Holy Infant and St. Anthony R.C. Primary School

PE Curriculum

'Be on your guard; stand firm in the faith; be courageous; be strong.'

1 Corinthians 16:13

At Holy Infant and St. Anthony R.C. Primary School, our mission statement of 'Inspiring Each Other to Excellence, Guided by the Light of Christ' is at the heart of everything we do. We want our PE curriculum to inspire pupils to develop a lifelong love for physical activity, teamwork, and healthy living; in other words, to think like an athlete. We want children to be ambitious with their physical development and grow up aspiring to be athletes, coaches, physiotherapists, or sports scientists.

Intent:

We use Get Set 4 Pe scheme of work. By selecting at least one unit from each section per year, we ensure a structured, progressive learning journey that guides our pupils toward achieving the intended National Curriculum outcomes.

Dance

National Curriculum strands:

KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.

Fundamental Movement Skill (FMS) through fundamentals, fitness and athletics:

National Curriculum strands:

KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games:

National Curriculum strands:

KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

KS2: 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.

Body Management through gymnastics:

National Curriculum strands:

KS1: master basic movements as well as developing balance, agility and co-ordination.

KS2: develop flexibility, strength, technique, control and balance.

OAA through team building and OAA:

National Curriculum strands:

KS1: participate in team games, developing simple tactics.

KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming instruction provided in key stage 2 (Year 4).

Implementation

The implementation of this can be evidenced through the following ways:

- Schemes of work for each unit
- Progressive lesson plans building on previous lesson
- Assessment tool for staff to use

- Pupil self-assessment
- Key learning sheets
- Key vocabulary sheets
- CPD: rules cards, glossary
- Learning walks and observations carried out half termly
- Pupil voice questionnaires

Impact

The impact is measured in the following ways:

- pupil voice questionnaires
- Assessments
- Observations of pupils
- Attitude of pupils towards PE through involvement in extra-curricular clubs or festivals and competitions

Oracy

Through our PE curriculum, children have opportunities to develop their oracy skills by:

- Verbally responding to questions using subject specific vocabulary linked to movement, tactics and performance
- Explaining rules, techniques and intentions before and after practical activities
- Working collaboratively to discuss strategies and solve problems in team based tasks
- Sharing initial ideas when planning routines, sequences and game strategies
- Giving and receiving verbal feedback to improve skills, control and coordination
- Exploring scenarios through role play such as referee decisions or sports leadership situations
- Presenting results, team performances and activity outcomes to different audiences
- Using talk to support leadership roles such as coaching warm ups, leading small groups or officiating games

PE skills progression

These ladders outline the key skills and knowledge taught in each unit. The left side of the ladders illustrates the progression of physical skills year by year, while the right side represents the knowledge, what pupils need to learn to support their skill development. This knowledge is derived from the blue text in the lesson plans, which highlights essential teaching points.

In cases where a specific unit is not offered in EYFS, the EYFS units at the bottom of the ladder indicate where these skills and knowledge originate. This helps identify which Early Years units connect to the corresponding activity.



