Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
Early Learning Goals: *Personal, Social and Emotional Development ELG:* -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs *Physical Development ELG:* - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against 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	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

EYFS	Overview	Key Skills	
Ball Skills Unit 1 Nursery/Reception	In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	Physical	Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick
		Social	Work safely, collaboration, co-operation, support others
		Emotional	Perseverance, independence, honesty
		Thinking	Use tactics, comprehension
Ball Skills Unit 2 Nursery/Reception	In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	Physical	Roll, track, throw, dribble with hands, dribble with feet, kick, catch
		Social	Co-operation, take turns, work safely, communication
		Emotional	Perseverance, independence, determination, honesty
		Thinking	Comprehension, use tactics
Dance Unit 1 Nursery/Reception	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.	Physical	Actions, dynamics, space
		Social	Work safely, respect, collaboration
		Emotional	Independence, confidence
		Thinking	Select and apply actions, creativity, exploration, recall, provide feedback
Dance Unit 2 Nursery/Reception	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.	Physical	Actions, dynamics, space
		Social	Work safely, respect, collaboration
		Emotional	Confidence, independence
		Thinking	Comprehension, provide feedback, select and apply actions, creativity
Fundamentals Unit 1 Nursery/Reception	In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	Physical	Balance, run, jump, hop, change direction
		Social	Support others, work safely, take turns
		Emotional	Honesty, determination
		Thinking	Decision making, comprehension, select and apply
Fundamentals Unit 2 Nursery/Reception	In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.	Physical	Run, jump, hop, balance, change direction, travel
		Social	Work safely, support others, share and take turns, co-operation
		Emotional	Perseverance, honesty, determination, confidence, acceptance
		Thinking	Comprehension, creativity, select and apply, exploration
Games Unit 1 Nursery/Reception	In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games.	Physical	Run, balance, change direction, throw, catch

	They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Social	Work safely, communication, co-operation, support and encourage others
		Emotional	Confidence, honesty, determination, manage emotions
		Thinking	Comprehension, decision making
Games Unit 2 Nursery/Reception	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	Physical	Run, change direction, throw, catch, strike
		Social	Communication, help others, respect, take turns, co-operation
		Emotional	Perseverance, honesty, determination, manage emotions
		Thinking	Comprehension, decision making, select and apply, reflection
Gymnastics Unit 1 Nursery/Reception	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.	Physical	Shapes, balances, jumps, rocking, rolling, travel
		Social	Work safely, collaboration, share and take turns
		Emotional	Determination, confidence
		Thinking	Comprehension, creativity, select and apply
Gymnastics Unit 2 Nursery/Reception	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.	Physical	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling
		Social	Work safely, collaboration, share and take turns, support others
		Emotional	Determination, confidence
		Thinking	Comprehension, creativity, select and apply
Introduction to PE Unit 1 Nursery/Reception	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.	Physical	Run, jump, hop, skip, balance, crawl
		Social	Share, communication, work safely, co-operation, leadership
		Emotional	Independence, perseverance, confidence
		Thinking	Select and apply actions, comprehension, reflection, make decisions
Introduction to PE Unit 2 Nursery/Reception	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.	Physical	Run, jump, throw, catch, roll, skip
		Social	Work safely, co-operation, support others, communication
		Emotional	Honesty, confidence, perseverance, determination
		Thinking	Comprehension, make decisions, creativity

