

# Physical Education Skills Progression Overview

## PE Overview



Every child a leader – Every chance taken – Every day counts

### The national curriculum for PE aims to ensure that all pupils:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities,
- are physically active for sustained periods of time,
- engage in competitive sports and activities and
- lead healthy, active lives.

### National Curriculum Knowledge Pupils should...

#### KS1

- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

#### KS2

- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- be taught to: use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All schools must provide swimming instruction either in key stage 1 or key stage 2 (Year 4 at James Elliman). In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Integrity	Gratitude	Democracy	Diversity	Creativity

<b>Key PE Terminology</b>	Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers. Our PE curriculum sees the children progress and develop key motor skills in the EYFS stage and this progresses through to pupils being able to apply and develop a broader range of skills, learning how to use them in different ways (Sport specific) and to link them to make actions and sequences of movement by the end of KS2.
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<b>Key stage</b>	Our physical Education Curriculum follows both the PE Curriculum and the physical literacy framework to allow for all children to progress within sport.
<b>EYFS</b>	Through the provision of structured and free play, create environments which introduce and develop control and co-ordination in large and small movements. Helping children to move confidently in a range of ways, negotiating space safely. Helping them to understand factors that contribute to keeping healthy, such as physical exercise and the food they eat. Pupils can express themselves about things they can do to keep themselves healthy and safe.
<b>KS1</b>	Creating a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident mover.
<b>Lower KS2 (Y3 &amp; 4)</b>	Adapted physical activities through which a young person develops and applies a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE. They also begin to gain an understanding of the positive benefits of being physically active.
<b>Upper KS2 (Y5 &amp; 6)</b>	Learning physical, social and thinking skills through sport specific activities (modified to be age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Units Covered 2023/24</b>	<b>Autumn Term 1</b> - Introduction to PE – spatial awareness, use of equipment, working with a partner (PE Teacher)  <b>Autumn Term 2</b> - Gymnastics (PE Teacher)	<b>Autumn Term 1 –</b> - Invasion (PE Teacher) - Fundamentals (Class Teacher)  <b>Autumn Term 2</b> - Gymnastics (PE Teacher) - Ball Skills (Class	<b>Autumn Term 1 –</b> - Invasion (PE Teacher) - Fundamentals (Class Teacher)  <b>Autumn Term 2</b> - Gymnastics (PE Teacher) - Ball Skills (Class	<b>Autumn Term 1 –</b> - Basketball (PE Teacher) - Dance (Class Teacher)  <b>Autumn Term 2</b> - Dodgeball (PE Teacher) - Fundamentals	<b>Autumn Term 1 –</b> - Basketball (PE Teacher) - Ball Skills Y3/4  <b>Autumn Term 2</b> - Dodgeball (PE Teacher) - Dance (Class Teacher)	<b>Autumn Term 1 –</b> - Football (PE Teacher) - Badminton Y5/6  <b>Autumn Term 2</b> - Gymnastics (PE Teacher) - Basketball	<b>Autumn Term 1 –</b> - Football (PE Teacher) - Badminton Y5/6  <b>Autumn Term 2</b> - Gymnastics (PE Teacher) - Basketball

