



Whole School PE Curriculum Progression 2024/2025

End of EYFS Expectations:

Early Learning Goals: **Personal, Social and Emotional Development ELG:** -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play co-operatively and take turns with others. Show sensitivity to their own and to others' needs **Physical Development ELG:** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

NURSERY

Autumn 1 - Introduction to PE: Unit 1

Overview	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.
Skills	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
Knowledge	Problem Solving: Children will learn to make simple decisions in response to a task. Navigational Skills: Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe. Communication: Children will learn that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'. Rules: Children will learn that rules help to keep us safe. Reflection: Children will begin to identify when they are successful.



Autumn 2 - Fundamentals: Unit 1	
Overview	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.
Skills	Physical: Balance, run, jump, hop, change direction Social: Support others, work safely, take turns Emotional: Honesty, determination Thinking: Decision making, comprehension, select and apply Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.
Knowledge	Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that i use one foot to hop. Skipping: know that if I hop then step that will help me to skip
Spring 1 - Gymnastics: Unit 1	
Overview	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.
Skills	Physical: Shapes, balances, jumps, rocking, rolling, travel Social: Work safely, collaboration, share and take turns Emotional: Determination, confidence Thinking: Comprehension, creativity, select and apply



	<p>Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p>
Knowledge	<p>Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.</p>
<p>Spring 2 - Dance: Unit 1</p>	
Overview	<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>
Skills	<p>Physical: Actions, dynamics, space Social: Work safely, respect, collaboration Emotional: Independence, confidence Thinking: Select and apply actions, creativity, exploration, recall, provide feedback</p> <p>Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p>
Knowledge	<p>Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others, I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>
<p>Summer 1 - Games: Unit 1</p>	
Overview	<p>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</p>



	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.
Skills	<p>Physical: Run, balance, change direction, throw, catch</p> <p>Social: Work safely, communication, co-operation, support and encourage others</p> <p>Emotional: Confidence, honesty, determination, manage emotions</p> <p>Thinking: Comprehension, decision making</p>
Knowledge	<p>Running: Children will learn to use big steps to run and small steps to stop. Throwing: Children will learn to point their hand at their target when throwing. Catching: Children will learn to watch the ball and have hands out ready to catch. Tactics: Children will learn to make simple decisions in response to a task. Rules: Children will learn that rules help them to stay safe.</p>
Summer 2 – Ball Skills: Unit 1	
Overview	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.
Skills	<p>Physical: Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick</p> <p>Social: Work safely, collaboration, co-operation, support others</p> <p>Emotional: Perseverance, independence, honesty</p> <p>Thinking: Use tactics, comprehension</p> <p>Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet</p>
Knowledge	<p>Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</p>



EYFS - RECEPTION

Autumn 1 - Introduction to PE: Unit 1

Overview	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.
Skills	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
Knowledge	Problem Solving: Children will learn to make simple decisions in response to a task. Navigational Skills: Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe. Communication: Children will learn that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'. Rules: Children will learn that rules help to keep us safe. Reflection: Children will begin to identify when they are successful.

Autumn 1 - Fundamentals: Unit 1

Overview	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.
Skills	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>Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.</p>
Knowledge	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip</p>
Autumn 2 - Introduction to PE: Unit 2	
Overview	<p>In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p>
Skills	<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>
Knowledge	<p>Problem Solving: Children will learn to make simple decisions in response to a task. Navigational Skills: Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe. Communication: Children will learn that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'. Rules: Children will learn that rules help to keep us safe. Reflection: Children will begin to identify when they are successful.</p>
Autumn 2 - Fundamentals: Unit 2	
Overview	<p>In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will</p>



	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.
Skills	<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>Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.</p>
Knowledge	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip.</p>
Spring 1 - Gymnastics: Unit 1	
Overview	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.
Skills	<p>Physical: Shapes, balances, jumps, rocking, rolling, travel Social: Work safely, collaboration, share and take turns Emotional: Determination, confidence Thinking: Comprehension, creativity, select and apply</p> <p>Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p>
Knowledge	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that



	bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.
Spring 1 - Dance: Unit 1	
Overview	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.
Skills	Physical: Actions, dynamics, space Social: Work safely, respect, collaboration Emotional: Independence, confidence Thinking: Select and apply actions, creativity, exploration, recall, provide feedback Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.
Knowledge	Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.
Spring 2 - Gymnastics: Unit 2	
Overview	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.



