

Nurse	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	Introduction to PE	Fundamentals	Gymnastics	Dance	Ball Skills	Games
<b>Overview</b>	Pupils 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.	Pupils 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, working independently and with a partner.	Pupils 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.	Pupils 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	Pupils 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	Pupils 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 Physical Running, balancing, changing direction, striking a ball, throwing partner and begin to understand what a team is, as well as learning how to behave when winning and losing.
<b>Lesson Objectives</b>	To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.	To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.	To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together.	To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions.	To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.	To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.
<b>Motor Competence</b>		Running Jumping Agility Balance Co-ordination Speed Strength Stamina	Agility Balance Co-ordination Speed Stamina Shapes Balances Rolls Jumps	Actions Dynamics Space	Running Jumping Throwing Sending & receiving Dribbling Space Attacking & defending Sending Catching Tracking Dribbling	Running Jumping Throwing Hitting Feeding
<b>Rules, strategies and tactics</b>	Problem solving Navigational skills Communication Rules	Rules	Strategy	Performance Strategy	Space Attacking & defending Tactics Rules	Footwork. Tactics Rules
<b>Healthy Participation Social emotional Thinking</b>	<b>Social:</b> Sharing, leadership <b>Emotional:</b> Perseverance, confidence <b>Thinking:</b> Decision making, selecting and applying actions	<b>Social:</b> Working safely, responsibility, helping others <b>Emotional:</b> Honesty, challenging myself, determination <b>Thinking:</b> Decision making, selecting and applying actions, using tactics	<b>Social:</b> Taking turns, co-operation, communication <b>Emotional:</b> Confidence, determination <b>Thinking:</b> Selecting and applying skills, creating sequences	<b>Social:</b> Respect, co-operating with others <b>Emotional:</b> Working independently, determination <b>Thinking:</b> Counting, observing and providing feedback, selecting and applying actions	<b>Social:</b> Co-operation, supporting others, sharing and taking turns <b>Emotional:</b> Honesty, perseverance <b>Thinking:</b> Using tactics, decision making	<b>Social:</b> Communication, co-operation, taking turns, supporting and encouraging others <b>Emotional:</b> Honesty and fair play, managing emotions <b>Thinking:</b> Using tactics, decision making
<b>Vocabulary</b>	share, team, path, listen, space, travel, follow, safely	run, stop, space, jump, balance, skip	move, copy, over, shape, space, rock, safely, around, sideways, travel, forwards, backwards	Move, copy, shape, space, safely, around, travel, sideways, forwards, backwards	pass, team, balance, tag, safely, space, forwards, backwards, run, roll, aim	pass, team, balance, tag, safely, space, forwards, backwards, run, roll, aim

Reception	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Reception	Introduction to PE	Fundamentals	Gymnastics	Dance	Ball Skills	Games
<b>Theme</b>	Pupils 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.	Pupils will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.	Pupils will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, 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.	Pupils 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.	Pupils 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.	Pupils 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 start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.
<b>Overview</b>	To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.	To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.	To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus.	To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts.	To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target.	To aim when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against a partner. To develop co-ordination and play by the rules. To explore striking a ball and keeping score. To work co-operatively as a team.
<b>Motor Competence</b>		Running Jumping Agility Balance Co-ordination Speed Strength Stamina	Agility Balance Co-ordination Speed Stamina Shapes Balances Rolls Jumps	Actions Dynamics Space	Running Jumping Throwing Sending & receiving Dribbling Space Attacking & defending Sending Catching Tracking Dribbling	Running Jumping Throwing Hitting Feeding
<b>Rules, strategies and tactics</b>	Problem solving Navigational skills Communication Rules	Rules	Strategy	Performance Strategy	Space Attacking & defending Tactics Rules	Footwork. Tactics Rules
<b>Healthy Participation</b>	<b>Social:</b> Sharing and taking turns, encouraging and supporting others. responsibility <b>Emotional:</b> Honesty and fair play, confidence, perseverance <b>Thinking:</b> Decision making, understanding and using rules	<b>Social:</b> Working safely, responsibility, working with others <b>Emotional:</b> Managing emotions, challenging myself <b>Thinking:</b> Selecting and applying actions	<b>Social:</b> Leadership, taking turns, helping others <b>Emotional:</b> Determination <b>Thinking:</b> Selecting and applying skills, creating sequences	<b>Social:</b> Respect, co-operating with others <b>Emotional:</b> Working independently, confidence <b>Thinking:</b> Counting, observing and providing feedback, selecting and applying action	<b>Social:</b> Co-operation, sharing and taking turns <b>Emotional:</b> Determination <b>Thinking:</b> Using tactics, decision making	<b>Social:</b> Communication, co-operation, taking turns, respect, supporting and encouraging others <b>Emotional:</b> Honesty, managing emotions, perseverance <b>Thinking:</b> Using tactics
<b>Vocabulary</b>	share, team, path, listen, space, travel, follow, safely	run, stop, space, jump, balance, skip	move, copy, over, shape, space, rock, safely, around, sideways, travel, forwards, backwards	move, copy, shape, space, safely, around, travel, sideways, forwards, backwards	pass, team, balance, tag, safely, space, forwards, backwards, run, roll, aim	pass, team, balance, tag, safely, space, forwards, backwards, run, roll, aim