	-	Teacher)	Teacher)	Y3/4 (Class Teacher)		(Class Teacher)	(Class Teacher)
	<b>Spring Term 1</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Spring 1</b>
	- Dance (PE Teacher)	- Sending and Receiving (PE Teacher)	- Sending and Receiving (PE Teacher)	- Gymnastics (PE Teacher)	- Gymnastics (PE Teacher)	- Netball (PE Teacher)	- Netball (PE Teacher)
	-	- Fitness (Class Teacher)	- Fitness (Class Teacher)	- Ball Skills Y3/4(Class Teacher)	- Swimming (Externally provided)	- Dance (Class Teacher)	- Fitness (Class Teacher)
	<b>Spring Term 2</b>	<b>Spring Term 2</b>	<b>Spring Term 2</b>	<b>Spring Term 2</b>	<b>Spring Term 2</b>	<b>Spring Term 2</b>	<b>Spring Term 2</b>
	- Ball Skills (PE Teacher)	- Striking and Fielding (PE Teacher)	- Striking and Fielding (PE Teacher)	- Tennis (PE Teacher)	- Tennis (PE Teacher)	- Cricket (PE Teacher)	- Cricket (PE Teacher)
	-	- Target Games (Class Teacher)	- Target Games (Class Teacher)	- Football (Class Teacher)	- Swimming (Externally provided)	- Fitness (Class Teacher)	- Dance (Class Teacher)
	<b>Summer Term 1</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>
	- Fundamental skills – integrity, team spirit, honesty, communication , rules (PE Teacher)	- Net and Wall (PE Teacher)	- Net and Wall (PE Teacher)	- Cricket (PE Teacher)	- Cricket (PE Teacher)	- Athletics (PE Teacher)	- Athletics (PE Teacher)
	<b>Summer Term 2</b>	- Team Building (Class Teacher)	- Dance (Class Teacher)	- Netball(Class Teacher)	- Netball(Class Teacher)	- Dodgeball (Class Teacher)	- Rounders (Class Teacher)
	- Games (PE Teacher)	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>
		- Athletics (PE Teacher)	- Athletics (PE Teacher)	- Athletics (PE Teacher)	- Athletics (PE Teacher)	- Tennis (PE Teacher)	- Tennis (PE Teacher)
		- Dance (Class Teacher)	- Team Building (Class Teacher)	- Rounders (Class Teacher)	- Rounders (Class Teacher)	- Rounders (Class Teacher)	- Athletics (Class Teacher)

	Topics					
Reception (EYFS)	Ball Skills	Dance	Fundamentals	Games	Introduction to PE	Gymnastics
	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction

	<p>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.</p> <p><b>Key Skills:</b> Physical: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball Social: co-operation, supporting others Emotional: honesty, perseverance Thinking: using tactics, decision making</p>	<p>In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p><b>Key Skills:</b> Physical: travelling, copying and performing actions, co-ordination Social: respect, co-operating with others Emotional: working independently, confidence Thinking: counting, observing and providing feedback, selecting and applying actions</p>	<p>In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practice 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.</p> <p><b>Key Skills:</b> Physical: running, balancing, changing direction, striking a ball, throwing Social: communication, co-operation, taking turns, supporting and encouraging others Emotional: honesty and fair play, managing emotions Thinking: using tactics, decision making</p>	<p>In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practice 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.</p> <p><b>Key Skills:</b> Physical: running, balancing, changing direction, striking a ball, throwing Social: communication, co-operation, taking turns, supporting and encouraging others Emotional: honesty and fair play, managing emotions Thinking: using tactics, decision making</p>	<p>In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p><b>Key Skills:</b> Physical: moving safely, running, jumping, throwing, catching, following a path Social: sharing, leadership Emotional: perseverance, confidence Thinking: decision making, selecting and applying actions</p>	<p>In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p> <p><b>Key Skills:</b> Physical: shapes, balances, jumps, rocking, rolling, travelling Social: taking turns, co-operation, communication Emotional: confidence, determination Thinking: selecting and applying skills, creating sequences</p>
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Year 1 (KS1)	Athletics	Ball Skills	Dance	Fitness	Fundamentals	Gymnastics
	<p>Introduction 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.</p> <p><b>Key Skills:</b> Physical: running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance Social: working safely, collaborating with others Emotional: working independently, honesty and playing to the rules, determination</p>	<p>Introduction In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><b>Key Skills:</b> Physical: rolling, kicking, throwing, catching, bouncing, dribbling Social: co-operation, communication, leadership, supporting others Emotional: honesty, perseverance, challenging myself Thinking: using tactics, exploring actions</p>	<p>Introduction 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 chose 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.</p> <p>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.</p> <p><b>Key Skills:</b></p>	<p>Introduction In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p> <p><b>Key Skills:</b> Physical: running, co-ordination, stamina, strength, agility, balance Social: co-operation, support, responsibility Emotional: kindness, perseverance, honesty, independence Thinking: comprehension, creativity, problem solving, reflection</p>	<p>Introduction 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.</p> <p><b>Key Skills:</b> Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping Social: taking turns, supporting and encouraging others, working safely, communication Emotional: challenging myself, perseverance, honesty Thinking: selecting and applying, identifying strengths, listening and following instructions</p>	<p>Introduction In this unit pupils learn to use space safely and effectively. They 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 phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p><b>Key Skills:</b> Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions Social: sharing, working safely Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions</p>