Athletics Progression Ladder

Get Set 4 Education

Skills		Knowledge
Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. **Jumping:** develop power, control and technique in the triple jump. **Throwing:** develop power, control and technique when throwing discus and shot put.	Year 6	**Running:** understand that I need to prepare my body for running and know the muscle groups I will need to use. **Jumping:** understand that a run up builds speed and power and enables me to jump further. **Throwing:** understand that I need to prepare my body for throwing and know the muscle groups I will need to use. **Rules:** understand and apply rules in events that pose an increased risk.
Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. **Jumping:** explore technique and rhythm in the triple jump. **Throwing:** Develop technique and power in javelin and shot put.	Year 5	**Running:** understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. **Jumping:** know that if I drive my knees high and fast I can build power and therefore distance in my jumps. **Throwing:** know how to transfer my weight in different throws to increase the distance. **Rules:** understand and apply rules in a variety of events using official equipment.
Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. **Jumping:** develop technique when jumping for distance. **Throwing:** explore power and technique when throwing for distance in a pull and heave throw.	Year 4	**Running:** understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. **Jumping:** understand that transferring weight will help me to jump further. **Throwing:** understand that transferring weight will help me to throw further. **Rules:** know and understand the rules to be able to manage our own events.
Running: develop the sprinting technique and apply it to relay events. **Jumping:** develop technique when jumping for distance in a range of approaches and take off positions. **Throwing:** explore the technique for a pull throw.	Year 3	**Running:** understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. **Jumping:** know that if I jump and land quickly it will help me to jump further. **Throwing:** understand that the speed of the movement helps to create power. **Rules:** know the rules of the event and begin to apply them.
Running: develop the sprinting action. **Jumping:** develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. **Throwing:** develop overarm throwing for distance.	Year 2	**Running:** know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. **Jumping:** know that swinging my arms forwards will help me to jump further. **Throwing:** know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. **Rules:** know how to follow simple rules when working with others.
Running: explore running at different speeds. **Jumping:** develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. **Throwing:** explore throwing for distance and accuracy.	Year 1	**Running:** understand that if I swing my arms, it will help me to run faster. **Jumping:** know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further. **Throwing:** know that stepping forward with my opposite foot to hand will help me to throw further. **Rules:** know that rules help us to play fairly.
Running: explore running and stopping safely. **Jumping:** explore jumping and hopping safely. **Throwing:** explore throwing to a target.	EYFS	**Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. **Jumping:** know that bending my knees will help me to land safely. **Throwing:** understand that bigger targets are easier to hit. **Rules:** know that rules help us to stay safe.









Games Unit 1 & 2 Fundamentals Unit 1 & 2 Ball Skills Unit 1 & 2

© Copyright Get Set 4 Education Ltd.



Ball Skills Progression Ladder

Skills		Knowledge
Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. **Catching:** demonstrate increasing consistency of catching under pressure in a variety of game situations. **Tracking:** demonstrate a wider range of techniques when tracking a ball under pressure **Dribbling:** dribble consistently using a range of techniques with increasing control under pressure.	Year 6	**Sending:** understand and make quick decisions about when, how and who to pass to. **Catching:** know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. **Tracking:** know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. **Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.
Sending: demonstrate clear technique when sending a ball under pressure. **Catching:** demonstrate good technique under pressure. **Tracking:** demonstrate a range of techniques when tracking and collecting a ball. **Dribbling:** dribble with some control under pressure. All Y5 & 6 Games Units	Year 5	**Sending:** know that controlling a ball before sending it will allow me to send it accurately. **Catching:** understand when to use different types of catching. **Tracking:** know that tracking a ball will help me to collect/stop/receive it quickly and successfully. **Dribbling:** know that dribbling in different directions will help me to lose a defender in game situations.
Sending: accurately use a range of techniques to send a ball to a target. **Catching:** catch different sized objects with increasing consistency with one and two hands. **Tracking:** consistently track a ball sent directly and indirectly. **Dribbling:** dribble a ball with increasing control and co-ordination.	Year 4	**Sending:** know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. **Catching:** know to adjust my hands to the height of the ball. **Tracking:** know that tracking a ball is an important skill used in games activities and be able to give examples of this. **Dribbling:** know that dribbling with soft hands/touches will help me to keep control.
Sending: send a ball with accuracy and increasing consistency to a target. **Catching:** catch a range of objects with increasing consistency. **Tracking:** track a ball not sent directly. **Dribbling:** dribble a ball with hands and feet with control.	Year 3	**Sending:** know that pointing my hand/foot to my target on release will help me to send a ball accurately. **Catching:** know to move my feet to the ball. **Tracking:** know that using a ready position will help me to react to the ball. **Dribbling:** know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.
Sending: roll, throw and kick a ball to hit a target. **Catching:** develop catching a range of objects with two hands. Catch with and without a bounce. **Tracking:** consistently track and collect a ball being sent directly. **Dribbling:** explore dribbling with hands and feet with increasing control on the move.	Year 2	**Sending**: know that stepping with opposite foot to throwing arm will help me to balance. **Catching**: know to use wide fingers and pull the ball in to my chest to help to securely catch. **Tracking**: know that it is easier to move towards a ball to track it than chase it. **Dribbling**: know to keep my head up when dribbling to see space/opponents.
Sending: roll and throw with some accuracy towards a target. **Catching:** begin to catch with two hands. Catch after a bounce. **Tracking:** track a ball being sent directly. **Dribbling:** explore dribbling with hands and feet.	Year 1	**Sending**: know to face my body towards my target when rolling and throwing underarm to help me to balance. **Catching**: know to watch the ball as it comes towards me. **Tracking**: know to move my feet to get in the line with the ball. **Dribbling**: know that moving with a ball is called dribbling.
Sending: explore sending an object with hands and feet. **Catching:** explore catching to self and with a partner. **Tracking:** explore stopping a ball with hands and feet. **Dribbling:** explore dropping and catching with two hands and moving a ball with feet.	EYFS	**Sending:** know to look at the target when sending a ball. **Catching:** know to have hands out ready to catch. **Tracking:** know to watch the ball as it comes towards me and scoop it with two hands. **Dribbling:** know that keeping the ball close will help with control.