Skills	<p>Physical: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Social: Work safely, collaboration, share and take turns, support others</p> <p>Emotional: Determination, confidence</p> <p>Thinking: Comprehension, creativity, select and apply</p> <p>Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p>
Knowledge	<p>Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.</p>
<p>Spring 2 - Dance: Unit 2</p>	
Overview	<p>In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>
Skills	<p>Physical: Actions, dynamics, space</p> <p>Social: Work safely, respect, collaboration</p> <p>Emotional: Confidence, independence</p> <p>Thinking: Comprehension, provide feedback, select and apply actions, creativity</p> <p>Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p>



Knowledge	<p>Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space, it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>
Summer 1 - Games: Unit 1	
Overview	<p>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.</p>
Skills	<p>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</p>
Knowledge	<p>Running: Children will learn to use big steps to run and small steps to stop. Throwing: Children will learn to point their hand at their target when throwing. Catching: Children will learn to watch the ball and have hands out ready to catch. Tactics: Children will learn to make simple decisions in response to a task. Rules: Children will learn that rules help them to stay safe.</p>
Summer 1 – Ball Skills: Unit 1	
Overview	<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>
Skills	<p>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</p>



	<p>Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet</p>
Knowledge	<p>Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</p>
<p>Summer 2 - Games: Unit 2</p>	
Overview	<p>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.</p>
Skills	<p>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</p> <p>Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment. Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself. Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping. Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games</p>
Knowledge	<p>Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>



	<p>Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe.</p> <p>Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p> <p>Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>
Summer 2 – Ball Skills: Unit 2	
Overview	<p>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.</p>
Skills	<p>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</p> <p>Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet</p>
Knowledge	<p>Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</p>



End of KS1 Expectations:

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

YEAR 1

Autumn 1 – Fundamentals

Overview	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.
Skills	Physical: Balance, jump, hop, run, speed, agility, dodge, skip, co-ordination Social: Collaboration, work safely, support others Emotional: Determination, self regulation, honesty, perseverance Thinking: Comprehension, select and apply skills Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.
Knowledge	Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms, it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that



	landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm
Autumn 1 – Ball Skills	
Overview	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.
Skills	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 Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.
Knowledge	Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling.
Autumn 2 - Athletics	
Overview	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.



Skills	<p>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</p> <p>Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p>
Knowledge	<p>Running: understand that if I swing my arms, it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly.</p>
Autumn 2 – Sending & Receiving	
Overview	<p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending</p>
Skills	<p>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</p>
Knowledge	<p>Sending: Face your body towards your target when sending to help you to balance. Look at your partner before sending the ball. Receiving: Watch the ball as it comes towards you.</p>



Spring 1 - Gymnastics

Spring 1 - Gymnastics	
Overview	In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination
Skills	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 Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps, including jumping off low apparatus.
Knowledge	Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended
Spring 1 – Target Games	
Overview	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.
Skills	<p>Physical: Throw, catch, hit a ball, track a ball</p> <p>Social: Support others, work safely, communication, co-operation</p> <p>Emotional: Perseverance, independence, determination</p> <p>Thinking: Comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making</p> <p>Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.</p>
Knowledge	<p>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly</p>
Spring 2 - Gymnastics	
Overview	In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination
Skills	<p>Physical: Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: Respect, collaboration, sharing, work safely</p> <p>Emotional: Confidence, self regulation, perseverance</p> <p>Thinking: Comprehension, select and apply action, creativity</p>



	<p>Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps, including jumping off low apparatus</p>
Knowledge	<p>Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>
<p>Spring 2 – Invasion Games</p>	
Overview	<p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>
Skills	<p>Physical: Dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: Supporting others, communication, co-operation, kindness Emotional: Perseverance, confidence, honesty Thinking: Comprehension, identifying strengths and areas for development, select and apply</p> <p>Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner</p>
Knowledge	<p>Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking:</p>



	know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.
Summer 1 - Dance	
Overview	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.
Skills	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 Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.
Knowledge	Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly.



Summer 1 – Striking & Fielding Games

Overview	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.
Skills	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 Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.
Knowledge	Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.