			Physical: travel, copying and performing actions, using shape, balance, co-ordination Social: co-operation, communication, coming to decisions with a partner, respect Emotional: confidence, acceptance Thinking: counting, observing and providing feedback, selecting and applying actions			
	<b>Invasion</b>	<b>Net and Wall</b>	<b>Sending and Receiving</b>	<b>Striking and Fielding</b>	<b>Target Games</b>	<b>Team Building</b>
	<p>Introduction</p> <p>In this unit pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and</p>	<p>Introduction</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p><b>Key Skills:</b> Physical: throwing, catching, hitting a ball, tracking a ball Social: respect,</p>	<p>Introduction</p> <p>In this unit pupils will 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.</p> <p><b>Key Skills:</b></p>	<p>Introduction</p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing</p>	<p>Introduction</p> <p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be 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 organize and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p> <p><b>Key Skills:</b> Physical: balancing, travelling actions Social; communication, sharing ideas, inclusion, encouraging and supporting others Emotional: confidence, trust, honesty Thinking: decision making, using tactics, providing</p>

	<p>opponents.</p> <p><b>Key Skills:</b> Physical: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space Social: co-operation, communication, supporting and encouraging others, respect and kindness towards others Emotional: honesty and fair play, managing emotions Thinking: connecting information, decision making, recalling information</p> <p><b>Yoga</b></p> <p>Introduction Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b></p>	<p>communication Emotional: honesty and fair play, determination Thinking: decision making, using simple tactics, recalling information, comprehension</p>	<p>Physical: rolling, kicking, throwing, catching, tracking Social: taking turns, supporting and encouraging others, respect, communication Emotional: challenging myself, perseverance, honesty, being happy to succeed Thinking: transferring skills</p>	<p>competitively and develop communication skills.</p> <p><b>Key Skills:</b> Physical: throwing, catching, retrieving a ball, tracking a ball, striking a ball Social: communication, supporting and encouraging others, consideration of others Emotional: perseverance, honesty and fair play Thinking: using tactics, selecting and applying skills, decision making</p>	<p><b>Key Skills:</b> Physical: underarm throwing, overarm throwing, aim, hand eye co-ordination Social: communication, supporting and encouraging others, leadership Emotional: perseverance, honesty, fair play Thinking: using tactics, selecting and applying skills, decision making</p>	<p>instructions, planning, problem solving</p>
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	<p>Physical: breathing, relaxation, balance, flexibility, strength Social: working safely, sharing ideas, leadership Emotional: calmness, patience, understanding, independence Thinking: selecting actions, comprehension, focus, providing feedback</p>					
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Year 2 (KS1)	Athletics	Ball Skills	Dance	Fitness	Fundamentals	Gymnastics
	<p>Introduction 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.</p> <p><b>Key Skills:</b> Physical: running at different speeds, jumping for distance, throwing for distance Social: working safely, collaborating with others Emotional: working independently, determination Thinking: observing and providing feedback, exploring ideas</p>	<p>Introduction In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><b>Key Skills:</b> Physical: rolling, kicking, throwing, catching, bouncing, dribbling Social: co-operation, communication, leadership, supporting others Emotional: honesty, perseverance, challenging myself Thinking: using tactics, exploring actions</p>	<p>Introduction 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.</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback</p>	<p>Introduction Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><b>Key Skills:</b> Physical: agility, balance, co-ordination, speed, stamina, skipping Social: taking turns, encouraging and supporting others Emotional: determination, perseverance, challenging myself Thinking: identifying strengths and areas for improvement, observing and providing feedback</p>	<p>Introduction Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p><b>Key Skills:</b> Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping Social: taking turns, supporting and encouraging others, respect, communication Emotional: challenging myself, perseverance, honesty Thinking: selecting and applying, identifying strengths</p>	<p>Introduction 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.</p> <p><b>Key Skills:</b> Physical: shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll Social: sharing, working safely Emotional: confidence, independence Thinking: observing and providing feedback, selecting and applying actions</p>