© Copyright Get Set 4 Education Ltd.

Dance Progression Ladder

Skills		Knowledge
Actions: show controlled movements which express emotion and feeling. **Dynamics:** explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. **Space and relationships:** use a variety of compositional principles when creating my own dances. **Performance:** demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	Year 6	**Actions:** understand that actions can be improved with consideration to extension, shape and recognition of intent. **Dynamics:** understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. **Space and relationships:** know that combining space and relationships with a prop can help me to express my dance idea. **Performance:** understand how a leader can ensure our dance group performs together. **Strategy:** know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.
Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. **Dynamics:** confidently use dynamics to express different dance styles. **Space:** confidently use direction and patterning to express different dance styles. **Relationships:** confidently use formations, canon and unison to express a dance idea. **Performance:** perform dances expressively, using a range of performance skills, showing accuracy and fluency.	Year 5	**Actions:** understand that different dance styles utilise selected actions to develop sequences in a specific style. **Dynamics:** understand that different dance styles utilise selected dynamics to express mood. **Space:** understand that space relates to where my body moves both on the floor and in the air. **Relationships:** understand that different dance styles utilise selected relationships to express mood. **Performance:** understand what makes a performance effective and know how to apply these principles to my own and others' work. **Strategy:** know that if I use dance principles it will help me to express an atmosphere or mood.
Actions: respond imaginatively to a range of stimuli related to character and narrative. **Dynamics:** change dynamics confidently within a performance to express changes in character. **Space:** confidently use changes in level, direction and pathway. **Relationships:** use action and reaction to represent an idea. **Performance:** perform complex dances that communicate narrative and character well, performing clearly and fluently.	Year 4	**Actions:** understand that some actions are better suited to a certain character, mood or idea than others. **Dynamics:** understand that some dynamics are better suited to a certain character, mood or idea than others. **Space:** understand that space can be used to express a certain character, mood or idea. **Relationships:** understand that some relationships are better suited to a certain character, mood or idea than others. **Performance:** know that being aware of other performers in my group will help us to move in time. **Strategy:** know that I can select from a range of dance techniques to translate my idea.
Actions: create actions in response to a stimulus individually and in groups. **Dynamics:** use dynamics effectively to express an idea. **Space:** use direction to transition between formations. **Relationships:** develop an understanding of formations. **Performance:** perform short, self-choreographed phrases showing an awareness of timing.	Year 3	**Actions:** understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. **Dynamics:** understand that all actions can be performed differently to help to show effect. **Space:** understand that I can use space to help my dance to flow. **Relationships:** understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. **Performance:** understand that I can use timing techniques such as canon and unison to create effect. **Strategy:** know that if I show sensitivity to the music, my performance will look more complete.
Actions: accurately remember, repeat and link actions to express an idea. **Dynamics:** develop an understanding of dynamics. **Space:** develop the use of pathways and travelling actions to include levels. **Relationships:** explore working with a partner using unison, matching and mirroring. **Performance:** develop the use of facial expressions in my performance.	Year 2	**Actions:** know that sequencing actions in a particular order will help me to tell the story of my dance. **Dynamics:** understand that I can change the way I perform actions to show an idea. **Space:** know that I can use different directions, pathways and levels in my dance. **Relationships:** know that using counts of 8 will help me to stay in time with my partner and the music. **Performance:** know that using facial expressions helps to show the mood of my dance. **Strategy:** know that if I practice my dance, my performance will improve.
Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. **Dynamics:** explore varying speeds to represent an idea. **Space:** explore pathways within my performance. **Relationships:** begin to explore actions and pathways with a partner. **Performance:** perform on my own and with others to an audience.	Year 1	**Actions:** understand that actions can be sequenced to create a dance. **Dynamics:** understand that I can create fast and slow actions to show an idea. **Space:** understand that there are different directions and pathways within space. **Relationships:** understand that when dancing with a partner, it is important to be aware of each other and keep in time. **Performance:** know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. **Strategy:** know that if I use exaggerated actions, it helps the audience to see them clearly.
Actions: explore how my body moves. Copy basic body actions and rhythms. **Dynamics:** explore actions in response to music and an idea. **Space:** begin to explore pathways and the space around me and in relation to others. **Performance:** perform short phrases of movement in front of others.	EYFS	**Actions:** understand that I can move my body in different ways to create interesting actions. **Dynamics:** understand that I can change my action to show an idea. **Space:** know that if I move into space, it will help to keep me and others safe. **Performance:** know that when watching others I sit quietly and clap at the end. **Strategy:** know that if I use lots of space, it helps to make my dance look interesting.

