



St Anthony's Catholic Primary School

Long Term Plan

PE

Reception Class

Autumn 1

Introduction to PE: Unit 1

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.	I can demonstrate balance I can make independent choices I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively and take turns with others I can use movement skills with developing balance and co-ordination	Encourage the children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.

Reception Class

Autumn 1

Fundamentals: Unit 1

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>Physical: balance, run, jump, hop, change direction Social: support others, work safely, take turns Emotional: honesty, determination Thinking: decision making, comprehension. Select and apply</p>	<p>To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.</p>	<p>I am confident to try new challenges I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively, take turns and encourage others I play games honestly with consideration for the rules I use movement skills with developing balance and co-ordination when playing games.</p>	<p>Encourage the children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use.</p> <p>This unit will develop agility, balance, co-ordination, speed and stamina.</p>

Reception Class

Autumn 2

Introduction to PE: Unit 2

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>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</p>	<p>To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p>	<p>I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. I use movement skills with developing balance and co-ordination.</p>	<p>Encourage the children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.</p>

Reception Class

Autumn 2

Fundamentals: Unit 2

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>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</p>	<p>To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.</p>	<p>I am confident to try new challenges, deciding on the skills I use to complete the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use movement skills with developing balance and co-ordination.</p>	<p>Encourage the children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.</p>

Reception Class
Spring 1
Dance: Unit 1

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: independence, confidence Thinking: select and apply actions, creativity, exploration, recall, provide feedback	To explore different body parts and how they move To explore different body parts and how they move and remember and repeat actions To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions	I am confident to try new challenges and perform in front of others. I can combine movements fluently, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	Children should be bare foot for dance. It is also good practice for teachers to do this. Ensure children always work in their own safe space when working independently, base stations can support this. This unit will develop balance, co-ordination, flexibility and stamina.

Reception Class
Spring 1
Gymnastics: Unit 1

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

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>Physical: shapes, balances, jumps, rocking, rolling, travel Social: work safely, collaboration, share and take turns</p> <p>Emotional: determination, confidence</p> <p>Thinking: comprehension, creativity, select and apply</p>	<p>To copy and create shapes with your body.</p> <p>To be able to create shapes whilst on apparatus.</p> <p>To develop balancing and taking weight on different body parts.</p> <p>To develop jumping and landing safely.</p> <p>To develop rocking and rolling.</p> <p>To copy and create short sequences by linking actions together.</p>	<p>I am confident to try new challenges.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I work co-operatively with others and take turns</p>	<p>Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.</p>

Reception Class
Spring 2
Dance: Unit 2

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

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: confidence, independence Thinking: comprehension, provide feedback, select and apply actions, creativity	To copy, repeat and explore actions in response to a theme To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts.	I am confident to try new challenges and perform in front of others. I can combine movements, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	Children should be bare foot for dance. It is also good practice for teachers to do this. Ensure children always work in their own safe space when working independently, base stations can support this. This unit will develop balance, co-ordination, flexibility and stamina.

Reception Class
Spring 2
Gymnastics: Unit 2

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus.	I am confident to try new challenges. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I work co-operatively with others and take turns.	Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.

Reception Class
 Summer 1
 Games: Unit 1

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	To work safely and develop running and stopping To develop throwing and learn how to keep score. To play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.	I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination.	Encourage the children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.

Reception Class
 Summer 1
 Ball Skills: Unit 1

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.	I can make independent choices. I can negotiate space safely with consideration for myself and others. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy.	Encourage the children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina

Reception Class
 Summer 2
 Games: Unit 2

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	To aim when throwing and practise keeping score. To learn to play against a partner. To develop co-ordination and play by the rules. To explore striking a ball and keeping score To work co-operatively as a team.	I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination.	Encourage the children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.

Reception Class
 Summer 2
 Ball Skills: Unit 2

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 through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	To develop rolling and tracking a ball. To develop accuracy when throwing to a target To develop dribbling with hands To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target.	I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy	Encourage the children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 1
Autumn 1
Fundamentals

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination</p> <p>Social: collaboration, work safely, support others</p> <p>Emotional: determination, self-regulation, honesty, perseverance</p> <p>Thinking: comprehension, select and apply skills</p>	<p>LESSON 1 To explore balance, stability and landing safely.</p> <p>LESSON 2 To explore how the body moves differently when running at different speeds.</p> <p>LESSON 3 To explore changing direction and dodging.</p> <p>LESSON 4 To explore jumping, hopping and skipping actions.</p> <p>LESSON 5 To explore co-ordination and combination jumps.</p> <p>LESSON 6 To explore combination jumping and skipping in an individual rope</p>	<p>I can change direction when moving at speed.</p> <p>I can recognise changes in my body when I do exercise. I can run at different speeds.</p> <p>I can select my own actions in response to a task.</p> <p>I can show hopping and jumping movements.</p> <p>I can work co-operatively with others to complete tasks.</p> <p>I show balance and co-ordination when static and moving at a slow speed.</p>	<p>Encourage pupils to behave and move in a safe way both with and without equipment.</p> <p>Ensure that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.</p>

Year 1
Autumn 1
Ball Skills

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop dribbling a ball with your hands. LESSON 2 To explore accuracy when rolling a ball. LESSON 3 To explore throwing with accuracy towards a target. LESSON 4 To explore catching with two hands. LESSON 5 To explore dribbling a ball with your feet. LESSON 6 To explore tracking a ball that is coming towards me.	I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.	Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 1
Autumn 2
Team Building

In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, they are given the opportunity to discuss and plan their ideas and reflect on their success.

