pupils also Physical: Running as observe and provide outwit the opport	
deep understanding. abiding by the rules of develop their Social: Communication feedback to others. In Pupils work wit	
Thinking: Tacticalthe game and beingunderstanding of theSocial: Teamworkthis unit pupils learn thepartner and group	•
awareness respectful of their importance of fair play Social: Trust following athletic organise and se	-
Thinking: Strategies teammates, opponents and honesty while self-Social: Inclusion activities: long distance their own game	•
Thinking: Breathingand referees.managing games.Social: Listeningrunning, sprinting,play with hones	
pattern Emotional: Confidence hurdles, high jump, fair play when p	aying
Emotional: AttitudeSkills in this unit:Skills in this unit:Thinking: Planningtriple jump, discus andcompetitively.	
Emotional: Character andPhysical: DribblingPhysical: PassingThinking: Map readingshot put.	
valuesPhysical: PassingPhysical: CatchingThinking: DecisionSkills in this uni	-
Emotional: Eustress andPhysical: Ball controlPhysical: FootworkmakingSkills in this unit:Physical: Throw	1g &
Distress. Physical: Intercepting Thinking: Problem solving Physical: Pacing catching	



	Physical: Tracking /	Physical: Shooting		Physical: Sprinting	Physical: Bowling
-I can use my knowledge	jockeying	Social: Communication	- I am inclusive of others,	Physical: Jumping for	Physical: Tracking,
of how to pace myself so	Physical: Turning	Social: Collaboration	can share job roles and	distance	fielding & retrieving a ball
that I can run for longer	Physical: Goalkeeping	Emotional: Perseverance	lead when necessary.	Physical: Jumping for	Physical: Batting
periods of time, I can	Physical: Receiving	Emotional: Honesty and	- I can orientate a map	height	Social: Organising & self-
incorporate a regular	Social: Communication	fair play	efficiently to navigate	Physical: Push throwing	managing a game
breathing pattern.	Social: Collaboration	Thinking: Planning	around a course.	for distance	Social: Respect
-I can use my knowledge	Social: Cooperation	strategies and using	- I can pool ideas within a	Physical: Fling throwing	Social: Supporting &
of working between 60-	Social: Respect	tactics	group, selecting and	for distance	encouraging others
80% of my maximum	Emotional: Honesty	Thinking: Selecting and	applying the best method	Social: Negotiating	Social: Communicating
heart rate to improve	Emotional: Perseverance	applying skills	to solve a problem.	Social: Collaborating	ideas & reflecting with
my cardio-vascular	Thinking: Selecting and	Thinking: Decision	- I can use critical	with others	others
fitness levels so that I	applying tactics	making	thinking skills to form	Emotional: Perseverance	Emotional: Honesty & fair
can run further.	Thinking: Decision		ideas and strategies to	Emotional:	play
-I can warm up	making	- I can create and use	solve challenges.	Determination	Emotional: Confident to
effectively so that I am		space to help my team.	- I can work effectively	Thinking: Observing and	take risks
ready to run a long	- I can create and use	- I can pass, receive and	with a partner and a	providing feedback	Emotional: Managing
distance, knowing what	space to help my team.	shoot the ball with	group to solve		emotion
muscles I need to	- I can dribble, pass,	increasing control under	challenges.	- I can compete within	Thinking: Decision
stretch.	receive and shoot the	pressure.	With increasing accuracy,	the rules showing fair	making
-I can run for thirty	ball with increasing	- I can select the	I can reflect on when and	play and honesty.	Thinking: Using tactics
minutes without	control under pressure.	appropriate action for	how I successful at	- I can help others to	Thinking: Identifying how
stopping.	- I can select the	the situation and make	solving challenges and	improve their technique	to improve
-I know the difference	appropriate action for	this decision quickly.	alter my methods in	using key teaching	Thinking: Selecting skills
between continuous	the situation and make	- I can use feedback	order to improve.	points.	
training, Fartlek, interval	this decision quickly.	provided to improve the		- I can identify my own	- I can strike a bowled
and circuit training.	- I can use marking,	quality of my work.	Hockey	and others' strengths	ball with increasing
	tackling and/or	- I can use marking,	In this unit, pupils	and areas for	consistency.
<u>Fitness</u>	interception to improve	and/or interception to	develop physical, social,	development and can	- I can use a wider range
In this unit, pupils will	my defence.	improve my defence.	emotional and thinking	suggest ways to	of skills with increasing
take part in a range of	- I can use the rules of	- I can use the rules of	whole child objectives.	improve.	control under pressure.
fitness challenges to	the game consistently to	the game consistently to	Pupils will improve their		
test, monitor and record	play honestly and fairly.	play honestly and fairly.	defending and attacking		