© Copyright Get Set 4 Education Ltd.

Fundamentals Progression Ladder

Get Set 4 Education

Skills		Knowledge
Running: demonstrate balance when changing direction. Clearly show different speeds when running. **Balancing:** demonstrate balance when performing movements. **Jumping:** demonstrate jumping for distance, height and in different directions. **Hopping:** demonstrate hopping for distance, height and in different directions. **Skipping:** explore single and double bounce when jumping in a rope.	Year 2	**Running:** know that bending my knees helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. **Balancing:** understand that squeezing my muscles helps me to balance. **Jumping:** know that swinging my arms forwards will help me to jump further. **Hopping:** know that if I look straight ahead it will stop me falling over when I land. **Skipping:** know that I should swing opposite arm to leg to help me balance when skipping without a rope.
Running: explore changing direction and dodging. Discover how the body moves at different speeds. **Balancing:** move with some control and balance. Explore stability and landing safely. **Jumping:** demonstrate control in take off and landing when jumping. **Hopping:** begin to explore hopping in different directions. **Skipping:** show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.	Year 1	**Running:** understand that bending my knees will help me to change direction. Understand that if I swing my arms, it will help me to run faster. **Balancing:** know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. **Jumping:** know that landing on the balls of my feet helps me to land with control. **Hopping:** know that I should hop with a soft bent knee. **Skipping**: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.
Running: explore running and stopping. Explore changing direction safely. **Balancing:** explore balancing whilst stationary and on the move. **Jumping:** begin to explore take off and landing safely. **Hopping:** explore hopping on both feet. **Skipping:** explore skipping as a travelling action. 	EYFS	**Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. **Balancing:** know that I can hold my arms out to help me to balance. **Jumping:** know that bending my knees will help me to land safely. **Hopping:** understand that I use one foot to hop. **Skipping:** know that if I hop then step that will help me to skip. 

