


<p><b>Implementation</b></p> <p>Our PE lessons are planned using the Get Set 4 PE scheme of work. Our sessions are planned to ensure progression and skill development so that our children are increasingly challenged as they move up through the school.</p> <p>Children are taught P.E for two hours per week at St James in Years 1-6, one hour by our Sports Coach and one hour by the class teacher.</p> <p>In EYFS, we encourage the physical development of our children in reception as an integral part of their work. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Children in Reception at St James have a weekly P.E session with our Sports Coach, which follows the Get Set 4 P.E scheme as well as their weekly outdoor learning day.</p>	<p style="text-align: center;">  </p> <p><b>Curriculum intent</b></p> <p>At St James we strive to create a culture which will inspire a love of physical activity through an enjoyment of P.E. We encourage each child to achieve well and participate in physical activity as much as possible. We provide a safe and supportive environment for children to develop and flourish in a range of different physical activities.</p>	<p><b>Key Skills developed</b></p> <p>See skills and knowledge progression ladders.</p>
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<p>Early Years</p>	<p><b>Introduction to PE Unit 1&amp;2</b></p> <p><b>Unit 1</b></p> <p>In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Run, jump, hop, skip, balance, crawl</p> <p><b>Social:</b> Share, communication, work safely, co-operation, leadership</p> <p><b>Emotional:</b> Independence, perseverance, confidence</p> <p><b>Thinking:</b> Select and apply actions, comprehension, reflection, make decisions</p> <p><b>Unit 2</b></p> <p>In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Run, jump, throw, catch, roll, skip</p> <p><b>Social:</b> Work safely, co-operation, support others, communication</p>	<p><b>Gymnastics Unit 1&amp;2</b></p> <p><b>Unit 1</b></p> <p>In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Shapes, balances, jumps, rocking, rolling, travel</p> <p><b>Social:</b> Work safely, collaboration, share and take turns</p> <p><b>Emotional:</b> Determination, confidence</p> <p><b>Thinking:</b> Comprehension, creativity, select and apply</p> <p><b>Unit 2</b></p> <p>In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p>	<p><b>Dance Unit 1&amp;2</b></p> <p><b>Unit 1</b></p> <p>In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Actions, dynamics, space</p> <p><b>Social:</b> Work safely, respect, collaboration</p> <p><b>Emotional:</b> Independence, confidence</p> <p><b>Thinking:</b> Select and apply actions, creativity, exploration, recall, provide feedback</p> <p><b>Unit 2</b></p> <p>In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p> <p><b>Physical:</b> Actions, dynamics, space</p> <p><b>Social:</b> Work safely, respect, collaboration</p> <p><b>Emotional:</b> Confidence, independence</p> <p><b>Thinking:</b> Comprehension, provide feedback, select and apply actions, creativity</p>
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	Autumn Term	Spring Term	Summer Term
Year 1	<p><b>Gymnastics</b></p> <p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</p> <p><b>Social:</b> Respect, collaboration, sharing, work safely</p> <p><b>Emotional:</b> Confidence, self-regulation, perseverance</p> <p><b>Thinking:</b> Comprehension, select and apply action, creativity</p> <p><b>Team Building</b></p> <p>In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity</p>	<p><b>Dance</b></p> <p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Actions, dynamics, space, relationships</p> <p><b>Social:</b> Respect, work safely, collaboration, communication</p> <p><b>Emotional:</b> Empathy, confidence, acceptance, determination, kindness</p> <p><b>Thinking:</b> Creativity, select and apply actions, copy and repeat actions, provide feedback, recall</p> <p><b>Ball Skills</b></p>	<p><b>Athletics</b></p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Run, balance, agility, co-ordination, hop, jump, leap, throw</p> <p><b>Social:</b> Work safely, collaboration</p> <p><b>Emotional:</b> Perseverance, independence, honesty, determination</p> <p><b>Thinking:</b> Reflection, comprehension, select and apply skills</p> <p><b>Striking and Fielding</b></p> <p>Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such</p>