Year 1	Overview	Key Skills	
Athletics Year 1	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.	Physical	Run, balance, agility, co-ordination, hop, jump, leap, throw
		Social	Work safely, collaboration
		Emotional	Perseverance, independence, honesty, determination
		Thinking	Reflection, comprehension, select and apply skills
Ball Skills Year 1	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.	Physical	Dribble with hands, roll, throw, catch, dribble with feet, track
		Social	Communication, support others, co-operation
		Emotional	Perseverance, honesty, determination
		Thinking	Exploration, make decisions, comprehension, use tactics
Dance Year 1	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.	Physical	Actions, dynamics, space, relationships
		Social	Respect, work safely, collaboration, communication
		Emotional	Empathy, confidence, acceptance, determination, kindness
		Thinking	Creativity, select and apply actions, copy and repeat actions, provide feedback, recall
Fitness Year 1	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 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.	Physical	Run, jump, co-ordination, stamina, strength, agility, balance
		Social	Communication, co-operation, support, work safely, kindness
		Emotional	Kindness, perseverance, honesty, independence, determination
		Thinking	Comprehension, creativity, problem solving, reflection, feedback
Fundamentals Year 1	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.	Physical	Balance, jump, hop, run, speed, agility, dodge, skip, co-ordination
		Social	Collaboration, work safely, support others
		Emotional	Determination, self regulation, honesty, perseverance
		Thinking	Comprehension, select and apply skills

Gymnastics Year 1	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. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.	Physical	Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll
		Social	Respect, collaboration, sharing, work safely
		Emotional	Confidence, self regulation, perseverance
		Thinking	Comprehension, select and apply action, creativity
Invasion Games Year 1	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 of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Physical	Dribble, throw, catch, kick, receive, run, jump, change direction, change speed
		Social	Supporting others, communication, co-operation, kindness
		Emotional	Perseverance, confidence, honesty
		Thinking	Comprehension, identifying strengths and areas for development, select and apply
Net and Wall Year 1	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. 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 of the NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Physical	Throw, catch, hit a ball, track a ball
		Social	Support others, work safely, communication, co-operation
		Emotional	Perseverance, independence, determination
		Thinking	Comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making
Sending and Receiving Year 1	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.	Physical	Roll, throw, catch, track, kick, receive with feet, send with racket
		Social	Support others, communication
		Emotional	Determination, honesty, independence
		Thinking	Comprehension, select and apply skills
Striking and Fielding Year 1	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,	Physical	Underarm throw, overarm throw, catch, track, bat
		Social	Communication, collaboration, support and encourage others, kindness

	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.	Emotional	Manage emotions, honesty, perseverance
		Thinking	Comprehension, use tactics, select and apply, decision making
Swimming Beginners	This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Physical	Float, travel, submerge, kick, pull, glide
		Social	Working safely, co-operation, collaboration, support and encourage others, respect
		Emotional	Confidence, determination, perseverance
		Thinking	Create, comprehension, exploration, select and apply, planning, decision making, provide feedback
Target Games Year 1	Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. 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 rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills. 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.	Physical	Underarm throw, overarm throw
		Social	Collaboration, leadership, work safely, encourage others
		Emotional	Perseverance, honesty
		Thinking	Comprehension, select and apply, creativity
Team Building Year 1	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 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.	Physical	Run, jump, hit, balance, co-ordination
		Social	Trust, communication, inclusion
		Emotional	Determination, confidence
		Thinking	Identify, comprehension, reflection, planning
Yoga Year 1	Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.	Physical	Balance, strength, flexibility, co-ordination
		Social	Move safely, listen to others, collaborate
		Emotional	Concentration, focus, identify feelings
		Thinking	Observation, copy and repeat, recognise, create, select and apply

Year 2	Overview	Key Skills	
Athletics Year 2	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	Physical	Run, jump for distance, jump for height, throw for distance, throw for accuracy

	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.	Social	Communication, work safely, support others
		Emotional	Determination, independence
		Thinking	Comprehension, observe and provide feedback, explore ideas, select and apply skills
Ball Skills Year 2	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: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Physical	Roll, track, dribble with feet, kick, throw, catch, dribble with hands
		Social	Inclusion, communication, collaboration, leadership
		Emotional	Independence, honesty, perseverance, determination
		Thinking	Comprehension, select and apply skills, use tactics
Dance Year 2	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 strand of the NC: perform dances using simple movement patterns.	Physical	Actions, dynamics, space, relationships
		Social	Respect, collaboration, work safely, communication
		Emotional	Independence, confidence, perseverance, determination
		Thinking	Provide feedback, comprehension, reflection, observation, creativity
Fitness Year 2	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.	Physical	Run, stamina, skip, co-ordination, agility, strength, balance
		Social	Encourage others, communication
		Emotional	Determination, perseverance
		Thinking	Comprehension, identify strengths and areas for improvement
Fundamentals Year 2	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 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.	Physical	Run, speed, agility, dodge, balance, jump, hop, skip
		Social	Collaboration, respect, take turns, communication, encourage others
		Emotional	Determination, honesty, perseverance
		Thinking	Comprehension, make decisions, creativity, use tactics, recall
Gymnastics Year 2	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.	Physical	Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll
		Social	Leadership, work safely, respect