This unit links to the following strands of the NC: participate in team games, developing simple tactics.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: run, jump, hit, balance, co-ordination Social: trust, communication, inclusion Emotional: determination, confidence Thinking: identify, comprehension, reflection, planning	LESSON 1 To co-operate with a partner to complete challenges. LESSON 2 To explore and develop working as a team. LESSON 3 To develop talking, listening and sharing skills. LESSON 4 To use speaking and listening skills to lead a partner. LESSON 5 To plan with a partner and small group to complete challenges. LESSON 6 To use talking, listening and sharing skills to complete challenges.	I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game.	Ensure pupils work safely around others and when using equipment. When using blindfolds, ensure the area is safe and free from obstructions. This unit will develop balance, co-ordination and speed.

Year 1
Autumn 2
Net and Wall Games

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To defend space using the ready position. LESSON 2 To play against an opponent and keep the score. LESSON 3 To explore hitting with a racket. LESSON 4 To develop racket and ball skills. LESSON 5 To develop sending a ball using a racket. LESSON 6 To develop hitting over a net.	I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. When using rackets, ensure pupils are working in a safe space and hitting in the same direction. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 1
Spring 1
Dance

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 THEME: Weather To use counts of 8 to move in time and make my dance look interesting. LESSON 2 THEME: Weather To explore pathways in my dance. LESSON 3 THEME: Weather To create my own dance using, actions, pathways and counts. LESSON 4 THEME: Pirates To explore speeds and actions in our pirate inspired dance. LESSON 5 THEME: Pirates To copy, remember and repeat actions that represent the theme. LESSON 6 THEME: Pirates To copy, repeat, create and perform actions that represent the theme.	I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.	Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.

Year 1
Spring 1
Gymnastics

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.

This unit links to the following strands of the

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

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To explore travelling movements. LESSON 2 To develop and combine travelling movements. LESSON 3 To develop quality when performing and linking shapes. LESSON 4 To develop quality when linking shapes. LESSON 5 To develop stability and control when performing balances. LESSON 6 To develop stability and control when performing balances.	I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.	Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.

Year 1
Spring 2
Dance

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 7 THEME: The Lost Toy To explore speeds and actions LESSON 8 THEME: The Lost Toy To use expression and create actions that relate to the story. LESSON 9 THEME: The Lost Toy To use a pathway when travelling. LESSON 10 THEME: On Safari To explore and copy actions in response to a theme. LESSON 11 THEME: On Safari To create my own actions for an animal. LESSON 12 THEME: On Safari To explore pathways with a partner.	I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.	Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.

Year 1
Spring 2
Gymnastics

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. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 7 To develop technique and control when performing shape jumps. LESSON 8 To develop technique and control when performing shape jumps. LESSON 9 To develop technique in the barrel, straight and forward roll. LESSON 10 To develop rolls and use them in a sequence. LESSON 11 To link gymnastic actions to create a sequence. LESSON 12 To develop quality in gymnastics sequences.	I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.	Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.

Year 1
Summer 1
Sending and Receiving

In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: roll, throw, catch, track, kick, receive with feet, send with racket Social: support others, communication Emotional: determination, honesty, independence Thinking: comprehension, select and apply skills	LESSON 1 To develop rolling and throwing a ball towards a target. LESSON 2 To develop receiving a rolling ball and tracking skills. LESSON 3 To be able to send and receive a ball with your feet. LESSON 4 To develop throwing and catching skills over a short distance. LESSON 5 To develop throwing and catching over a longer distance. LESSON 6 To apply sending and receiving skills to small games.	I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner.	Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 1
Summer 1
Target Games

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: underarm throw, overarm throw Social: collaboration, leadership, work safely, encourage others Emotional: perseverance, honesty Thinking: comprehension, select and apply, creativity	LESSON 1 To develop underarm throwing towards a target. LESSON 2 To develop throwing for accuracy. LESSON 3 To develop underarm and overarm throwing at a target. LESSON 4 To develop throwing for accuracy and distance using underarm and overarm. LESSON 5 To select the correct throw for the target. LESSON 6 To develop throwing for accuracy and distance.	I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling. This unit will develop agility, balance, co-ordination, speed.

Year 1
Summer 2
Striking and Fielding Games

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: underarm throw, overarm throw, catch, track, bat Social: communication, collaboration, support and encourage others, kindness Emotional: manage emotions, honesty, perseverance Thinking: comprehension, use tactics, select and apply, decision making	LESSON 1 To develop underarm throwing and catching. LESSON 2 To develop overarm throwing. LESSON 3 To develop hitting a ball. LESSON 4 To develop collecting a ball. LESSON 5 To learn how to get a batter out. LESSON 6 To play games and understand how to score points.	I can catch a beanbag and a medium-sized ball. I can hit a ball using my hand. I can roll a ball towards a target. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful.	Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of a bat and that unused equipment is stored out of the way. This unit will develop agility, balance, co-ordination and speed.

Year 1
Summer 2
Athletics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To move at different speeds over varying distances. LESSON 2 To develop balance. LESSON 3 To develop changing direction quickly. LESSON 4 To explore hopping, jumping and leaping for distance. LESSON 5 To develop throwing for distance. LESSON 6 To develop throwing for accuracy	I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.	instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed, stamina, strength.

Year 2
Autumn 1
Fitness

In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: run, stamina, skip, co-ordination, agility, strength, balance Social: encourage others, communication Emotional: determination, perseverance Thinking: comprehension, identify strengths and areas for improvement	LESSON 1 To learn how to run for a long time. LESSON 2 To develop jumping in a long rope using timing. LESSON 3 To develop co-ordination in individual skipping. LESSON 4 To develop stamina and change of direction. LESSON 5 To explore exercises to develop strength. LESSON 6 To develop agility, balance and co-ordination.	I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time.	Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed, stamina and strength.