<p>to discuss and plan their ideas and reflect on their success. This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p> <p><b>Key Skills</b>  <b>Physical:</b> Run, jump, hit, balance, co-ordination  <b>Social:</b> Trust, communication, inclusion  <b>Emotional:</b> Determination, confidence  <b>Thinking:</b> Identify, comprehension, reflection, planning</p> <p><b>Fundamentals</b>  In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills</b>  <b>Physical:</b> Balance, jump, hop, run, speed, agility, dodge, skip, co-ordination  <b>Social:</b> Collaboration, work safely, support others  <b>Emotional:</b> Determination, self-regulation, honesty, perseverance  <b>Thinking:</b> Comprehension, select and apply skills</p> <p><b>Fitness</b>  In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work</p>	<p>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Dribble with hands, roll, throw, catch, dribble with feet, track  <b>Social:</b> Communication, support others, co-operation  <b>Emotional:</b> Perseverance, honesty, determination  <b>Thinking:</b> Exploration, make decisions, comprehension, use tactics</p> <p><b>Sending and Receiving</b>  In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Underarm throw, overarm throw, catch, track, bat  <b>Social:</b> Communication, collaboration, support and encourage others, kindness  <b>Emotional</b> Manage emotions, honesty, perseverance  <b>Thinking</b> Comprehension, use tactics, select and apply, decision making</p> <p><b>Invasion Games</b>  Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. This unit links to the following strands</p>
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	<p>independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills</b>  <b>Physical</b> Run, jump, co-ordination, stamina, strength, agility, balance  <b>Social</b> Communication, co-operation, support, work safely, kindness  <b>Emotional</b> Kindness, perseverance, honesty, independence, determination  <b>Thinking</b> Comprehension, creativity, problem solving, reflection, feedback</p>	<p><b>Key Skills</b>  <b>Physical:</b> Roll, throw, catch, track, kick, receive with feet, send with racket  <b>Social:</b> Support others, communication  <b>Emotional:</b> Determination, honesty, independence  <b>Thinking:</b> Comprehension, select and apply skill</p>	<p>of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Dribble, throw, catch, kick, receive, run, jump, change direction, change speed  <b>Social:</b> Supporting others, communication, co-operation, kindness  <b>Emotional:</b> Perseverance, confidence, honesty  <b>Thinking:</b> Comprehension, identifying strengths and areas for development, select and apply</p>
Year 2	<p><b>Dance</b>  Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. This unit links to the following</p>	<p><b>Gymnastics</b>  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 combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p><b>Key Skills</b>  <b>Physical:</b> Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p>	<p><b>Athletics</b>  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 measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills</b>  <b>Physical:</b> Run, jump for distance, jump for height, throw for distance, throw for accuracy  <b>Social:</b> Communication, work safely, support others</p>

<p>strand of the NC: perform dances using simple movement patterns.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Actions, dynamics, space, relationships</p> <p><b>Social:</b> Respect, collaboration, work safely, communication</p> <p><b>Emotional:</b> Independence, confidence, perseverance, determination</p> <p><b>Thinking:</b> Provide feedback, comprehension, reflection, observation, creativity</p> <p><b>Fitness</b></p> <p>In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Run, stamina, skip, co-ordination, agility, strength, balance</p> <p><b>Social:</b> Encourage others, communication</p> <p><b>Emotional:</b> Determination, perseverance</p> <p><b>Thinking:</b> Comprehension, identify strengths and areas for improvement</p> <p><b>Fundamentals</b></p> <p>In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to</p>	<p><b>Social:</b> Leadership, work safely, respect</p> <p><b>Emotional:</b> Confidence, independence</p> <p><b>Thinking</b> Select and apply actions, creativity</p> <p><b>Sending and Receiving</b></p> <p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Roll, track, catch, receive with feet, kick, send and receive with a racket</p> <p><b>Social:</b> Communication, collaboration, leadership</p> <p><b>Emotional:</b> Honesty, determination</p> <p><b>Thinking:</b> Identifying how to improve, comprehension</p> <p><b>Ball Skills</b></p> <p>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups. This unit links to the following strands of the NC:</p>	<p><b>Emotional:</b> Determination, independence</p> <p><b>Thinking:</b> Comprehension, observe and provide feedback, explore ideas, select and apply skills</p> <p><b>Invasion</b></p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, and hockey. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p><b>Social:</b> Communication, kindness, support others, co-operation, respect, collaborate</p> <p><b>Emotional:</b> Empathy, perseverance, honesty, integrity, independence</p> <p><b>Thinking:</b> Creativity, select and apply, comprehension, problem solving, provide feedback</p> <p><b>Team Building</b></p> <p>In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They</p>