	If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.	Emotional	Confidence, independence
		Thinking	Select and apply actions, creativity
Invasion Year 2	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 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.	Physical	Dribble, throw, catch, kick, receive, run, jump, change direction, change speed
		Social	Communication, kindness, support others, co-operation, respect, collaborate
		Emotional	Empathy, perseverance, honesty, integrity, independence
		Thinking	Creativity, select and apply, comprehension, problem solving, provide feedback
Net and Wall Year 2	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. 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 of the NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Physical	Throw, catch, hit, track
		Social	Co-operation, respect, support others
		Emotional	Perseverance, honesty
		Thinking	Select and apply, reflection, decision making, comprehension
Sending and Receiving Year 2	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.	Physical	Roll, track, catch, receive with feet, kick, send and receive with a racket
		Social	Communication, collaboration, leadership
		Emotional	Honesty, determination
		Thinking	Identifying how to improve, comprehension
Striking and Fielding Year 2	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.	Physical	Underarm throw, overarm throw, catch, track, bowl, bat
		Social	Communication, encourage others, collaboration
		Emotional	Honesty, perseverance, determination, acceptance
		Thinking	Use tactics, comprehension, select and apply, decision making

Swimming Beginners	This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Physical	Float, travel, submerge, kick, pull, glide
		Social	Working safely, co-operation, collaboration, support and encourage others, respect
		Emotional	Confidence, determination, perseverance
		Thinking	Create, comprehension, exploration, select and apply, planning, decision making, provide feedback
Target Games Year 2	Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. 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 rules to keep themselves and others safe, learn how to score points and use simple tactics. 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.	Physical	Roll, overarm throw, underarm throw, strike, dodge, jump
		Social	Congratulate, support others, co-operation, kindness
		Emotional	Manage emotions, honesty
		Thinking	Identify areas of strength and areas for development, select and apply, comprehension, decision making
Team Building Year 2	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 also begin to use basic map skills. This unit links to the following strands of the NC: participate in team games, developing simple tactics.	Physical	Balance, jump, run, co-ordination
		Social	Support and encourage others, communication, inclusion, trust, kindness
		Emotional	Perseverance, confidence, determination, accepting
		Thinking	Comprehension, identify strengths and areas for development, problem solving
Yoga Year 2	Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.	Physical	Balance, flexibility, strength, co-ordination
		Social	Respect, leadership, work safely, collaboration
		Emotional	Confidence, perseverance, honesty, focus, identify feelings
		Thinking	Create, select and apply, comprehension, decision making, reflection

Year 3	Overview	Key Skills	
Athletics Year 3	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.	Physical	Sprint, jump for distance, push throw, pull throw
		Social	Collaborate, work safely
		Emotional	Determination, perseverance
		Thinking	Observe and provide feedback, comprehension, explore technique

Ball Skills Year 3	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 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.	Physical	Track, throw, catch, dribble, kick
		Social	Communication, work safely, collaboration
		Emotional	Perseverance, personal challenge, calmness, fairness
		Thinking	Provide feedback, tactics, comprehension, reflection, make decisions
Basketball Year 3	Basketball 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 basketball 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.	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Working safely, collaboration, support and encourage others
		Emotional	Honesty, determination, perseverance
		Thinking	Exploration, identify areas of strength and areas for development, decision making, use tactics, reflection
Cricket Year 3	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.	Physical	Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier
		Social	Collaboration and communication, respect
		Emotional	Perseverance, honesty, determination
		Thinking	Observing and providing feedback, applying strategies
Dance Year 3	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.	Physical	Actions, dynamics, space, relationships
		Social	Share ideas, respect, collaboration, inclusion, leadership, work safely
		Emotional	Confidence, acceptance, sensitivity, perseverance
		Thinking	Select and apply actions, creativity, observe and provide feedback
Dodgeball Year 3	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.	Physical	Throw, catch, dodge, jump
		Social	Respect, communication, collaboration