Year 2
Autumn 1
Ball Skills

In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands Social: inclusion, communication, collaboration, leadership Emotional: independence, honesty, perseverance, determination Thinking: comprehension, select and apply skills, use tactics	LESSON 1 To develop rolling a ball to hit a target. LESSON 2 To stop a rolling ball. LESSON 3 To dribble a ball with your feet. LESSON 4 To develop kicking a ball. LESSON 5 To develop throwing and catching. LESSON 6 To develop dribbling a ball with your hands.	I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group.	Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 2
Autumn 2
Team Building

In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.

This unit links to the following strands of the NC: participate in team games, developing simple tactics.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: balance, jump, run, co-ordination Social: support and encourage others, communication, inclusion, trust, kindness Emotional: perseverance, confidence, determination, accepting Thinking: comprehension, identify strengths and areas for development, problem solving	LESSON 1 To follow instructions and work with others. LESSON 2 To co-operate and communicate in a small group to solve challenges. LESSON 3 To create a plan with a group to solve the challenges. LESSON 4 To communicate effectively and develop trust. LESSON 5 To use teamwork skills to work as a group to solve problems. LESSON 6 To work with a group to copy and create a basic map.	I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map.	Ensure pupils work safely around others and when using equipment. When using blindfolds, ensure the area is safe and free from obstructions. This unit will develop balance, co-ordination and speed.

Year 2
Autumn 2
Net and Wall Games

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: throw, catch, hit, track Social: co-operation, respect, support others Emotional: perseverance, honesty Thinking: select and apply, reflection, decision making, comprehension	LESSON 1 To use the ready position to defend space on court. LESSON 2 To develop returning a ball with hands. LESSON 3 To play against a partner. LESSON 4 To develop racket skills and use them to return a ball. LESSON 5 To develop returning a ball using a racket. LESSON 6 To play against an opponent using a racket	I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on its side or cones. When using rackets, ensure pupils are working in a safe space and hitting in the same direction. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 2
Spring 1
Dance

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 an 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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity	LESSON 1 THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance. LESSON 2 THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea. LESSON 3 THEME: Secret Garden Use counts of 8 to help you stay in time with the music. LESSON 4 THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters. LESSON 5 THEME: The Circus To explore pathways and levels. LESSON 6 THEME: The Circus To remember and rehearse our circus dance showing expression and character.	I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform	Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.

Year 2
Spring 1
Gymnastics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To perform gymnastic shapes and link them together. LESSON 2 To perform gymnastics shapes with control and link them together. LESSON 3 To use shapes to create balances. LESSON 4 To use shapes to create balances. LESSON 5 To link travelling actions and balances using apparatus. LESSON 6 To develop travelling actions and balances using apparatus.	I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance.	Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.

Year 2
Spring 2
Dance

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 an 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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity	LESSON 7 THEME: The Rainforest To copy, repeat and create actions in response to a stimulus. LESSON 8 THEME: The Rainforest To copy, create and perform actions considering dynamics. LESSON 9 THEME: The Rainforest To create a short dance phrase with a partner showing clear changes of speed. LESSON 10 THEME: Jack Frost To copy, repeat and create movement patterns in response to the theme LESSON 11 THEME: Jack Frost To create and perform using unison, mirroring and matching with a partner. LESSON 12 THEME: Jack Frost To remember and repeat actions and dance as a group.	I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform	Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.

Year 2
Spring 2
Gymnastics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 7 To demonstrate different shapes, take-off and landing when performing jumps. LESSON 8 To develop different shapes, take offs and landings when performing jumps. LESSON 9 To develop rolling and sequence building. LESSON 10 To refine rolling and sequence building. LESSON 11 To create a sequence using apparatus. LESSON 12 To create a sequence using apparatus	I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus.	Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.

Year 2
Summer 1

Sending and Receiving

In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: roll, track, catch, receive with feet, kick, send and receive with a racket Social: communication, collaboration, leadership Emotional: honesty, determination Thinking: identifying how to improve, comprehension	LESSON 1 To roll a ball towards a target. LESSON 2 To track and receive a rolling ball. LESSON 3 To send and receive a ball with your feet. LESSON 4 To develop catching skills. LESSON 5 To develop throwing and catching skills. LESSON 6 To send and receive a ball using a racket.	I am beginning to provide feedback using key words. I am beginning to trap and cushion a ball that is coming towards me. I can accurately throw and kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target. I can track a ball and stop it using my hands and feet. I can work co-operatively with a partner and a small group. I can work safely to send a ball towards a partner using a piece of equipment.	Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 2
Summer 1
Invasion Games

Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: communication, kindness, support others, co-operation, respect, collaborate Emotional: empathy, perseverance, honesty, integrity, independence Thinking: creativity, select and apply, comprehension, problem solving, provide feedback	LESSON 1 To understand what being in possession means and support a teammate to do this. LESSON 2 To understand that scoring goals is an attacking skill and to explore ways to do this. LESSON 3 To understand that stopping goals is a defending skill and explore ways to do this. LESSON 4 To explore how to gain possession. LESSON 5 To mark an opponent and understand that this is a defending skill. LESSON 6 To apply simple tactics for attacking and defending	I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on its side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 2
Summer 2
Striking and Fielding

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To track a rolling ball and collect it. LESSON 2 To develop underarm throwing and catching to field a ball. LESSON 3 To develop overarm throwing to limit a batter's score. LESSON 4 To develop hitting for distance to score more points. LESSON 5 To be able to get a batter out. LESSON 6 To understand the rules of the game and use these to play fairly.	I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.	Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of a bat and that unused equipment is stored out of the way. This unit will develop agility, balance, co-ordination and speed.