© Copyright Get Set 4 Education Ltd.

Gymnastics Progression Ladder



Skills		Knowledge
Shapes: combine and perform gymnastic shapes more fluently and effectively. **Inverted movements:** develop control in progressions of a handstand, cartwheel, bridge and shoulder stand. **Balances:** explore counter balance and counter tension. **Rolls:** develop fluency and consistency in the straddle, forward and backward roll. **Jumps:** combine and perform a range of gymnastic jumps more fluently and effectively.	Year 6	**Shapes:** know which shapes to use for each skill. **Inverted movements:** understand that spreading my weight across a base of support will help me to balance. **Balances:** know where and when to apply force to maintain control and balance. **Rolls:** understand that I can use momentum to help me to roll and where that momentum comes from. **Jumps:** understand that taking off from two feet will give me more height and therefore more time in the air. **Strategy:** know that if I use changes in formation it will help to make my sequence look interesting.
Shapes: perform shapes consistently and fluently linked with other gymnastic actions. **Inverted movements:** develop bridge and shoulder stand, explore progressions of a cartwheel. **Balances:** explore symmetrical and asymmetrical balances. **Rolls:** develop control in the straight, barrel, forward, straddle and backward roll. **Jumps:** select a range of jumps to include in sequence work.	Year 5	**Shapes:** understand that shapes underpin all other skills. **Inverted movements:** understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. **Balances:** understand how to use contrasting balances to make my sequences look interesting. **Rolls:** understand that I need to work within my own capabilities and this may be different to others. **Jumps:** understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. **Strategy:** know that if I use different pathways, it will help to make my sequence look interesting.
Shapes: develop the range of shapes I use in my sequences. **Inverted movements:** develop strength in bridge and shoulder stand. **Balances:** develop control and fluency in individual and partner balances. **Rolls:** develop the straight, barrel, forward and straddle roll and perform them with increased control. **Jumps:** develop control in performing and landing rotation jumps.	Year 4	**Shapes:** understand how shapes can be used to improve my sequence. **Inverted movements:** know that inverted movements are actions in which my hips go above my head. **Balances:** know how to keep myself and others safe when performing partner balances. **Rolls:** understand that I can keep the shape of my roll using body tension. **Jumps:** know that I can control my landing by landing toes first, looking forwards and bending my knees. **Strategy:** know that if I use different directions it will help to make my sequence look interesting.
Shapes: explore matching and contrasting shapes. **Balances:** explore point and patch balances and transition smoothly into and out of them. **Rolls:** develop the straight, barrel, and forward roll. **Jumps:** develop stepping into shape jumps with control.	Year 3	**Shapes:** understand how to use body tension to make my shapes look better. **Balances:** understand that I can make my balances look interesting by using different levels. **Rolls:** understand the safety considerations when performing more difficult rolls. **Jumps:** understand that I can change the take off and shape of my jumps to make them look interesting. **Strategy:** know that if I use different levels it will help to make my sequence look interesting.
Shapes: explore using shapes in different gymnastic balances. **Balances:** remember, repeat and link combinations of gymnastic balances. **Rolls:** explore barrel, straight and forward roll and put into sequence work. **Jumps:** explore shape jumps and take off combinations.	Year 2	**Shapes:** know that some shapes link well together. **Balances:** understand that squeezing my muscles helps me to balance. **Rolls:** understand that there are different teaching points for different rolls. **Jumps:** understand that looking forward will help me to land with control. **Strategy:** know that if I use shapes that link well together, it will help my sequence to flow.
Shapes: explore basic shapes straight, tuck, straddle, pike. **Balances:** perform balances making my body tense, stretched and curled. **Rolls:** explore barrel, straight and forward roll progressions. **Jumps:** explore shape jumps, including jumping off low apparatus.	Year 1	**Shapes:** understand that I can improve my shapes by extending parts of my body. **Balances:** know that balances should be held for 5 seconds. **Rolls:** know that I can use different shapes to roll. **Jumps:** know that landing on the balls of my feet helps me to land with control. **Strategy:** know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.
Shapes: show contrast with my body including wide/narrow, straight/curved. **Balances:** explore shapes in stillness using different parts of my body. **Rolls:** explore rocking and rolling. **Jumps:** explore jumping safely.	EYFS	**Shapes:** understand that I can make different shapes with my body. **Balances:** know that I should be still when holding a balance. **Rolls:** know that I can change my body shape to help me to roll. **Jumps:** know that bending my knees will help me to land safely. **Strategy:** know that if I hold a shape and count to five people will see it clearly.