	<p><b>Key Skills:</b> Physical: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space Social: communication, respect, co-operation, kindness Emotional: empathy, integrity, independence, determination, perseverance Thinking: creativity, reflection, decision making, comprehension.</p> <p><b>Yoga</b></p> <p>Introduction Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p><b>Key Skills:</b> Physical: breathing, balance, flexibility,</p>	<p><b>Key Skills:</b> Physical: throwing, catching, racket skills, ready position, hitting a ball Social: support, co-operation, respect, communication Emotional: perseverance, honesty Thinking: decision making, reflection, comprehension, selecting and applying</p>	<p>self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p> <p><b>Key Skills:</b> Physical: rolling, kicking, throwing, catching, tracking Social: co-operation, communication, keeping others safe Emotional: perseverance, transferring knowledge Thinking: identifying how to improve, transferring skills</p>	<p>how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p> <p><b>Key Skills:</b> Physical: throwing and catching, tracking a ball, bowling, batting Social: communication, collaboration Emotional: honesty, acceptance, controlling emotions Thinking: select and apply, using tactics, decision making</p>	<p><b>Key Skills:</b> Physical: throwing, rolling, striking Social: communication, collaboration, kindness, support Emotional: honesty, perseverance, independence, manage emotions Thinking: select and apply, using tactics, decision making, provide feedback, problem solving</p>	<p>Physical: travelling actions, jumping, balancing, Social: communication, listening, leading, inclusion Emotional: trust, honesty and fair play, acceptance Thinking: planning, decision making, problem solving</p>
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	<p>strength Social: working safely, sharing ideas, leadership Emotional: calmness, patience, understanding Thinking: selecting actions, creating poses, focus, providing feedback</p>					
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Year 3 – Specific progressions	Athletics	Dance	Gymnastics	OAA Outdoor Adventurous Activities	Tennis
	<p>Introduction 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.</p> <p><b>Key Skills:</b> Physical: sprinting, jumping for distance, push and pull throwing for distance Social: working collaboratively, working safely Emotional: perseverance, determination Thinking: observing and providing feedback</p>	<p>Introduction 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.</p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. 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.</p> <p><b>Key Skills:</b> Physical: using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control,</p>	<p>Introduction In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them 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.</p> <p><b>Key Skills:</b> Physical: individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics Social: collaboration, communication, respect Emotional: confidence Thinking: observing and</p>	<p>Introduction Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><b>Key Skills:</b> Physical: balance, running Social: communication, teamwork, trust, inclusion, listening Emotional: confidence Thinking: planning, map reading, decision making, problem solving</p>	<p>Introduction In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple 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.</p> <p><b>Key Skills:</b> Physical: forehand, backhand, throwing, catching, ready position Social: collaboration, respect, supporting others Emotional: honesty, perseverance Thinking: decision making, understanding rules, using tactics</p>

balance  
Social: sharing ideas,  
respect, inclusion of others,  
leadership, working safely  
Emotional: confidence,  
acceptance  
Thinking: selecting and  
applying actions, creating,  
observing and providing  
feedback

providing feedback,  
selecting and applying  
actions, evaluating and  
improving

Year 3 and 4 combined progressions	Ball Skills	Basketball	Cricket	Dodgeball	Fitness	Football
	<p>Introduction Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will 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 will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p><b>Key Skills:</b> Physical: tracking a ball, throwing, catching, dribbling Social: supporting others, co-operation, communication, managing games Emotional: perseverance, honesty, respect, challenging self Thinking: decision making, developing tactics, creativity</p>	<p>Introduction Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p> <p><b>Key Skills:</b> Physical: throwing and catching, dribbling, intercepting, shooting Social: working safely, communication, collaboration Emotional: honesty and fair play, perseverance Thinking: planning strategies and using tactics, observing and providing feedback</p>	<p>Introduction Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, 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.</p> <p><b>Key Skills:</b> Physical: underarm and overarm throwing, catching, over and underarm bowling, fielding and tracking a ball, batting Social: collaboration and communication, respect Emotional: perseverance, honesty</p>	<p>Introduction Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple 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 improve on their own and others performances.</p> <p><b>Key Skills:</b> Physical: throwing, catching, dodging, blocking Social: communication, collaboration, respect Emotional: honesty, perseverance Thinking: decision making, selecting and applying skills</p>	<p>Introduction Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their 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 for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> <p><b>Key Skills:</b> Physical: strength, speed, power, agility, coordination, balance, stamina Social: supporting others, working safely Emotional: perseverance, determination</p>	<p>Introduction Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><b>Key Skills:</b> Physical: dribbling, passing, ball control, tracking/jockeying, turning, receiving Social: communication, collaboration, cooperation Emotional: honesty, perseverance Thinking: selecting and applying tactics, decision making</p>