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	<p>observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills</b>  <b>Physical:</b> Run, speed, agility, dodge, balance, jump, hop, skip  <b>Social:</b> Collaboration, respect, take turns, communication, encourage others  <b>Emotional:</b> Determination, honesty, perseverance  <b>Thinking:</b> Comprehension, make decisions, creativity, use tactics, recall</p>	<p>master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Roll, track, dribble with feet, kick, throw, catch, dribble with hands  <b>Social:</b> Inclusion, communication, collaboration, leadership  <b>Emotional:</b> Independence, honesty, perseverance, determination  <b>Thinking:</b> Comprehension, select and apply skills, use tactics</p>	<p>also begin to use basic map skills. This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p> <p><b>Key Skills</b>  <b>Physical:</b> Balance, jump, run, co-ordination  <b>Social:</b> Support and encourage others, communication, inclusion, trust, kindness  <b>Emotional:</b> Perseverance, confidence, determination, accepting  <b>Thinking:</b> Comprehension, identify strengths and areas for development, problem solving</p> <p><b>Striking and Fielding</b>  Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Underarm throw, overarm throw, catch, track, bowl, bat  <b>Social:</b> Communication, encourage others, collaboration</p>
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			<p><b>Emotional:</b> Honesty, perseverance, determination, acceptance</p> <p><b>Thinking:</b> Use tactics, comprehension, select and apply, decision making</p>
Year 3	<p><b>Dance</b></p> <p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Actions, dynamics, space, relationships</p> <p><b>Social:</b> Share ideas, respect, collaboration, inclusion, leadership, work safely</p> <p><b>Emotional:</b> Confidence, acceptance, sensitivity, perseverance</p> <p><b>Thinking:</b> Select and apply actions, creativity, observe and provide feedback</p> <p><b>Netball</b></p> <p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this</p>	<p><b>Fitness</b></p> <p>In this unit pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Agility, balance, co-ordination, speed, stamina, strength</p> <p><b>Social:</b> Support others, work safely, communication</p> <p><b>Emotional:</b> Perseverance, determination, honesty</p> <p><b>Thinking:</b> Identify areas of strength and areas for development</p> <p><b>OAA</b></p> <p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes. This unit links to the following strands</p>	<p><b>Ball Skills</b></p> <p>In this unit pupils have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Track, throw, catch, dribble, kick</p> <p><b>Social:</b> Communication, work safely, collaboration</p> <p><b>Emotional:</b> Perseverance, personal challenge, calmness, fairness</p> <p><b>Thinking:</b> Provide feedback, tactics, comprehension, reflection, make decisions</p> <p><b>Rounders</b></p> <p>Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and</p>



<p>by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Throw, catch, change direction, change speed, shoot  <b>Social:</b> Communication, collaboration, support others  <b>Emotional:</b> Honesty and fair play, persevere, confidence  <b>Thinking:</b> Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply</p> <p><b>Gymnastics</b>  In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b>  <b>Physical:</b> Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand  <b>Social:</b> Work safely, determination, collaboration, communication, respect  <b>Emotional:</b> Confidence, perseverance</p>	<p>of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Key Skills</b>  <b>Physical:</b> Balance, run at speed, run over distance, co-ordination  <b>Social:</b> Communication, co-operation, collaboration  <b>Emotional:</b> Determination, resilience, honesty, trust, confidence  <b>Thinking:</b> Problem solving, evaluation, reflection, create, select and apply</p> <p><b>Athletics</b>  In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b>  <b>Physical:</b> Sprint, jump for distance, push throw, pull throw  <b>Social:</b> Collaborate, work safely  <b>Emotional:</b> Determination, perseverance  <b>Thinking:</b> Observe and provide feedback, comprehension, explore technique</p> <p><b>Fundamentals</b>  In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping</p>	<p>against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat  <b>Social:</b> Collaboration, communication, co-operate, support and encourage others  <b>Emotional:</b> Honesty, fair play, confidence, determination  <b>Thinking:</b> Comprehension, select and apply skills, tactics, make decisions</p> <p><b>Cricket</b>  Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p>