© Copyright Get Set 4 Education Ltd.



Invasion Games Progression Ladder

(invasion, handball, netball, basketball, football, tag rugby and hockey)

Get Set 4 Education

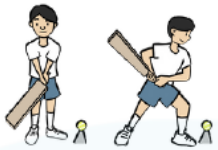
Skills		Knowledge
Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. **Dribbling:** dribble consistently using a range of techniques with increasing control under pressure. **Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. **Attacking:** confidently change direction to lose an opponent **Defending:** use a variety of defending skills (tracking, interception) in game situations.	Year 6	**Sending & receiving:** understand and make quick decisions about when, how and who to pass to. **Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. **Space:** understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. **Tactics:** know how to create and apply a tactic for a specific situation or outcome. **Rules:** understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.
Sending & receiving: develop control when s&r under pressure. **Dribbling:** dribble with some control under pressure. **Space:** explore moving to create space for themselves and others in their team. **Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed. **Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	Year 5	**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control. **Dribbling:** know that dribbling in different directions will help to lose a defender. **Space:** know that by moving to space even if not receiving the ball will create space for a teammate. **Tactics:** understand the need for tactics and identify when to use them in different situations. **Rules:** understand and apply rules in a variety of invasion games whilst playing and officiating.
Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. **Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control. **Space:** develop moving into space to help my team. **Attacking:** change direction to lose an opponent with some success. **Defending**: develop defending one on one and begin to intercept.	Year 4	**Sending & receiving:** know that cushioning a ball will help me to control it when receiving it. **Dribbling:** know that protecting the ball as I dribble will help me to maintain possession. **Space:** know that moving into space will help my team keep possession and score goals. **Attacking:** recognise when to pass and when to shoot. **Defending:** know when to mark and when to attempt to win the ball. **Tactics:** know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. **Rules:** know and understand the rules to be able to manage our own game.
Sending & receiving: explore s&r abiding by the rules of the game. **Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure. **Space:** develop using space as a team. **Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. **Defending:** develop tracking opponents to limit their scoring opportunities.	Year 3	**Sending & receiving:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. **Dribbling:** know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. **Space:** know that by spreading out as a team, we move the defenders away from each other. **Attacking and defending:** know my role as an attacker and defender. **Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. **Rules:** know the rules of the game and begin to apply them.
Sending & receiving: developing s&r with increased control. **Dribbling:** explore dribbling with hands and feet with increasing control on the move. **Space:** explore moving into space away from others. **Attacking:** developing moving into space away from defenders. **Defending:** explore staying close to other players to try and stop them getting the ball. Sending and Receiving Unit	Year 2	**Sending & receiving:** know to control the ball before sending it. **Dribbling:** know that keeping my head up will help me to know where defenders are. **Space:** know that moving into space away from defenders helps me to pass and receive a ball. **Attacking:** know that when my team is in possession of the ball, I am an attacker and we can score. **Defending:** know that when my team is not in possession I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. **Tactics:** understand and apply simple tactics for attack and defence. **Rules:** know how to score points and follow simple rules.
Sending & receiving: explore s&r with hands and feet to a partner. **Dribbling:** explore dribbling with hands and feet. **Space:** recognise good space when playing games. **Attacking:** explore changing direction to move away from a partner. **Defending:** explore tracking and moving to stay with a partner. Sending and Receiving Unit	Year 1	**Sending & receiving:** know to look at my partner before sending the ball. **Dribbling:** know that moving with a ball is called dribbling. **Space:** understand that being in a good space helps us to pass the ball. **Attacking:** know that being able to move away from a partner helps my team to pass me the ball. **Defending:** know that staying with a partner makes it more difficult for them to receive the ball. **Tactics:** know that tactics can help us when playing games. **Rules:** know that rules help us to play fairly.
Sending & receiving: explore s&r with hands and feet using a variety of equipment. **Dribbling:** explore dropping and catching with two hands and moving a ball with their feet. **Space:** recognise their own space. **Attacking & defending:** explore changing direction and tagging games. Ball Skills Unit 1 & 2 Games Unit 1 & 2	EYFS	**Sending & receiving:** know to look at the target when sending a ball and watch the ball to receive it. **Dribbling:** know that keeping the ball close will help with control. **Space:** know that being in a space gives me room to play. **Attacking & defending:** know that there are different roles in games. **Tactics:** make simple decisions in response to a task. **Rules:** know that rules help us to stay safe.