			Thinking: observing and providing feedback, applying strategies		Thinking: identifying areas of strength and areas for development	
	<b>Fundamentals</b>	<b>Golf</b>	<b>Handball</b>	<b>Hockey</b>	<b>Netball</b>	<b>Rounders</b>
	<p>Introduction 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.</p> <p><b>Key Skills:</b> Physical: balancing, running, hopping, jumping, dodging, skipping Social: supporting and encouraging others, respect, communication,</p>	<p>Introduction Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.</p> <p>Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.</p> <p><b>Key Skills:</b> Physical: balancing, coordination, accuracy, striking, throwing</p>	<p>Introduction Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</p> <p><b>Key Skills:</b> Physical: ball control, throwing and catching, moving with the ball,</p>	<p>Introduction Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p> <p><b>Key Skills:</b> Physical: passing, dribbling, receiving, intercepting, tackling Social: communication, collaboration, inclusive</p>	<p>Introduction Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p><b>Key Skills:</b> Physical: passing, catching, footwork, intercepting, shooting Social: working safely, communication, collaboration Emotional: honesty and fair play, perseverance Thinking: planning</p>	<p>Introduction 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 their 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.</p> <p><b>Key Skills:</b> Physical: underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting Social: collaboration and communication, respect, supporting and encouraging others Emotional: honesty and</p>



	<p>taking turns Emotional: challenging myself, perseverance, honesty Thinking: selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development</p> <p><b>Tag Rugby</b></p> <p>Introduction In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p><b>Key Skills:</b> Physical: passing, catching, dodging, tagging, scoring Social: communication, collaboration, inclusion</p>	<p>Social: taking turns, supporting and encouraging others, respect, communication Emotional: challenging myself, perseverance, honesty, determination Thinking: selecting and applying skills, identifying strengths, identifying weaknesses, creativity</p> <p><b>Yoga</b></p> <p>Introduction Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p> <p><b>Key Skills:</b> Physical: breathing, balance, flexibility, strength, coordination Social: working safely, sharing ideas, leadership Emotional: calmness, focus, confidence</p>	<p>dribbling, shooting Social: working safely, communication, respect Emotional: honesty and fair play, perseverance Thinking: planning strategies, observing and providing feedback</p>	<p>Emotional: honesty and fair play, perseverance, empathy Thinking: planning strategies and using tactics, observing and providing feedback, decision making</p>	<p>strategies and using tactics, observing and providing feedback</p>	<p>fair play, confident to take risks, managing emotions Thinking: observing and providing feedback, using tactics, decision making</p>
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	<p>Emotional: honesty and fair play, perseverance, confidence</p> <p>Thinking: planning strategies and using tactics, observing and providing feedback</p>	<p>Thinking: selecting actions, creating poses and flows, providing feedback</p>				
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Year 4 – Specific progressions	Athletics	Dance	Gymnastics	OAA – Outdoor Adventurous Activities	Swimming	Tennis
	<p>Introduction 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.</p> <p><b>Key Skills:</b> Physical: pacing, sprinting technique, jumping for distance, throwing for distance Social: working collaboratively, working safely Emotional: perseverance, determination Thinking: observing and providing feedback, exploring ideas</p>	<p>Introduction 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.</p> <p>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.</p> <p><b>Key Skills:</b> Physical: performing a</p>	<p>Introduction In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner 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.</p> <p><b>Key Skills:</b> Physical: individual and partner balances, jumps using rotation, straight</p>	<p>Introduction Pupils further develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes.</p> <p><b>Key Skills:</b> Physical: balance, dodging, running Social: communication, teamwork, trust, inclusion, listening Emotional: confidence, resilience, determination, honesty, integrity Thinking: planning, map reading, decision making, tactics, problem solving</p>	<p>Introduction This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><b>Key Skills:</b> Physical: submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position Social: communication, supporting and encouraging others, keeping myself and others safe Emotional: confidence Thinking:</p>	<p>Introduction In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to 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.</p> <p><b>Key Skills:</b> Physical: underarm throwing, catching, forehand, backhand, ready position Social: collaboration, respect, supporting others Emotional: honesty, perseverance Thinking: decision making, understanding rules, selecting and applying skills and tactics</p>

		variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique Social: collaboration, consideration, inclusion, respect Emotional: empathy, confidence Thinking: observing and providing feedback, selecting and applying skills	roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: responsibility, collaboration, communication, respect Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences		comprehension, planning tactics	
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Year 5 – Specific progressions	Athletics	Dance	Gymnastics	OAA – Outdoor Adventurous activities	Tennis
	<p>Introduction</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</p> <p><b>Key Skills:</b> Physical: pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance Social: collaborating with</p>	<p>Introduction</p> <p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes.</p> <p>Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p>As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work.</p> <p>They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show</p>	<p>Introduction</p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronization 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.</p> <p><b>Key Skills:</b> Physical: symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand Social: responsibility,</p>	<p>Introduction</p> <p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They 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 learn to orientate and navigate using a map.</p> <p><b>Key Skills:</b> Physical: stamina, running Social: communication, teamwork, negotiation, empathy, inclusion, listening Emotional: confidence Thinking: planning, map reading, decision making, problem solving</p>	<p>Introduction</p> <p>In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p><b>Key Skills:</b> Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve Social: collaboration, communication, respect Emotional: honesty Thinking: decision making, selecting and applying tactics</p>

	<p>others, supporting others  Emotional: perseverance, determination  Thinking: observing and providing feedback</p>	<p>respect towards others.  <b>Key Skills:</b>  Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions  Social: collaboration, consideration and awareness of others, inclusion, respect, leadership  Emotional: empathy, confidence  Thinking: creating, observing and providing feedback, using feedback to improve, selecting and applying skills</p>	<p>collaboration, communication, respect  Emotional: confidence  Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences</p>			
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Year 5 and 6 Combined progressions	Badminton	Basketball	Cricket	Dodgeball	Fitness	Football
	<p>Introduction Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves &amp; others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <p><b>Key Skills:</b> Physical: ready position, grip, forehand, backhand, serve, footwork Social: communication, respect, supporting and encouraging others</p>	<p>Introduction In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p><b>Key Skills:</b> Physical: throwing and catching, dribbling, intercepting, shooting Social: communication, collaboration Emotional: perseverance, honesty and fair play Thinking: planning strategies and using tactics, observing and providing feedback</p>	<p>Introduction Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play 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.</p> <p><b>Key Skills:</b> Physical: underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting Social: collaboration and communication, respect</p>	<p>Introduction Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also 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 learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p><b>Key Skills:</b> Physical: throwing, catching, dodging, blocking Social: collaboration, respect, leadership Emotional: honesty, determination, confidence</p>	<p>Introduction Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their 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 scores they have collected.</p> <p><b>Key Skills:</b> Physical: strength, speed, power, agility, coordination, balance, stamina Social: supporting and encouraging others, working collaboratively Emotional: perseverance, determination</p>	<p>Introduction Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p><b>Key Skills:</b> Physical: dribbling, passing, ball control, tracking / jockeying, turning, goalkeeping, receiving Social: communication, collaboration, cooperation, respect Emotional: honesty, perseverance Thinking: selecting and applying tactics, decision making</p>

	<p>Emotional: confidence, perseverance, honesty Thinking: using tactics, selecting and applying skills, identifying strengths and areas for development</p>		<p>Emotional: honesty Thinking: observing and providing feedback, selecting and applying strategies</p>	<p>Thinking: decision making, selecting and applying tactics</p>	<p>Thinking: analysing scores</p>	
<p><b>Golf</b></p> <p>Introduction Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their</p>	<p><b>Handball</b></p> <p>Introduction Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</p> <p><b>Key Skills:</b> Physical: throwing and catching, moving with the</p>	<p><b>Hockey</b></p> <p>Introduction In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</p> <p><b>Key Skills:</b> Physical: dribbling, passing, receiving,</p>	<p><b>Netball</b></p> <p>Introduction In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self</p>	<p><b>Rounders</b></p> <p>Introduction 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 learn 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.</p> <p><b>Key Skills:</b> Physical: throwing &amp;</p>	<p><b>Tag Rugby</b></p> <p>Introduction In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	