Year 2
Summer 2
Athletics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop the sprinting action. LESSON 2 To develop jumping for distance. LESSON 3 To develop technique when jumping for height. LESSON 4 To develop throwing for distance. LESSON 5 To develop throwing for accuracy. LESSON 6 To select and apply knowledge and technique in an athletics carousel	I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds. I try my best.	Encourage pupils to behave and move in a safe way both with and without equipment. In throwing events ensure pupils throw in the same direction. Ensure pupils wait to take turns when instructed and that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed, stamina, strength.

Year 3
Autumn 1
Fundamentals

In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: balance, run, dodge, hop, jump, skip Social: respect, collaboration, support and encourage others Emotional: determination, perseverance, honesty Thinking: select and apply, observation, provide feedback, comprehension	LESSON 1 To develop balancing and understand the importance of this skill. LESSON 2 To develop technique when running at different speeds. LESSON 3 To develop agility using a change of speed and direction. LESSON 4 To develop technique and control when jumping, hopping and landing. LESSON 5 To develop skipping with a rope. LESSON 6 To apply fundamental skills to a variety of challenges	I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up.	Encourage pupils to move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed.

Year 3
Autumn 1
Ball Skills

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop tracking and collecting skills. LESSON 2 To develop confidence and accuracy when tracking a ball. LESSON 3 To develop dribbling skills with hands and feet. LESSON 4 To develop catching skills using one and two hands. LESSON 5 To explore and develop a variety of throwing techniques. LESSON 6 To use tracking and sending skills with feet	I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling. This unit will develop agility, balance, co-ordination, speed.

Year 3
Autumn 2
Handball

Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: throw, catch, run, dribble, shoot, change direction, change speed Social: kindness, communication, co-operation Emotional: honesty and fair play, determination, perseverance, confidence Thinking: decision making, select and apply, problem solving, comprehension	LESSON 1 To begin to throw and catch while on the move. LESSON 2 To move towards goal or away from a defender. LESSON 3 To move towards goal to create shooting opportunities. LESSON 4 To use defending skills to delay an opponent and gain possession. LESSON 5 To use a change of direction and speed to lose a defender and move into space. LESSON 6 To apply skills and knowledge to compete in game situations.	I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key words. I can throw, catch, dribble and shoot the ball with some control. I understand my role both as a defender and as an attacker. I work co-operatively with my group to self-manage games.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 3
Autumn 2
Dodgeball

Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: throw, catch, dodge, jump Social: respect, communication, collaboration Emotional: honesty, perseverance Thinking: comprehension, make decisions, select and apply skills	LESSON 1 To develop throwing and apply this to a target game. LESSON 2 To develop dodging skills to avoid being hit. LESSON 3 To develop catching and learn the rules of the skill within this game. LESSON 4 To further develop catching and use the rules of the skill within this game. LESSON 5 To begin to think tactically and apply this to a game. LESSON 6 To apply skills and knowledge to compete in a tournament.	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling. Use softballs to play dodgeball. Head shots do not count in dodgeball. This unit will develop agility, balance, co-ordination, speed.

Year 3
Spring 1
Dance

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>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</p>	<p>LESSON 1 THEME: Machines To create actions in response to a stimulus and move in unison with a partner. LESSON 2 THEME: Machines To create actions to move in contact with a partner or interact with a partner. LESSON 3 THEME: Machines To select and link appropriate actions and dynamics to show our dance idea. LESSON 4 THEME: A Trip to... To remember, repeat and create actions to represent an idea. LESSON 5 THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location. L LESSON 6 THEME: A Trip to... To use choreographing ideas to develop our dance.</p>	<p>I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.</p>	<p>Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.</p>

Year 3
Spring 1
Gymnastics

In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>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</p>	<p>LESSON 1 To be able to create interesting point and patch balances. LESSON 2 To develop point and patch balances on apparatus. LESSON 3 To develop stepping into shape jumps with control. LESSON 4 To develop stepping into shape jumps using apparatus. LESSON 5 To develop the straight, barrel, and forward roll. LESSON 6 To include rolls in sequence work using apparatus</p>	<p>I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can complete actions with increasing balance and control. I can provide feedback using key words. I can use matching and contrasting actions in a partner sequence. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.</p>	<p>Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.</p>

Year 3
Spring 2
Dance

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 7 THEME: Country and Western To use straight pathways and clear changes in direction in a line dance. LESSON 8 THEME: Country and Western To use canon and unison to make our line dance look interesting. LESSON 9 THEME: Country and Western To use formations, canon and unison to make our line dance look interesting. LESSON 10 THEME: Superpowers To remember, repeat and create actions around a theme. LESSON 11 THEME: Superpowers To understand and use formations. LESSON 12 THEME: Superpowers To structure a dance to represent a theme.	I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea	Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.

Year 3
Spring 2
Gymnastics

In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>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</p>	<p>LESSON 7 To be able to transition smoothly into and out of balances. LESSON 8 To be able to transition smoothly in and out of balances using apparatus. LESSON 9 To create a sequence with matching and contrasting actions and shapes. LESSON 10 To create a sequence on apparatus using matching and contrasting. LESSON 11 To create a partner sequence using the skills I have learnt and including a hoop. LESSON 12 To create a partner sequence using the skills that I have learnt and apparatus.</p>	<p>I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can complete actions with increasing balance and control. I can provide feedback using key words. I can use matching and contrasting actions in a partner sequence. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.</p>	<p>Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.</p>

Year 3
Summer 1
Rounders

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop overarm and underarm throwing and catching and apply these to a striking and fielding game. LESSON 2 To develop bowling and learn the rules of the skill within this game. LESSON 3 To develop batting technique and understand where to hit the ball. LESSON 4 To develop fielding techniques and apply them to game situations. LESSON 5 To play different roles in a game and begin to think tactically about each role. LESSON 6 To apply skills and knowledge to compete in a tournament.	I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them. I can provide feedback using key words. I can use overarm and underarm throwing and catching skills. I work co-operatively with my group to self-manage games	Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter. This unit will develop agility, balance, co-ordination and speed.