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	<p><b>Thinking:</b> Observe and provide feedback, select and apply actions, creativity, evaluate and improve</p> <p><b>Handball</b> Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b> <b>Physical:</b> Throw, catch, run, dribble, shoot, change direction, change speed <b>Social:</b> Kindness, communication, co-operation <b>Emotional:</b> Honesty and fair play, determination, perseverance, confidence <b>Thinking:</b> Decision making, select and apply, problem solving, comprehension</p>	<p>and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b> <b>Physical:</b> Balance, run, dodge, hop, jump, skip <b>Social:</b> Respect, collaboration, support and encourage others <b>Emotional:</b> Determination, perseverance, honesty <b>Thinking:</b> Select and apply, observation, provide feedback, comprehension</p>	<p><b>Physical:</b> Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier <b>Social:</b> Collaboration and communication, respect <b>Emotional:</b> Perseverance, honesty, determination <b>Thinking:</b> Observing and providing feedback, applying strategies</p> <p><b>Dodgeball</b> Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b> <b>Physical:</b> Throw, catch, dodge, jump <b>Social:</b> Respect, communication, collaboration <b>Emotional:</b> Honesty, perseverance <b>Thinking:</b> Comprehension, make decisions, select and apply skills</p>
Year 4	<p><b>Gymnastics</b> In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others</p>	<p><b>Fitness</b> In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when</p>	<p><b>Ball Skills</b> In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well-known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching</p>

<p>to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p><b>Social:</b> Work safely, determination, collaboration, communication, respect</p> <p><b>Emotional:</b> Confidence, perseverance</p> <p><b>Thinking:</b> Observe and provide feedback, select and apply actions, creativity, evaluate and improve</p> <p><b>Handball</b></p> <p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Agility, balance, co-ordination, speed, stamina, strength</p> <p><b>Social:</b> Support others, work safely, communication</p> <p><b>Emotional:</b> Perseverance, determination, honesty</p> <p><b>Thinking:</b> Identify areas of strength and areas for development</p> <p><b>Fundamentals</b></p> <p>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b></p>	<p>with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Track, throw, catch, dribble, kick</p> <p><b>Social:</b> Communication, work safely, collaboration</p> <p><b>Emotional:</b> Perseverance, personal challenge, calmness, fairness</p> <p><b>Thinking:</b> Provide feedback, tactics, comprehension, reflection, make decisions</p> <p><b>Dodgeball</b></p> <p>Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Throw, catch, dodge, jump</p> <p><b>Social:</b> Respect, communication, collaboration</p> <p><b>Emotional:</b> Honesty, perseverance</p>
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<p><b>Key Skills</b>  <b>Physical:</b> Throw, catch, run, dribble, shoot, change direction, change speed  <b>Social:</b> Kindness, communication, co-operation  <b>Emotional:</b> Honesty and fair play, determination, perseverance, confidence  <b>Thinking:</b> Decision making, select and apply, problem solving, comprehension</p> <p><b>Dance</b>  Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. This unit links to the following strand of the NC: perform dances using a range of movement patterns</p> <p><b>Key Skills</b>  <b>Physical:</b> Actions, dynamics, space, relationships  <b>Social:</b> Co-operation, communication, inclusion, collaboration  <b>Emotional:</b> Confidence, empathy, determination  <b>Thinking:</b> Observe and provide feedback, select and apply skills, creativity, comprehension</p>	<p><b>Physical:</b> Balance, run, dodge, hop, jump, skip  <b>Social:</b> Respect, collaboration, support and encourage others  <b>Emotional:</b> Determination, perseverance, honesty  <b>Thinking:</b> Select and apply, observation, provide feedback, comprehension</p> <p><b>Athletics</b>  In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b>  <b>Physical:</b> Pace, sprint, jump for distance, throw for distance  <b>Social:</b> Collaboration, leadership  <b>Emotional:</b> Perseverance, determination, honesty  <b>Thinking:</b> Reflection, observing and providing feedback, exploring ideas, comprehension</p> <p><b>OAA</b>  OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills</p>	<p><b>Thinking:</b> Comprehension, make decisions, select and apply skills</p> <p><b>Cricket</b>  Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier  <b>Social:</b> Collaboration and communication, respect  <b>Emotional:</b> Perseverance, honesty, determination  <b>Thinking:</b> Observing and providing feedback, applying strategies</p> <p><b>Rounders</b>  Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles.</p>