their data. They will	- I can work	- I can work	skills playing even-sided	- I can perform jumps for	- I can use the rules of
learn different	collaboratively to create	collaboratively to create	games. They will start to	height and distance	the game consistently to
components of fitness	tactics with my team	tactics with my team and	show control and fluency	using good technique.	play fairly.
including speed,	and evaluate the	evaluate the	in dribbling, sending and	 I can select and apply 	- I can work
stamina, strength,	effectiveness of these.	effectiveness of these.	receiving a ball in a small	the best pace for a	collaboratively with
coordination, balance	 I recognise my own 	- I can work in	game situation and under	running event.	others to get batters out.
and agility. Pupils will be	and others strengths	collaboration with others	some pressure. Pupils will	- I can show accuracy	- I can work in
given opportunities to	and areas for	so that games run	be encouraged to think	and good technique	collaboration with others
work at their maximum	development and can	smoothly.	about how to use tactics	when throwing for	so that games run
and improve their	suggest ways to	- I recognise my own and	and collaborate with	distance.	smoothly.
fitness levels. They will	improve.	others strengths and	others to outwit their	- I understand that there	- I recognise my own and
need to persevere when	Dance	areas for development	opposition. Pupils will	are different areas of	others strengths and
they get tired or when	In this unit, pupils will	and can suggest ways to	comment on their own	fitness and how this	areas for development
they find a challenge	focus on developing an	improve.	and other's	helps me in different	and can suggest ways to
hard and are	idea or theme into	- I understand that there	performances and	activities.	improve.
encouraged to support	dance choreography.	are different areas of	suggest ways to improve.	- I can use different	- I understand and can
others to do the same.	They will work in pairs	fitness and how this	They will also recognise	strategies to persevere	apply some tactics in the
Pupils are asked to	and groups using	helps me in different	the importance of fair	to achieve my personal	game as a batter, bowler
recognise areas in which	different	activities.	play and honesty while	best.	and fielder.
they make the most	choreographing tools to		self managing games.	<u>Cricket</u>	
improvement using the	create dances e.g.	Gymnastics		In this unit, pupils	<u>Tennis</u>
data they have	formations, timing,	In this unit, pupils use	Skills in this unit:	develop the range and	In this unit, pupils
collected.	dynamics. Pupils will	their knowledge of	Physical: Dribbling	quality of striking and	develop physical, social,
	have opportunities to	compositional principles	Physical: Passing	fielding skills and their	emotional and thinking
<u>Skills in this unit:</u>	choreograph, perform	e.g. how to use variations	Physical: Receiving	understanding of cricket.	whole child objectives.
Physical: Strength	and provide feedback on	in level, direction and	Physical: Tackling	They learn how to play	Pupils develop their
Physical: Speed	dance. Pupils think	pathway, how to	Physical: Creating and	the different roles of	racket skills when playing
Physical: Power	about how to use	combine and link actions,	using space	bowler, wicket keeper,	tennis. They learn specific
Physical: Agility	movement to convey	how to relate to a	Physical: Shooting	fielder and batter. In all	skills such as a forehand,
Physical: Coordination	ideas, emotions, feelings	partner and apparatus,	Social: Communication	games activities, pupils	backhand, volley and
Physical: Balance	and characters. Pupils	when developing	Social: Collaboration	have to think about how	underarm serve. Pupils
Physical: Stamina	will show an awareness	sequences. They build	Emotional: Perseverance	they use skills, strategies	develop their tactical
	of keeping others safe	trust when working		and tactics to outwit the	awareness including how