Year 3
Summer 1
Football

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: dribble, pass, receive, track Social: co-operation, respect, communication Emotional: determination, honesty, persevere, independence Thinking: decision making, comprehension, select and apply, use tactics	LESSON 1 To develop the attacking skill of dribbling. LESSON 2 To develop changing direction and speed when dribbling. LESSON 3 To develop passing and begin to recognise when to use different skills. LESSON 4 To apply attacking skills to move towards a goal. LESSON 5 To use defending skills to delay an opponent and gain possession. LESSON 6 To apply skills and knowledge to compete in a tournament	I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 3
Summer 2
Tennis

Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: forehand, backhand, throwing, catching, rallying Social: co-operation, collaboration, respect, support and encourage others Emotional: honesty, perseverance Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection	LESSON 1 To develop racket and ball control. LESSON 2 To explore rallying using a forehand. LESSON 3 To explore returning the ball using a forehand. LESSON 4 To explore returning the ball using a backhand. LESSON 5 To learn how to score and use simple rules. LESSON 6 To work co-operatively with others to begin to manage a game	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	Ensure any unused equipment is stored in a safe place. Ensure pupils stay a safe distance from one another when using the racket. This unit will develop agility, balance, co-ordination, speed, stamina and strength.

Year 3
Summer 2
Athletics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: sprint, jump for distance, push throw, pull throw Social: collaborate, work safely Emotional: determination, perseverance Thinking: observe and provide feedback, comprehension, explore technique	LESSON 1 To develop the sprinting technique and improve on your personal best. LESSON 2 To develop changeover technique in relay events. LESSON 3 To develop jumping technique in a range of approaches and take off positions. LESSON 4 To develop throwing for distance and accuracy. LESSON 5 To develop throwing for distance in a pull throw. LESSON 6 To develop officiating and performing skills.	I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.	In throwing activities, even when throwing soft athletic equipment, it is important to instil good practice. Ensure pupils wait for instruction and check the area is clear before throwing. Ensure there is adequate space between throwers. This unit will develop agility, balance, co-ordination, speed, stamina, strength.

Year 4/5
Autumn 1
Fitness

In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: agility, balance, co-ordination, speed, stamina, strength Social: support and encourage others, collaboration Emotional: perseverance, determination Thinking: observation, analysis, comprehension	LESSON 1 To develop an awareness of what your body is able to do. LESSON 2 To develop speed and stamina. LESSON 3 To develop strength using my own body weight. LESSON 4 To develop co-ordination. LESSON 5 To develop agility. LESSON 6 To develop balancing with control.	can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it.	Encourage the pupils to focus on their own results and to identify where they see areas to improve. Try to avoid pupils comparing themselves with others in the class and to work within their own capabilities. All actions need to be performed with control. This unit will develop agility, balance, co-ordination, speed, stamina, strength

Year 4/5
Autumn 2
Netball

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop passing and moving to maintain possession. LESSON 2 To use a variety of attacking skills to lose a defender. LESSON 3 To move into and create space to support a teammate. LESSON 4 To use defending skills to gain possession. LESSON 5 To develop accuracy in the shooting action under pressure. LESSON 6 To use and apply skills, principles and tactics to a game situation.	I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I am confident to attempt to intercept. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 4/5
Spring
Dance

Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.

This unit links to the following strand of the NC: perform dances using a range of movement patterns.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: actions, dynamics, space, relationships Social: co-operation, communication, inclusion, collaboration Emotional: confidence, empathy, determination Thinking: observe and provide feedback, select and apply skills, creativity, comprehension	LESSON 1 THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space. LESSON 2 THEME: The Spy To choose actions which relate to the theme. LESSON 3 THEME: The Spy To develop a dance using matching and mirroring. LESSON 4 THEME: Carnival To learn and create dance moves in the theme of carnival. LESSON 5 THEME: Carnival To develop a carnival dance using formations, canon and unison. LESSON 6 THEME: Carnival To develop a dance phrase and perform as part of a class performance. LESSON 7 THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter.	I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.	Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility

	<p>LESSON 8 THEME: States of Matter To use actions, dynamics, space and relationships to represent a state of matter.</p> <p>LESSON 9 THEME: States of Matter To order and structure phrases to create a dance performance.</p> <p>LESSON 10 THEME: The Twist To copy and repeat a set phrase in a 1960s style showing energy and rhythm.</p> <p>LESSON 11 THEME: The Twist To learn and perform a partner dance in a 1960s style.</p> <p>LESSON 12 THEME: The Twist To develop my own 1960s inspired dance using changes in relationships.</p>		
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Year 4/5
Summer 1
Tennis

Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: throwing, catching, forehand, backhand, rallying Social: co-operation, support and encourage others, collaboration, respect Emotional: perseverance, honesty, determination Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics	LESSON 1 To develop racket and ball control. LESSON 2 To develop returning the ball using a forehand and understand when to use it. LESSON 3 To develop the backhand and understand when to use it. LESSON 4 To keep a continuous rally going showing increased technique. LESSON 5 To use and apply rules and simple tactics. LESSON 6 To understand and use rules to manage a game	I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	Ensure any unused equipment is stored in a safe place. Ensure pupils stay a safe distance from one another when using the racket. This unit will develop agility, balance, co-ordination, speed, stamina and strength.

Year 4/5
Summer 2
Athletics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop stamina and an understanding of speed and pace in relation to distance. LESSON 2 To develop power and speed in the sprinting technique. LESSON 3 To develop technique when jumping for distance. LESSON 4 To develop power and technique when throwing for distance. LESSON 5 To develop a pull throw for distance and accuracy. LESSON 6 To develop officiating and performing skills.	I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.	In throwing activities, even when throwing soft athletic equipment it is important to instil good practice. Ensure pupils wait for instruction and check the area is clear before throwing. Ensure there is adequate space between throwers. This unit will develop agility, balance, co-ordination, speed, stamina, strength.