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	<p><b>Netball</b> Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b> <b>Physical:</b> Throw, catch, change direction, change speed, shoot <b>Social:</b> Communication, collaboration, support others <b>Emotional:</b> Honesty and fair play, persevere, confidence <b>Thinking:</b> Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply</p>	<p>including orientating a map, identifying key symbols and drawing and following a route. This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Key Skills</b> <b>Physical:</b> Balance, run at speed, run over distance, co-ordination <b>Social:</b> Communication, co-operation, collaboration <b>Emotional:</b> Determination, resilience, honesty, trust, confidence <b>Thinking:</b> Problem solving, evaluation, reflection, create, select and apply</p>	<p>They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b> <b>Physical:</b> Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat <b>Social:</b> Collaboration, communication, co-operate, support and encourage others <b>Emotional:</b> Honesty, fair play, confidence, determination <b>Thinking:</b> Comprehension, select and apply skills, tactics, make decisions</p>
Year 5	<p><b>Gymnastics</b> In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. This unit links to the</p>	<p><b>OAA</b> In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the</p>	<p><b>Cricket</b> Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.</p>

<p>following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand</p> <p><b>Social:</b> Work safely, support others, collaboration</p> <p><b>Emotional:</b> Confidence, perseverance, resilience, determination</p> <p><b>Thinking:</b> Observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences</p> <p><b>Netball</b></p> <p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Throw, catch, change direction, change speed, shoot</p>	<p>use of cardinal points, scale and direction to create, plan and follow routes around a course. This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Balance, co-ordination, run at speed, run over distance</p> <p><b>Social:</b> Negotiation, communication, leadership, work safely</p> <p><b>Emotional:</b> Empathy, confidence, resilience</p> <p><b>Thinking:</b> Problem solving, reflect, critical thinking, select and apply, comprehension</p> <p><b>Tag Rugby</b></p> <p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Throw, catch, run, change direction, change speed</p> <p><b>Social:</b> Communication, support others, collaboration</p>	<p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting</p> <p><b>Social:</b> Collaboration, communication, respect</p> <p><b>Emotional:</b> Honesty, perseverance</p> <p><b>Thinking:</b> Observation, provide feedback, select and apply skills, tactics, assessing</p> <p><b>Rounders</b></p> <p>Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified</p>
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<p><b>Social:</b> Communication, collaboration, respect  <b>Emotional:</b> Honesty and fair play, pride, empathise, persevere  <b>Thinking:</b> Select and apply, decision making, comprehension  <b>Dance</b>  Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p><b>Key Skills</b>  <b>Physical:</b> Actions, dynamics, space, relationships  <b>Social:</b> Collaboration, consideration and awareness of others, inclusion, respect, leadership  <b>Emotional:</b> Empathy, confidence, perseverance  <b>Thinking:</b> Creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills  <b>Football</b></p>	<p><b>Emotional:</b> Honesty and fair play, confidence, determination, trust  <b>Thinking:</b> Decision making, comprehension, reflection, identify strengths and areas for development, plan  <b>Athletics</b>  In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to 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. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b>  <b>Physical:</b> Pace, sprint, relay changeovers, jump for distance, push throw, pull throw  <b>Social:</b> Collaboration, negotiation, communication, supporting others  <b>Emotional:</b> Perseverance, confidence, concentration, determination  <b>Thinking:</b> Observing and providing feedback, selecting and applying, comprehension  <b>Handball</b>  Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In</p>	<p>where appropriate and apply basic principles suitable for attacking and defending.  <b>Key Skills</b>  <b>Physical:</b> Throw, catch, bowl, bat, field  <b>Social:</b> Communication, collaboration, respect, co-operation  <b>Emotional:</b> Honesty, self-regulation, sportsmanship  <b>Thinking:</b> Select and apply skills, reflection, assess, tactics  <b>Tennis</b>  Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying  <b>Social:</b> Encourage and support others, co-operation, collaboration, communication  <b>Emotional:</b> Perseverance, honesty  <b>Thinking:</b> Observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics</p>