© Copyright Get Set 4 Education Ltd.



Striking and Fielding Progression Ladder

(striking and fielding, cricket and rounders)

Get Set 4 Education

	Skills	Knowledge
Year 6	**Striking:** strike a bowled ball with increasing accuracy and consistency. **Fielding:** use a wider range of fielding skills with increasing control under pressure. **Throwing:** consistently demonstrate good technique in throwing skills under pressure. **Catching:** consistently demonstrate good technique in catching skills under pressure.	**Striking:** understand that the momentum and power for striking comes from legs as well as arms. **Fielding:** know which fielding action to apply for the situation. **Throwing and catching:** consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. **Tactics:** understand and apply some tactics in the game as a batter, bowler and fielder. **Rules:** understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.
Year 5	**Striking:** explore defensive and driving hitting techniques and directional batting. **Fielding:** develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. **Throwing:** demonstrate good technique when using a variety of throws under pressure. **Catching:** explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	**Striking:** understand that stance is important to allow me to be balanced as I hit. **Fielding:** know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. **Throwing:** understand where to throw the ball in relation to where a batter is. **Catching:** understand when to use a close catch technique or deep catch technique. **Tactics:** understand the need for tactics and identify when to use them in different situations. **Rules:** understand and apply rules in a variety of striking and fielding games whilst playing and officiating.
Year 4	**Striking:** develop batting technique with a range of equipment. **Fielding:** develop bowling with some consistency, abiding by the rules of the game. **Throwing:** use overarm and underarm throwing with increased consistency in game situations. **Catching:** begin to catch with one and two hands with some consistency in game situations.	**Striking:** know that using the centre of the bat will provide the most control and accuracy. **Fielding:** know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. **Throwing:** know that keeping my elbow high and stepping with my opposite foot will help to increase the power. **Catching:** know to track the ball as it is thrown to help to improve the consistency of catching. **Tactics:** know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. **Rules:** know and understand the rules to be able to manage our own game.
Year 3	**Striking:** begin to strike a bowled ball after a bounce with different equipment. **Fielding:** explore bowling to a target and fielding skills to include a two-handed pick up. **Throwing:** use overarm and underarm throwing in game situations. **Catching:** catch with some consistency in game situations.	**Striking:** know that striking to space away from fielders will help me to score. **Fielding:** know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. **Throwing:** understand that being balanced before throwing will help to improve the accuracy of the throw. **Catching:** know to move my feet to the ball. **Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. **Rules:** know the rules of the game and begin to apply them.
Year 2	**Striking:** develop striking a ball with their hand and equipment with some consistency. **Fielding:** develop tracking a ball and decision making with the ball. **Throwing:** develop co-ordination and technique when throwing over and underarm. **Catching:** catch with two hands with some co-ordination and technique. **Sending and Receiving Unit**	**Striking:** understand the role of a batter. Know that striking quickly will increase the power. **Fielding:** understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. **Throwing:** know that stepping with opposite foot to throwing arm will help me to balance. **Catching:** know to use wide fingers and pull the ball in to my chest to help me to securely catch. **Tactics:** understand and apply simple tactics for attack (batting) and defence (fielding). **Rules:** know how to score points and follow simple rules.
Year 1	**Striking:** explore striking a ball with their hand and equipment. **Fielding:** develop tracking and retrieving a ball. **Throwing:** explore technique when throwing over and underarm. **Catching:** develop co-ordination and technique when catching. **Sending and Receiving Unit**	**Striking:** understand that the harder I strike, the further the ball will travel. **Fielding:** know that throwing the ball back is quicker than running with it. **Throwing:** know which type of throw to use to throw over longer distances. **Catching:** know to watch the ball as it comes towards me. **Tactics:** know that tactics can help us when playing games. **Rules:** know that rules help us to play fairly.
EYFS	**Striking:** explore sending a ball to a partner. **Fielding:** explore tracking and stopping a rolling ball. **Throwing and catching:** explore rolling, throwing and catching using a variety of equipment. **Games Unit 1 & 2** **Ball Skills Unit 1 & 2**	**Striking:** know to point my hand at my target when striking a ball. **Fielding:** know to scoop a ball with two hands. **Throwing and catching:** know to point my hand at my target when throwing. Know to have hands out ready to catch. **Tactics:** make simple decisions in response to a task. **Rules:** know that rules help us to stay safe.