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	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.	Emotional	Honesty, perseverance
		Thinking	Comprehension, make decisions, select and apply skills
Fitness Year 3	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 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.	Physical	Agility, balance, co-ordination, speed, stamina, strength
		Social	Support others, work safely, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Identify areas of strength and areas for development
Football Year 3	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.	Physical	Dribble, pass, receive, track
		Social	Co-operation, respect, communication
		Emotional	Determination, honesty, persevere, independence
		Thinking	Decision making, comprehension, select and apply, use tactics
Fundamentals Year 3	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.	Physical	Balance, run, dodge, hop, jump, skip
		Social	Respect, collaboration, support and encourage others
		Emotional	Determination, perseverance, honesty
		Thinking	Select and apply, observation, provide feedback, comprehension
Golf Year 3	Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game. 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.	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration, respect, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Comprehension, observation, provide feedback, select and apply skills

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Year 4	Overview	Key Skills	
Athletics Year 4	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.	Physical	Pace, sprint, jump for distance, throw for distance
		Social	Collaboration, leadership
		Emotional	Perseverance, determination, honesty
		Thinking	Reflection, observing and providing feedback, exploring ideas, comprehension
Ball Skills Year 4	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 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.	Physical	Track, throw, catch, dribble, kick
		Social	Communication, work safely, collaboration
		Emotional	Perseverance, personal challenge, calmness, fairness
		Thinking	Provide feedback, tactics, comprehension, reflection, make decisions
Basketball Year 4	Basketball 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 basketball 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.	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Working safely, collaboration, support and encourage others
		Emotional	Honesty, determination, perseverance
		Thinking	Exploration, identify areas of strength and areas for development, decision making, use tactics, reflection
Cricket Year 4	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.	Physical	Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier
		Social	Collaboration and communication, respect
		Emotional	Perseverance, honesty, determination
		Thinking	Observing and providing feedback, applying strategies
Dance Year 4	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	Physical	Actions, dynamics, space, relationships
		Social	Co-operation, communication, inclusion, collaboration

	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.	Emotional	Confidence, empathy, determination
		Thinking	Observe and provide feedback, select and apply skills, creativity, comprehension
Dodgeball Year 4	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.	Physical	Throw, catch, dodge, jump
		Social	Respect, communication, collaboration
		Emotional	Honesty, perseverance
		Thinking	Comprehension, make decisions, select and apply skills
Fitness Year 4	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 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.	Physical	Agility, balance, co-ordination, speed, stamina, strength
		Social	Support others, work safely, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Identify areas of strength and areas for development
Football Year 4	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.	Physical	Dribble, pass, receive, track
		Social	Co-operation, respect, communication
		Emotional	Determination, honesty, persevere, independence
		Thinking	Decision making, comprehension, select and apply, use tactics
Fundamentals Year 4	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.	Physical	Balance, run, dodge, hop, jump, skip
		Social	Respect, collaboration, support and encourage others
		Emotional	Determination, perseverance, honesty
		Thinking	Select and apply, observation, provide feedback, comprehension