	<p>own course.</p> <p><b>Key Skills:</b> Physical: accuracy, balance, coordination, striking Social: taking turns, supporting and encouraging others, respect, communication, sharing and agreeing on ideas Emotional: challenging myself, perseverance, honesty, being of proud of their work Thinking: selecting and applying skills, identifying strengths and areas for development, creativity</p> <p><b>Volleyball</b></p> <p>Introduction Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be</p>	<p>ball, dribbling, intercepting, shooting Social: collaboration, communication Emotional: honesty and fair play, perseverance Thinking: planning strategies and using tactics, observing and provide feedback</p> <p><b>Yoga</b></p> <p>Introduction Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with</p>	<p>tackling, creating and using space, shooting Social: communication, collaboration Emotional: perseverance, honesty and fair play Thinking: planning strategies and using tactics, observing and providing feedback, selecting and applying skills</p>	<p>managing games.</p> <p><b>Key Skills:</b> Physical: passing, catching, footwork, intercepting, shooting, dodging Social: communication, collaboration Emotional: perseverance, honesty and fair play Thinking: planning strategies and using tactics, selecting and applying skills, decision making</p>	<p>catching, bowling, tracking, fielding &amp; retrieving a ball, batting Social: organising &amp; self-managing a game, respect, supporting &amp; encouraging others, communicating ideas &amp; reflecting with others Emotional: honesty &amp; fair play, confident to take risks, managing emotion Thinking: decision making, using tactics, identifying how to improve, selecting skills</p>	<p><b>Key Skills:</b> Physical: throwing, catching, running, dodging, scoring Social: communication, collaboration Emotional: perseverance, confidence, honesty and fair play Thinking: planning strategies and using tactics, observing and providing feedback, selecting and applying skills</p>
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	<p>given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves &amp; others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <p><b>Key Skills:</b> Physical: volley, set, dig, serve, ready position Social: communication, respect, supporting and encouraging others Emotional: confidence, perseverance, honesty Thinking: using tactics, selecting and applying skills, identifying strengths and areas for development</p>	<p>others and be given the opportunity to create their own flows and lead others.</p> <p><b>Key Skills:</b> Physical: balance, strength, flexibility, coordination Social: leadership, sharing ideas, working safely Emotional: confidence, working independently Thinking: creating, selecting and applying actions, observing and providing feedback</p>				
<b>Year 6 – Specific Progressions</b>	<p><b>Athletics</b></p> <p>Introduction In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As</p>	<p><b>Dance</b></p> <p>Introduction 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</p>	<p><b>Gymnastics</b></p> <p>Introduction In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway,</p>	<p><b>OAA – Outdoor adventurous activities</b></p> <p>Introduction Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually,</p>	<p><b>Tennis</b></p> <p>Introduction In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand,</p>	

<p>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.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.</p> <p><b>Key Skills:</b> Physical: pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance Social: negotiating, collaborating with others Emotional: perseverance, determination Thinking: observing and providing feedback</p>	<p>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.</p> <p>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.</p> <p><b>Key Skills:</b> Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching &amp; mirroring Social: sharing ideas, consideration of others,</p>	<p>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.</p> <p><b>Key Skills:</b> Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault Social: responsibility, collaboration, communication, respect Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences</p>	<p>collaboratively in pairs and groups to solve problems. They 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 a small group. Pupils learn to orientate and navigate using a map.</p> <p><b>Key Skills:</b> Physical: stamina, running Social: communication, teamwork, trust, inclusion, listening Emotional: confidence Thinking: planning, map reading, decision making, problem solving</p>	<p>volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p> <p><b>Key Skills:</b> Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve Social: collaboration, communication, respect Emotional: honesty, perseverance Thinking: decision making, selecting and applying tactics, evaluating and improving</p>	
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		inclusion, respect, leadership, supporting others Emotional: empathy, confidence Thinking: observing & providing feedback, using feedback to improve, selecting & applying skills				
<b>Enrichment Opportunities</b>						