Year 4
Autumn 1
Tag Rugby

Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: throw, catch, run, change direction, change speed Social: support others, inclusion, communication, collaboration, respect Emotional: determination, honesty, independence, perseverance Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development	LESSON 1 To develop throwing, catching and running with the ball. LESSON 2 To develop an understanding of how to defend using tagging rules. LESSON 3 To begin to use the 'forward pass' and 'offside' rule. LESSON 4 To develop movement skills to dodge a defender. LESSON 5 To track an opponent and begin to defend as a team. LESSON 6 To apply the rules and skills you have learnt and play in a tag rugby tournament.	I can delay an opponent and help prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can help my team keep possession and score tries when I play in attack. I can pass and receive the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	Ensure any unused balls are stored in a safe place. Tag rugby is a non-contact activity. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 4
Autumn 2
Basketball

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop the attacking skill of dribbling. LESSON 2 To protect the ball when dribbling against an opponent. LESSON 3 To develop passing and begin to recognise when to use different skills. LESSON 4 To use defending skills to delay an opponent and gain possession. LESSON 5 To develop technique in the attacking skill of shooting. LESSON 6 To apply skills and knowledge to compete in a tournament	I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 4
Spring
Gymnastics

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.

This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>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</p>	<p>LESSON 1 To develop individual and partner balances. LESSON 2 To develop individual and partner balances using apparatus. LESSON 3 To develop control in performing and landing rotation jumps. LESSON 4 To develop rotation jumps and sequence building using apparatus. LESSON 5 To develop the straight, barrel, forward and straddle roll. LESSON 6 To assess my straight, barrel, forward and straddle roll. LESSON 7 To link actions that flow using the rolls I have learnt. LESSON 8 To link actions that flow in a partner sequence using the rolls I have learnt. LESSON 9 To develop strength in inverted movements. LESSON 10 To develop strength in inverted movements. LESSON 11 To create a great partner sequence to include the skills I have learnt and apparatus. LESSON 12 To create a great partner sequence to include the skills I have learnt and apparatus.</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements</p>	<p>Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.</p>

Year 4
Summer 1
Hockey

Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: dribble, pass, receive, intercept, run, shoot Social: communication, collaboration, work safely, respect Emotional: honesty, perseverance, determination Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development	LESSON 1 To develop sending and receiving the ball with accuracy and control. LESSON 2 To develop the attacking skill of dribbling. LESSON 3 To develop dribbling to beat a defender. LESSON 4 To use defending skills to delay an opponent and gain possession. LESSON 5 To apply attacking skills to move towards goal and find space. LESSON 6 To apply skills and knowledge to compete in a tournament.	I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	Ensure unused balls are stored safely. Sticks should not be lifted higher than waist height. Use Quiksticks, air flow or tennis balls. This unit will develop agility, balance, co-ordination, speed and stamina

Year 4
Summer 2
Cricket

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop overarm and underarm throwing and apply these to a striking and fielding game. LESSON 2 To develop bowling technique and learn the rules of the skill within this game. LESSON 3 To develop batting technique and understand where to hit the ball. LESSON 4 To develop fielding techniques and apply them to game situations. LESSON 5 To play different roles in a game and begin to think tactically about each role. LESSON 6 To apply skills and knowledge to compete in a tournament.	I am able to bowl a ball with some accuracy and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game.	Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of the bat at all times. This unit will develop agility, balance, co-ordination and speed.

Year 5
Autumn 1
Badminton

Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: underarm clear, overarm clear, serving, rallying Social: collaboration, communication, respect, encouragement Emotional: perseverance, patience, honesty Thinking: using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection	LESSON 1 To return the shuttlecock using an underarm clear. LESSON 2 To return the shuttlecock using an overhead clear. LESSON 3 To use a variety of shots to keep a continuous rally going. LESSON 4 To develop the serve and understand the rules of serving. LESSON 5 To employ tactics to play against an opponent and with a partner. LESSON 6 To apply rules, skills and principles to play against an opponent.	I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	Ensure any unused equipment is stored in a safe place. Ensure pupils stay a safe distance from one another when using the racket. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 5
Autumn 2
Handball

Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: throw, catch, run, dribble, shoot, change direction, change speed Social: communication, kindness, respect, collaboration Emotional: confidence, honesty and fair play, determination, perseverance Thinking: select and apply, decision making, problem solving, comprehension, reflection	LESSON 1 To use a variety of passes to maintain possession under pressure. LESSON 2 To select the appropriate skill to create space, move towards goal and away from defenders. LESSON 3 To select and apply the appropriate skill to score goals. LESSON 4 To use defending skills to prevent an opponent from scoring. LESSON 5 To use the appropriate defensive technique for the situation. LESSON 6 To apply rules, skills and principles to play in a tournament.	I can lead others and contribute my ideas to group work. I use feedback provided to improve my work. I can apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can dribble, pass, receive and shoot the ball with some control under pressure. I communicate with my team and move into space to help to maintain possession. I understand the need for tactics and can identify when to use them in different situations. I understand the rules and can apply them honestly most of the time including when refereeing.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 5
Spring
Gymnastics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>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</p>	<p>LESSON 1 To perform symmetrical and asymmetrical balances. LESSON 2 To perform interesting symmetrical and asymmetrical balances using apparatus. LESSON 3 To develop the straight, forward, straddle and backward roll. LESSON 4 To develop the straight, forward, straddle and backwards roll into a sequence. LESSON 5 To explore different travelling actions using both canon and synchronisation. LESSON 6 To explore different methods of travelling, linking actions in both canon and synchronisation. LESSON 7 To perform progressions of inverted movements. LESSON 8 To perform progressions of inverted movements. LESSON 9 To explore matching and mirroring in sequence work. LESSON 10 To explore matching and mirroring using actions both on the floor and on apparatus. LESSON 11 To create a partner sequence using apparatus. LESSON 12 To create a group sequence using apparatus.</p>	<p>I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.</p>	<p>Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.</p>