Golf Year 4	Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game. 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.	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration, respect, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Comprehension, observation, provide feedback, select and apply skills
Gymnastics Year 4	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 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. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand
		Social	Work safely, determination, collaboration, communication, respect
		Emotional	Confidence, perseverance
		Thinking	Observe and provide feedback, select and apply actions, creativity, evaluate and improve
Handball Year 4	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.	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
		Social	Kindness, communication, co-operation
		Emotional	Honesty and fair play, determination, perseverance, confidence
		Thinking	Decision making, select and apply, problem solving, comprehension
Hockey Year 4	Hockey 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 hockey 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.	Physical	Dribble, pass, receive, intercept, run, shoot
		Social	Communication, collaboration, work safely, respect
		Emotional	Honesty, perseverance, determination
		Thinking	Decision making, select and apply, comprehension, identifying strengths and areas for development
Netball Year 4	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'	Physical	Throw, catch, change direction, change speed, shoot
		Social	Communication, collaboration, support 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.	Emotional	Honesty and fair play, persevere, confidence
		Thinking	Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply
OAA Year 4	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 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.	Physical	Balance, run at speed, run over distance, co-ordination
		Social	Communication, co-operation, collaboration
		Emotional	Determination, resilience, honesty, trust, confidence
		Thinking	Problem solving, evaluation, reflection, create, select and apply
Rounders Year 4	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 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.	Physical	Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat
		Social	Collaboration, communication, co-operate, support and encourage others
		Emotional	Honesty, fair play, confidence, determination
		Thinking	Comprehension, select and apply skills, tactics, make decisions
Swimming Developers	This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Physical	Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position
		Social	Communication, support and encourage others, keep myself and others safe, collaboration
		Emotional	Confidence, honesty, determination, independence, perseverance
		Thinking	Comprehension, observe and provide feedback, tactics, select and apply skills
Tag Rugby Year 4	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.	Physical	Throw, catch, run, change direction, change speed
		Social	Support others, inclusion, communication, collaboration, respect
		Emotional	Determination, honesty, independence, perseverance
		Thinking	Decision making, comprehension, select and apply, reflection, identify strengths and areas for development
Tennis Year 4	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 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	Physical	Throwing, catching, forehand, backhand, rallying
		Social	Co-operation, support and encourage others, collaboration, respect
		Emotional	Perseverance, honesty, determination

	catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics
Yoga Year 4	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Balance, flexibility, strength, co-ordination
		Social	Working safely, supporting others, sharing ideas, collaboration, respect
		Emotional	Confidence, determination, integrity, focus
		Thinking	Recall, creativity, selecting actions, providing feedback, reflection

Year 5	Overview	Key Skills	
Athletics Year 5	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.	Physical	Pace, sprint, relay changeovers, jump for distance, push throw, pull throw
		Social	Collaboration, negotiation, communication, supporting others
		Emotional	Perseverance, confidence, concentration, determination
		Thinking	Observing and providing feedback, selecting and applying, comprehension
Badminton Year 5	Badminton 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. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. 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.	Physical	Underarm clear, overarm clear, serving, rallying
		Social	Collaboration, communication, respect, encouragement
		Emotional	Perseverance, patience, honesty
		Thinking	Using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection
Basketball Year 5	Basketball 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 basketball 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.	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Collaboration, communication, co-operation, respect
		Emotional	Honesty and fair play, confidence, persevere
		Thinking	Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development

Cricket Year 5	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 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.	Physical	Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting
		Social	Collaboration, communication, respect
		Emotional	Honesty, perseverance
		Thinking	Observation, provide feedback, select and apply skills, tactics, assessing
Dance Year 5	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.	Physical	Actions, dynamics, space, relationships
		Social	Collaboration, consideration and awareness of others, inclusion, respect, leadership
		Emotional	Empathy, confidence, perseverance
		Thinking	Creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills
Dodgeball Year 5	Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. 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. Pupils are given opportunities to evaluate and suggest improvements to 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.	Physical	Throw, catch, dodge, block
		Social	Collaboration, respect, leadership, communication
		Emotional	Honesty, determination, confidence
		Thinking	Make decisions, select and apply tactics
Fitness Year 5	In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. 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.	Physical	Agility, balance, co-ordination, speed, stamina, strength
		Social	Support and encourage others, collaboration
		Emotional	Perseverance, determination
		Thinking	Observation, analysis, comprehension
Football Year 5	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'	Physical	Dribble, pass, receive, track, tackle
		Social	Communication, respect, collaboration, co-operation