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	<p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Dribble, pass, receive, track, tackle  <b>Social:</b> Communication, respect, collaboration, co-operation  <b>Emotional:</b> Honesty, persevere, determination  <b>Thinking:</b> Assess, explore, decision making, select and apply</p>	<p>all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Throw, catch, run, dribble, shoot, change direction, change speed  <b>Social:</b> Communication, kindness, respect, collaboration  <b>Emotional:</b> Confidence, honesty and fair play, determination, perseverance  <b>Thinking:</b> Select and apply, decision making, problem solving, comprehension, reflection</p>	
Year 6	<p><b>Gymnastics</b>  In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills</p>	<p><b>OAA</b>  In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls. This unit links to the following</p>	<p><b>Cricket</b>  Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly</p>



<p>considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight</p> <p><b>Social:</b> Work safely, collaboration, communication, respect</p> <p><b>Emotional:</b> Independence, confidence, determination</p> <p><b>Thinking:</b> Observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences</p> <p><b>Football</b></p> <p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Dribble, pass, receive, track, tackle</p> <p><b>Social:</b> Communication, respect, collaboration, co-operation</p>	<p>strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Balance, co-ordination, run at speed, run over distance</p> <p><b>Social:</b> Communication, collaboration, inclusion, leadership, work safely</p> <p><b>Emotional:</b> Confidence, honesty, trust</p> <p><b>Thinking:</b> Evaluation, reflection, problem solving, comprehension, select and apply</p> <p><b>Handball</b></p> <p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Throw, catch, run, dribble, shoot, change direction, change speed</p> <p><b>Social:</b> Communication, kindness, respect, collaboration</p> <p><b>Emotional:</b> Confidence, honesty and fair play, determination, perseverance</p>	<p>demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting</p> <p><b>Social:</b> Collaboration, communication, respect</p> <p><b>Emotional:</b> Honesty, perseverance</p> <p><b>Thinking:</b> Observation, provide feedback, select and apply skills, tactics, assessing</p> <p><b>Tennis</b></p> <p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying</p>
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<p><b>Emotional:</b> Honesty, persevere, determination  <b>Thinking:</b> Assess, explore, decision making, select and apply</p> <p><b>Netball</b>  Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Throw, catch, change direction, change speed, shoot  <b>Social:</b> Communication, collaboration, respect  <b>Emotional:</b> Honesty and fair play, pride, empathise, persevere  <b>Thinking:</b> Select and apply, decision making, comprehension</p>	<p><b>Thinking:</b> Select and apply, decision making, problem solving, comprehension, reflection</p> <p><b>Athletics</b>  In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, 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. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills</b>  <b>Physical:</b> Pace, sprint, jump for distance, push throw, fling throw  <b>Social:</b> Negotiating, collaborating, respect  <b>Emotional:</b> Empathy, perseverance, determination  <b>Thinking:</b> Observing and providing feedback, comprehension</p> <p><b>Tag Rugby</b>  Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and</p>	<p><b>Social:</b> Support and encourage others, co-operation, collaboration, respect  <b>Emotional:</b> Honesty, perseverance  <b>Thinking:</b> Comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development</p> <p><b>Rounders</b>  Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b>  <b>Physical:</b> Throw, catch, bowl, bat, field  <b>Social:</b> Communication, collaboration, respect, co-operation  <b>Emotional:</b> Honesty, self-regulation, sportsmanship  <b>Thinking:</b> Select and apply skills, reflection, assess, tactics</p>
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		<p>moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills</b></p> <p><b>Physical:</b> Throw, catch, run, change direction, change speed</p> <p><b>Social:</b> Communication, support others, collaboration</p> <p><b>Emotional:</b> Honesty and fair play, confidence, determination, trust</p> <p><b>Thinking:</b> Decision making, comprehension, reflection, identify strengths and areas for development, plan</p>	
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