Summer 2 - Dance

Overview	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
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	terminology to do so. This unit links to the following strand of the NC: perform dances using simple movement patterns.
Skills	<p>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</p> <p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.</p>
Knowledge	<p>Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly</p>
Summer 2 – Net & Wall Games	
Overview	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. This unit links to the following strands of the NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending



Skills	<p>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</p> <p>Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.</p>
Knowledge	<p>Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: know that using a ready position will help me to move in any direction. Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly.</p>



YEAR 2

Autumn 1 – Fundamentals

Overview	In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.
Skills	<p>Physical: Run, speed, agility, dodge, balance, jump, hop, skip Social: Collaboration, respect, take turns, communication, encourage others Emotional: Determination, honesty, perseverance Thinking: Comprehension, make decisions, creativity, use tactics, recall</p> <p>Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.</p>
Knowledge	<p>Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope</p>



Autumn 1 – Ball Skills

Autumn 1 – Ball Skills	
Overview	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.
Skills	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 Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move
Knowledge	Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.
Autumn 2 - Athletics	
Overview	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.
Skills	Physical: Run, jump for distance, jump for height, throw for distance, throw for accuracy Social: Communication, work safely, support others Emotional: Determination, independence



	<p>Thinking: Comprehension, observe and provide feedback, explore ideas, select and apply skills</p> <p>Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.</p>
Knowledge	<p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.</p>
<p>Autumn 2 – Sending & Receiving</p>	
Overview	<p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending</p>
Skills	<p>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</p>
Knowledge	<p>Sending: Control the ball before sending it. Stepping with opposite foot to throwing arm will help you to balance. Receiving: Use wide fingers and pull the ball in to your chest to help to securely catch.</p>



Spring 1 - Gymnastics

Spring 1 - Gymnastics	
Overview	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination
Skills	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 Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations
Knowledge	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together, it will help my sequence to flow.
Spring 1 – Target Games	
Overview	Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use



	simple tactics. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.
Skills	<p>Physical: Roll, overarm throw, underarm throw, strike, dodge, jump</p> <p>Social: Congratulate, support others, co-operation, kindness</p> <p>Emotional: Manage emotions, honesty</p> <p>Thinking: Identify areas of strength and areas for development, select and apply, comprehension, decision making</p> <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency</p>
Knowledge	<p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Striking: know to finish with my object/hand pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.</p>
Spring 2 - Gymnastics	
Overview	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination
Skills	<p>Physical: Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: Leadership, work safely, respect</p> <p>Emotional: Confidence, independence</p> <p>Thinking: Select and apply actions, creativity</p>



	<p>Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations</p>
Knowledge	<p>Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together, it will help my sequence to flow.</p>
<p>Spring 2 – Invasion Games</p>	
Overview	<p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending</p>
Skills	<p>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</p> <p>Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.</p>
Knowledge	<p>Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps</p>



	<p>me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.</p>
<p>Summer 1 - Dance</p>	
Overview	<p>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.</p>
Skills	<p>Physical: Actions, dynamics, space, relationships Social: Respect, collaboration, work safely, communication Emotional: Independence, confidence, perseverance, determination Thinking: Provide feedback, comprehension, reflection, observation, creativity</p> <p>Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance</p>
Knowledge	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance, my performance will improve.</p>



Summer 1 – Striking & Fielding Games

Summer 1 – Striking & Fielding Games	
Overview	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.
Skills	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 Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.
Knowledge	Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.
Summer 2 - Dance	
Overview	Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They



	will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. This unit links to the following strand of the NC: perform dances using simple movement patterns.
Skills	<p>Physical: Actions, dynamics, space, relationships Social: Respect, collaboration, work safely, communication Emotional: Independence, confidence, perseverance, determination Thinking: Provide feedback, comprehension, reflection, observation, creativity</p> <p>Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance</p>
Knowledge	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance, my performance will improve.</p>
Summer 2 – Net & Wall Games	
Overview	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. This unit links to the following strands of the NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending
Skills	Physical: Throw, catch, hit, track



	<p>Social: Co-operation, respect, support others Emotional: Perseverance, honesty Thinking: Select and apply, reflection, decision making, comprehension</p> <p>Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.</p>
Knowledge	<p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.</p>