	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.	Emotional	Honesty, persevere, determination
		Thinking	Assess, explore, decision making, select and apply
Golf Year 5	Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course. 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.	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration
		Emotional	Perseverance, self regulation, patience, honesty
		Thinking	Analysis, select and apply skills
Gymnastics Year 5	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. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
		Social	Work safely, support others, collaboration
		Emotional	Confidence, perseverance, resilience, determination
		Thinking	Observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences
Handball Year 5	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.	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
		Social	Communication, kindness, respect, collaboration
		Emotional	Confidence, honesty and fair play, determination, perseverance
		Thinking	Select and apply, decision making, problem solving, comprehension, reflection
Hockey Year 5	Hockey 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 hockey 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.	Physical	Dribble, pass, receive, tackle, intercept, run, shoot
		Social	Communication, collaboration, respect, support others
		Emotional	Perseverance, honesty and fair play, determination
		Thinking	Identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection
Netball Year 5	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	Physical	Throw, catch, change direction, change speed, shoot

	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.	Social	Communication, collaboration, respect
		Emotional	Honesty and fair play, pride, empathise, persevere
		Thinking	Select and apply, decision making, comprehension
OAA Year 5	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 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.	Physical	Balance, co-ordination, run at speed, run over distance
		Social	Negotiation, communication, leadership, work safely
		Emotional	Empathy, confidence, resilience
		Thinking	Problem solving, reflect, critical thinking, select and apply, comprehension
Rounders Year 5	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.	Physical	Throw, catch, bowl, bat, field
		Social	Communication, collaboration, respect, co-operation
		Emotional	Honesty, self regulation, sportsmanship
		Thinking	Select and apply skills, reflection, assess, tactics
Swimming Intermediate	This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Physical	Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position
		Social	Support others, work safely, inclusion, communication, collaboration
		Emotional	Determination, work fairly, honesty, confidence, perseverance
		Thinking	Comprehension, creativity, make decisions, tactics
Tag Rugby Year 5	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.	Physical	Throw, catch, run, change direction, change speed
		Social	Communication, support others, collaboration
		Emotional	Honesty and fair play, confidence, determination, trust
		Thinking	Decision making, comprehension, reflection, identify strengths and areas for development, plan
Tennis Year 5	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	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying

	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.	Social	Encourage and support others, co-operation, collaboration, communication
		Emotional	Perseverance, honesty
		Thinking	Observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics
Volleyball Year 5	Volleyball 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. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. 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.	Physical	Throw, catch, set, dig, serve, rally
		Social	Communication, respect, support and encourage others
		Emotional	Perseverance, honesty, determination
		Thinking	Using tactics, select and apply skills, identify strengths and areas for development, reflection
Yoga Year 5	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Balance, strength, flexibility, co-ordination
		Social	Respect, co-operate leadership, communication, share ideas, work safely
		Emotional	Focus, concentration, confidence, independence, determination
		Thinking	Identify, create, select and apply actions, observe and provide feedback

Year 6	Overview	Key Skills	
Athletics Year 6	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.	Physical	Pace, sprint, jump for distance, push throw, fling throw
		Social	Negotiating, collaborating, respect
		Emotional	Empathy, perseverance, determination
		Thinking	Observing and providing feedback, comprehension
Badminton Year 6	Badminton 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. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. 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	Physical	Underarm clear, overarm clear, serving, rallying
		Social	Collaboration, communication, respect, encouragement
		Emotional	Perseverance, patience, honesty

	catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection
Basketball Year 6	Basketball 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 basketball 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.	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Collaboration, communication, co-operation, respect
		Emotional	Honesty and fair play, confidence, persevere
		Thinking	Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development
Cricket Year 6	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 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.	Physical	Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting
		Social	Collaboration, communication, respect
		Emotional	Honesty, perseverance
		Thinking	Observation, provide feedback, select and apply skills, tactics, assessing
Dance Year 6	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 focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups. This unit links to the following strand of the NC: perform dances using a range of movement patterns.	Physical	Actions, dynamics, space, relationships
		Social	Share ideas, collaboration, support, communication, inclusion, respect, leadership
		Emotional	Confidence, self-regulation, perseverance, determination, integrity, empathy
		Thinking	Creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills
Dodgeball Year 6	Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. 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. Pupils are given opportunities to evaluate and suggest improvements to 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.	Physical	Throw, catch, dodge, block
		Social	Collaboration, respect, leadership, communication
		Emotional	Honesty, determination, confidence
		Thinking	Make decisions, select and apply tactics

Fitness Year 6	In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. 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.	Physical	Agility, balance, co-ordination, speed, stamina, strength
		Social	Support and encourage others, collaboration
		Emotional	Perseverance, determination
		Thinking	Observation, analysis, comprehension
Football Year 6	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.	Physical	Dribble, pass, receive, track, tackle
		Social	Communication, respect, collaboration, co-operation
		Emotional	Honesty, persevere, determination
		Thinking	Assess, explore, decision making, select and apply
Golf Year 6	Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course. 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.	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration
		Emotional	Perseverance, self regulation, patience, honesty
		Thinking	Analysis, select and apply skills
Gymnastics Year 6	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 considering the quality and control of their actions. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight
		Social	Work safely, collaboration, communication, respect
		Emotional	Independence, confidence, determination
		Thinking	Observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences
Handball Year 6	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.	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
		Social	Communication, kindness, respect, collaboration

	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.	Emotional	Confidence, honesty and fair play, determination, perseverance
		Thinking	Select and apply, decision making, problem solving, comprehension, reflection
Hockey Year 6	Hockey 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 hockey 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.	Physical	Dribble, pass, receive, tackle, intercept, run, shoot
		Social	Communication, collaboration, respect, support others
		Emotional	Perseverance, honesty and fair play, determination
		Thinking	Identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection
Netball Year 6	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.	Physical	Throw, catch, change direction, change speed, shoot
		Social	Communication, collaboration, respect
		Emotional	Honesty and fair play, pride, empathise, persevere
		Thinking	Select and apply, decision making, comprehension
OAA Year 6	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 strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.	Physical	Balance, co-ordination, run at speed, run over distance
		Social	Communication, collaboration, inclusion, leadership, work safely
		Emotional	Confidence, honesty, trust
		Thinking	Evaluation, reflection, problem solving, comprehension, select and apply
Rounders Year 6	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.	Physical	Throw, catch, bowl, bat, field
		Social	Communication, collaboration, respect, co-operation
		Emotional	Honesty, self regulation, sportsmanship
		Thinking	Select and apply skills, reflection, assess, tactics

Swimming Intermediate	This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Physical	Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position
		Social	Support others, work safely, inclusion, communication, collaboration
		Emotional	Determination, work fairly, honesty, confidence, perseverance
		Thinking	Comprehension, creativity, make decisions, tactics
Tag Rugby Year 6	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.	Physical	Throw, catch, run, change direction, change speed
		Social	Communication, support others, collaboration
		Emotional	Honesty and fair play, confidence, determination, trust
		Thinking	Decision making, comprehension, reflection, identify strengths and areas for development, plan
Tennis Year 6	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.	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
		Social	Support and encourage others, co-operation, collaboration, respect
		Emotional	Honesty, perseverance
		Thinking	Comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development
Volleyball Year 6	Volleyball 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. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. 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.	Physical	Throw, catch, set, dig, serve, rally
		Social	Communication, respect, support and encourage others
		Emotional	Perseverance, honesty, determination
		Thinking	Using tactics, select and apply skills, identify strengths and areas for development, reflection
Yoga Year 6	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Balance, strength, flexibility, co-ordination
		Social	Respect, co-operate leadership, communication, share ideas, work safely
		Emotional	Focus, concentration, confidence, independence, determination
		Thinking	Identify, create, select and apply actions, observe and provide feedback