© Copyright Get Set 4 Education Ltd.

PE Whole School Overview

2025/2026						
	TERM 1		TERM 2		TERM 3	
Reception	Introduction to PE : Unit 1	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Ball Skills : Unit 1	Games : Unit 1
Year 1	Fundamentals	Gymnastics	Dance	Target Games	Ball Skills	Athletics
Year 2	Fundamentals	Gymnastics	Dance	Net and Wall Games	Striking and Fielding Games	Athletics
Year 3	Basketball	Gymnastics	Dance	Football	Ball Skills Y3/4	Athletics
Year 4	Netball	Gymnastics	Swimming	Swimming	Rounders	Athletics
Year 5	Basketball	Gymnastics	Dance	Football	Cricket	Athletics
Year 6	Netball	Gymnastics	Dance	Rugby	Rounders	Athletics

PE Whole School Overview by year group

Physical Education - Early Years Foundation 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	
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. 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.	Physical	Run, balance, change direction, throw, catch
		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

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

EYFS	Overview	Key Skills	
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. 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.	Physical	Run, balance, change direction, throw, catch
		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

Y1	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

Y1	Overview	Key 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
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
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	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

Y2	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 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.	Physical	Run, jump for distance, jump for height, throw for distance, throw for accuracy
		Social	Communication, work safely, support others
		Emotional	Determination, independence
		Thinking	Comprehension, observe and provide feedback, explore ideas, select and apply skills
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
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

Y2	Overview	Key Skills	
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. 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	Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll
		Social	Leadership, work safely, respect
		Emotional	Confidence, independence
		Thinking	Select and apply actions, creativity
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
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

Y3	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. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Track, throw, catch, dribble, kick
		Social	Respect, co-operation, communication
		Emotional	Perseverance, motivation, self-regulation, concentration, independence
		Thinking	Comprehension, select and apply, feedback, 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

Y3	Overview	Key Skills	
Gymnastics Year 3	In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. 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	Point and patch balances, jumps, straight roll, barrel roll, forward roll
		Social	Work safely, collaboration, supportive
		Emotional	Perseverance, confidence, independence
		Thinking	Observe and provide feedback, creativity, select and apply skills
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

Y4	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
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

Y4	Overview	Key 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
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' 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, support others
		Emotional	Honesty and fair play, persevere, confidence
		Thinking	Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply
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

Y5	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
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' 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

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
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

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
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
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

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
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
Rugby Year 6	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 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