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Social: Supporting and	and will have the	collaboratively in larger	Emotional: Honesty and	opposition. In cricket,	to play with a partner
encouraging others	opportunity to lead	groups, using formations	fair play	pupils achieve this by	and against another pair.
Social: Working	others through short	to improve the aesthetics	Thinking: Planning	striking a ball and trying	They are encouraged to
collaboratively	warm ups.	of their performances.	strategies and using	to deceive or avoid	show respect for their
Emotional: Perseverance		Pupils are given	tactics	fielders, so that they can	teammates as well as
Emotional:	Skills in this unit:	opportunities to receive	Thinking: Observing and	run between wickets to	their opponents when
Determination	Physical: Performing a	and provide feedback in	providing feedback	score runs. Pupils are	self managing games.
Thinking: Analysing data	variety of dance actions	order to make	Thinking: Selecting and	given opportunities to	Pupils are also given
	Physical: Using canon,	improvements on	applying skills	work in collaboration	opportunities to reflect
- I can change my	unison, formation,	performances. In		with others, play fairly	on their own and other's
running technique to	dynamics, character,	Gymnastics as a whole,	 I can create and use 	demonstrating an	performances and
adapt to different	emotion, transitions,	pupils develop	space to help my team.	understanding of the	identify areas to improve.
distances.	matching & mirroring	performance skills	- I can dribble, pass,	rules, as well as being	
- I can collect, record	Social: Sharing ideas	considering the quality	receive and shoot the ball	respectful of the people	Skills in this unit:
and analyse data to	Social: Consideration of	and control of their	with increasing control.	they play with and	Physical: Forehand
identify areas where I	others	actions.	under pressure.	against.	groundstroke
have made the most	Social: Inclusion		 I can select the 		Physical: Backhand
improvement.	Social: Respect	Skills in this unit:	appropriate action for	Skills in this unit:	groundstroke
- I can work with others	Social: Leadership	Physical: Straddle roll	the situation and make	Physical: Underarm and	Physical: Forehand volley
to organise, manage and	Social: Supporting	Physical: Forward roll	this decision quickly.	overarm throwing	Physical: Backhand volley
record information at a	others	Physical: Backward roll	 I can use marking, 	Physical: Catching	Physical: Underarm serve
station.	Emotional: Empathy	Physical: Counter balance	tackling and/or	Physical: Over and	Social: Collaboration
- I encourage and	Emotional: Confidence	Physical: Counter tension	interception to improve	underarm bowling	Social: Communication
motivate others to work	Thinking: Observing &	Physical: Bridge	my defence.	Physical: Long and short	Social: Respect
to their best.	providing feedback	Physical: Shoulder stand	 I can use the rules of 	barrier	Emotional: Honesty
- I understand that there	Thinking: Using	Physical: Handstand	the game consistently to	Physical: Batting	Emotional: Perseverance
are different areas of	feedback to improve	Physical: Cartwheel	play honestly and fairly.	Social: Collaboration and	Thinking: Decision
fitness and how this	Thinking: Selecting &	Physical: Headstand	- I can work	communication	making
helps me in different	applying skills	Physical: Vault	collaboratively to create	Social: Respect	Thinking: Selecting and
activities.		Social: Responsibility	tactics with my team and	Emotional: Honesty	applying tactics
- I understand the	- I can choreograph a	Social: Collaboration	evaluate the	Thinking: Observing and	Thinking: Evaluating and
different components of	dance and work safely	Social: Communication	effectiveness of these.	providing feedback	improving
	using a prop.	Social: Respect			



fitness and ways to test	- I can lead a small group	Emotional: Confidence	- I can work in	Thinking: Selecting and	-I can select the
and develop them.	through a short warm-	Thinking: Observing and	collaboration with others	applying strategies	appropriate action for
- I work to my maximum	up routine.	providing feedback	so that games run		the situation and make
consistently when	- I can perform dances	Thinking: Selecting and	smoothly.	- I can select the	this decision quickly.
presented with	confidently and fluently	applying actions	- I recognise my own and	appropriate action for	- I can use a wider range
challenges.	with accuracy and good	Thinking: Evaluating and	others strengths and	the situation.	of skills with increasing
	timing.	improving sequences	areas for development	- I can strike a bowled	control under pressure.
	- I can refine the way I		and can suggest ways to	ball with increasing	- I can use feedback
	use actions, dynamics	- I can combine and	improve.	consistency and	provided to improve the
	and relationships to	perform gymnastic		accuracy.	quality of my work.
	represent ideas,	actions, shapes and		- I can use a wider range	- I can use the rules of
	emotions, feelings and	balances with control and		of fielding skills with	the game consistently to
	characters.	fluency.		increasing control under	play honestly and fairly.
	- I can use appropriate	- I can create and		pressure.	- I can work
	language to evaluate	perform sequences using		- I can use feedback	collaboratively to create
	and refine my own and	compositional devices to		provided to improve the	tactics with my team and
	others' work.	improve the quality.		quality of my work.	evaluate the
	- I can use feedback	- I can lead a small group		- I can use the rules of	effectiveness of these.
	provided to improve the	through a short warm-up		the game consistently to	- I can work in
	quality of my work.	routine.		play fairly.	collaboration with others
	- I can work creatively	- I can use appropriate		- I can work	so that games run
	and imaginatively on my	language to evaluate and		collaboratively with	smoothly.
	own, with a partner and	refine my own and		others to score runs and	- I recognise my own and
	in a group to	others' work.		to get batters out.	others strengths and
	choreograph and	- I can use feedback		- I can work in	areas for development
	structure dances	provided to improve the		collaboration with	and can suggest ways to
		quality of my work.		others so that games	improve.
		- I can work		run smoothly.	- I understand that there
		collaboratively with		- I recognise my own and	are different areas of
		others to create a		others strengths and	fitness and how this
		sequence.		areas for development	helps me in different
				and can suggest ways to	activities.
				improve.	



- I understand how to	- I understand and can
work safely when	apply some tactics in the
learning a new skill.	game as a batter, bowler
- I understand that there	and fielder.
are different areas of	- I understand that there
fitness and how this	are different areas of
helps me in different	fitness and how this
activities.	helps me in different
- I understand what	activities
counter balance and	
counter tension is and	
can show examples with	
a partner.	