Year 5
Summer 1
Football

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: dribble, pass, receive, track, tackle Social: communication, respect, collaboration, co-operation Emotional: honesty, persevere, determination Thinking: assess, explore, decision making, select and apply	LESSON 1 To maintain possession when dribbling. LESSON 2 To dribble with control under pressure. LESSON 3 To select the appropriate skill, choosing when to pass and when to dribble. LESSON 4 To move into and create space to support a teammate. LESSON 5 To use the appropriate defensive technique for the situation. LESSON 6 To apply rules, skills and principles to play in a tournament.	I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play honestly and fairly. I understand there are different skills for different situations and I am beginning to apply this.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 5
Summer 2
Rounders

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop throwing and catching under pressure and apply these to a striking and fielding game. LESSON 2 To develop bowling under pressure whilst abiding by the rules of the game. LESSON 3 To strike a bowled ball with increasing consistency. LESSON 4 To develop fielding techniques and select the appropriate action for the situation. LESSON 5 To understand and apply tactics in a game. LESSON 6 To apply skills and knowledge to compete in a tournament.	I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.	Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter. This unit will develop agility, balance, co-ordination and speed

Year 6
Autumn 1
Dodgeball

Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: throw, catch, dodge, block Social: collaboration, respect, leadership, communication Emotional: honesty, determination, confidence Thinking: make decisions, select and apply tactics	LESSON 1 To throw under pressure and apply this to a target game. LESSON 2 To select the appropriate dodging skill for the situation. LESSON 3 To develop catching with increasing consistency under pressure. LESSON 4 To develop defensive techniques and select the appropriate action for the situation. LESSON 5 To understand and apply tactics in a game. LESSON 6 To develop officiating skills and referee a game.	I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling. Use softballs to play dodgeball. Head shots do not count in dodgeball. This unit will develop agility, balance, co-ordination, speed

Year 6
Autumn 1
Basketball

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To dribble with control under pressure. LESSON 2 To move into and create space to support a teammate. LESSON 3 To choose when to pass and when to dribble. LESSON 4 To use the appropriate defensive technique for the situation. LESSON 5 To develop shooting technique and make decisions about when to pass, dribble or shoot. LESSON 6 To apply principles, rules and tactics to a tournament.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand when to use different styles of defence in game situations.	Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 6
Autumn 2
Hockey

Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: dribble, pass, receive, tackle, intercept, run, shoot Social: communication, collaboration, respect, support others Emotional: perseverance, honesty and fair play, determination Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection	LESSON 1 To develop dribbling to beat a defender. LESSON 2 To send and receive the ball with control under pressure. LESSON 3 To select the appropriate skill, choosing when to pass and when to dribble. LESSON 4 To move into and create space to support a teammate. LESSON 5 To use the appropriate defensive technique for the situation. LESSON 6 To apply rules, skills and principles to play in a tournament.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	Ensure unused balls are stored safely. Sticks should not be lifted higher than waist height. Use Quiksticks, air flow or tennis balls. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 6
Autumn 2
Tag Rugby

Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To select the appropriate skill, choosing when to run and when to pass. LESSON 2 To move into space to support a teammate abiding by the rules. LESSON 3 To use defending skills to gain possession. LESSON 4 To work as a defending unit to prevent attackers from scoring. LESSON 5 To use a variety of attacking skills to beat a defender. LESSON 6 To apply rules, skills and tactics learnt to play in a tag rugby tournament.	I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	Ensure any unused balls are stored in a safe place. Tag rugby is a non-contact activity. This unit will develop agility, balance, co-ordination, speed and stamina.

Year 6
Spring 1
Dance

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements. LESSON 2 THEME: Stamp, Clap To work with others to explore and develop the dance idea. LESSON 3 THEME: Stamp, Clap To use changes in dynamics in response to the stimulus. LESSON 4 THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs. LESSON 5 THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction. LESSON 6 THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations.	I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances	Pupils should be bare foot for dance. It is also good practice for teachers to do this. However, in the 'Stamp, Clap' dance pupils should keep shoes on to add to the sound of the performance. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.

Year 6
Spring 1
Gymnastics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop the straddle, forward and backward roll. LESSON 2 To develop rolling into sequence work and on apparatus. LESSON 3 To develop counter balance and counter tension. LESSON 4 To develop counter balance and counter tension into sequence work with apparatus. LESSON 5 To develop jumps and explore the effect of height. LESSON 6 To explore jump sequence work with consideration of performance tools.	I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.	Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.

Year 6
Spring 2
Dance

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 7 THEME: Waiting for... To develop a dance phrase using actions, dynamics, space and relationships. LESSON 8 THEME: Waiting for... To copy and create actions with consideration to stimulus. LESSON 9 THEME: Waiting for... To use choreographic devices to improve the aesthetics of a performance. LESSON 10 THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco style LESSON 11 THEME: 70s Disco To choreograph a freeze frame montage in the 1970s style. LESSON 12 THEME: 70s Disco To use feedback to develop and refine a 1970s dance performance.	I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances	Pupils should be bare foot for dance. It is also good practice for teachers to do this. However, in the 'Stamp, Clap' dance pupils should keep shoes on to add to the sound of the performance. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.

Year 6
Spring 2
Gymnastics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 7 To develop inverted movements with control. LESSON 8 To develop inverted movements with control. LESSON 9 To use flight from hands to travel over apparatus. LESSON 10 To use flight from hands to travel over apparatus. LESSON 11 To create a group sequence using formations and apparatus. LESSON 12 To create a contrasting group sequence using formations and apparatus.	I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.	Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines. This unit will develop balance, co-ordination, flexibility and strength.

Year 6
Summer 1
Cricket

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
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	LESSON 1 To develop throwing and catching under pressure and apply these to a striking and fielding game. LESSON 2 To develop bowling under pressure whilst abiding by the rules of the game. LESSON 3 To strike a bowled ball with increasing consistency. LESSON 4 To develop fielding techniques and select the appropriate action for the situation. LESSON 5 To understand and apply tactics in a game. LESSON 6 To apply skills and knowledge to compete in a tournament.	I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.	Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of the bat at all times. This unit will develop agility, balance, co-ordination and speed.

Year 6
Summer 1
Tennis

Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying Social: support and encourage others, co-operation, collaboration, respect Emotional: honesty, perseverance Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development	LESSON 1 To develop placement of the ball using a forehand. LESSON 2 To return the ball using a backhand groundstroke. LESSON 3 To develop the volley and understand when to use it. LESSON 4 To employ tactics when playing with a partner. LESSON 5 To develop accuracy and consistency using the underarm serve. LESSON 6 To apply rules, skills and principles to play against an opponent.	I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	Ensure any unused equipment is stored in a safe place. Ensure pupils stay a safe distance from one another when using the racket. This unit will develop agility, balance, co-ordination, speed, stamina and strength.

Year 6
Summer 2
Volleyball

Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: throw, catch, jump, set, dig, serve, rally Social: communication, respect, support and encourage others Emotional: perseverance, honesty, determination Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection	LESSON 1 To use the fast catch volley to create space and place the ball. LESSON 2 To develop the set shot and understand when to use it. LESSON 3 To develop the dig and understand when to use it. LESSON 4 To select and apply skills to keep a continuous rally going. LESSON 5 To develop the underarm serve and learn the rules of serving. LESSON 6 To apply rules, skills and principles to play in a tournament.	I am confident to make decisions when refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve	Any unused equipment should be stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. Playing the ball with any part of the body including feet is allowed but kicking the ball is discouraged for safety. This unit will develop agility, balance, co-ordination, speed.

Year 6
Summer 2
Athletics

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.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: pace, sprint, jump for distance, push throw, fling throw Social: negotiating, collaborating, respect Emotional: empathy, perseverance, determination Thinking: observing and providing feedback, comprehension	LESSON 1 To develop my own and others sprinting technique. LESSON 2 To identify a suitable pace for the event. LESSON 3 To develop power, control and technique for the triple jump. LESSON 4 To develop power, control and technique when throwing for distance. LESSON 5 To develop throwing with force and accuracy for longer distances. LESSON 6 To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.	In throwing activities, even when throwing soft athletic equipment it is important to instil good practice. Ensure pupils wait for instruction and check the area is clear before throwing. Ensure there is adequate space between throwers. This unit will develop agility, balance, co-ordination, speed, stamina, strength.

Year 3

Autumn 2

Outdoor Adventurous Activities

OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>Physical: balance, co-ordination, run at speed, run over distance Social: communication, co-operation, inclusion, collaborate Emotional: determination, trust, confidence, honesty Thinking: problem solving, evaluate, reflection, create, comprehension, select and apply</p>	<p>LESSON 1 To develop co-operation and teamwork skills. LESSON 2 To develop trust and teamwork. LESSON 3 To involve all team members to work towards a shared goal. LESSON 4 To develop trust whilst listening to others and following instructions. LESSON 5 To be able to identify objects, draw and follow a simple map. LESSON 6 To draw a route using directions, orientate a map and navigate around a grid</p>	<p>I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group.</p>	<p>Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. Always ensure that pupils work safely and responsibly. This unit will develop balance, co-ordination, speed and stamina.</p>

Year 4/5

Autumn 1

Outdoor Adventurous Activities

In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
<p>Physical: balance, co-ordination, run at speed, run over distance Social: negotiation, communication, leadership, work safely Emotional: empathy, confidence, resilience Thinking: problem solving, reflect, critical thinking, select and apply, comprehension</p>	<p>LESSON 1 To develop communication and negotiation skills. LESSON 2 To develop strong communication and negotiation skills to solve challenges. LESSON 3 To develop planning and problem-solving skills. LESSON 4 To share ideas and work as a team to solve problems. LESSON 5 To develop navigation skills and map reading. LESSON 6 To create and follow a key and route on a map.</p>	<p>I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy</p>	<p>Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. Always ensure that pupils work safely and responsibly. When orienteering, ensure pupils are shown boundaries of the course and are given safety expectations. This unit will develop balance, co-ordination, speed and stamina.</p>

Year 6
Autumn 1

Outdoor Adventurous Activities

In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls.

Key Skills	Learning Objectives	Assessment Criteria	Healthy Participation
Physical: balance, co-ordination, run at speed, run over distance Social: communication, collaboration, inclusion, leadership, work safely Emotional: confidence, honesty, trust Thinking: evaluation, reflection, problem solving, comprehension, select and apply	LESSON 1 To build communication and trust whilst showing an awareness of safety. LESSON 2 To collaborate as a team to solve problems. LESSON 3 To develop tactical planning and problem solving. LESSON 4 To work as a team and use critical thinking to determine the best approach. LESSON 5 To develop navigational skills and map reading. LESSON 6 To use a key to identify objects and locations.	I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.	Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. Always ensure that pupils work safely and responsibly. When orienteering, ensure pupils are shown boundaries of the course and are given safety expectations. This unit will develop balance, co-ordination, speed and stamina.