Year 1	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	Fundamentals	Gymnastics	Dance	Invasion	Athletics	Team Building
<b>Overview</b>	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.	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.	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.	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 opponents.	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.	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.
<b>Lesson Objectives</b>	To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope.	To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence.	To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To explore speeds and actions in our toy inspired dance. To use expression and create actions that relate to the story. To use a pathway when travelling. To explore and copy actions in response to a theme. To create my own actions for an animal. To explore pathways with a partner.	To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending.	To move at different speeds over varying distances. To develop balance. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.	To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges.
<b>Motor Competence</b>	Running Jumping Balancing Hopping Skipping	Shapes Balances Rolls Jumps	Actions Dynamics Space Relationships	Sending & receiving Dribbling	Running Jumping Throwing	
<b>Rules, strategies and tactics</b>		Strategy	Performance. Strategy	Space Attacking Defending Tactics Rules	Rules	Rules Problem solving Navigational Communication Reflection
<b>Healthy Participation Social emotional Thinking</b>	<b>Social:</b> Taking turns, supporting and encouraging others, working safely, communication <b>Emotional:</b> Challenging myself, perseverance, honesty <b>Thinking:</b> Identifying strengths, listening and following instructions	<b>Social:</b> Sharing, working safely <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback, selecting and applying actions	<b>Social:</b> Co-operation, communication, coming to decisions with a partner, respect <b>Emotional:</b> Confidence, acceptance <b>Thinking:</b> Counting, observing and providing feedback, selecting and applying actions	<b>Social:</b> Co-operation, communication, supporting and encouraging others <b>Emotional:</b> Honesty and fair play, managing emotions <b>Thinking:</b> Connecting information, decision making, recalling information	<b>Social:</b> Working safely, collaborating with others <b>Emotional:</b> Working independently, honesty and playing to the rules, determination <b>Thinking:</b> Exploring ideas	<b>Social:</b> Communication, sharing ideas, inclusion, encouraging and supporting others <b>Emotional:</b> Confidence, trust, honesty <b>Thinking:</b> Decision making, using tactics, providing instructions, planning, problem solving
<b>Vocabulary</b>	Fast, hop slow, direction, land, safely	Action, jump, roll, level, direction, speed, point balance	counts, pose, level, slow, fast, balance	defender, points, dribbling, attacker, score, partner	far, hop, aim, bend, slow, fast, improve, direction	lead, co-operate, teamwork, solve, instructions
Theme	Ball Skills	Sending and Receiving	Target Games	Fitness	Net and Wall	Striking and Fielding
<b>Overview</b>	Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target,	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and	Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select	Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills

	dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	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.	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.	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.	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.	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 competitively and develop communication skills.
<b>Lesson Objectives</b>	To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me.	To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To apply sending and receiving skills to small games.	To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance.	To develop knowledge of how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise.	To defend space, using the ready position. To play against an opponent and keep the score. To explore hitting with a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net.	To develop underarm throwing and catching and apply these in small sided games. To develop overarm throwing. To develop striking a ball with my hand and equipment. To collect a ball when fielding. To understand how to get a batter out. To develop decision making and understand how to score points.
<b>Motor Competence</b>	Sending Catching Tracking Dribbling	Sending & receiving Dribbling	Throwing	Agility Balance Co-ordination Speed Strength Stamina	Hitting Feeding Rallying	Striking Fielding Throwing Catching
<b>Rules, strategies and tactics</b>		Space Attacking Defending Tactics Rules	Tactics Rules		Footwork Tactics Rules Scoring	Tactics Rules Scoring
<b>Healthy Participation</b>	<b>Social:</b> Co-operation, communication, leadership, supporting others <b>Emotional:</b> Honesty, perseverance, challenging myself <b>Thinking:</b> Using tactics, exploring actions, comprehension	<b>Social:</b> Taking turns, supporting and encouraging others, respect, communication <b>Emotional:</b> Perseverance, honesty, being happy to succeed <b>Thinking:</b> Transferring skills	<b>Social:</b> Communication, supporting and encouraging others, leadership <b>Emotional:</b> Perseverance, honesty, fair play <b>Thinking:</b> Using tactics, selecting and applying skills, decision making	<b>Social:</b> Co-operation, support, responsibility <b>Emotional:</b> Kindness, perseverance, honesty, independence <b>Thinking:</b> Comprehension, creativity, problem solving, reflection	<b>Social:</b> Respect, communication <b>Emotional:</b> Honesty and fair play, determination <b>Thinking:</b> Decision making, using simple tactics, recalling information, comprehension	<b>Social:</b> Communication, supporting and encouraging others, consideration of others <b>Emotional:</b> Perseverance, honesty and fair play <b>Thinking:</b> Using tactics, selecting and applying skills, decision making
<b>Vocabulary</b>	far, aim, safely, direction, balance, send	Defender points dribbling attacker score partner	points, throw, far, distance, score, partner	exercise, heart, lungs, body, mood	ready position, partner, net, underarm, score, points	hit, points, target, throw, score, catch

Year 2	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	Fundamentals	Gymnastics	Dance	Invasion	Athletics	Team Building
<b>Overview</b>	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.	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.	Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will 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.	Pupils develop their understanding of invasion games and the principles of defending and attacking. 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.	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.	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.
<b>Lesson Objectives</b>	To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.	To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus.	To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.	To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To learn to apply simple tactics for attacking and defending.	To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop technique when taking part in an athletics carousel.	To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map.
<b>Motor Competence</b>	Running Jumping Balancing Hopping Skipping	Shapes Balances Rolls Jumps	Actions Dynamics Space Relationships	Sending & receiving Dribbling	Running Jumping Throwing	
<b>Rules, strategies and tactics</b>		Strategy	Performance Strategy.	Space Attacking Defending Tactics Rules	Rules	Problem solving Navigational skills Communication Reflection
<b>Healthy Participation</b>	<b>Social:</b> Taking turns, supporting and encouraging others, respect, communication <b>Emotional:</b> Challenging myself, perseverance, honesty <b>Thinking:</b> Selecting and applying, identifying strength	<b>Social:</b> Sharing, working safely <b>Emotional:</b> Confidence, independence <b>Thinking:</b> Observing and providing feedback, selecting and applying actions	<b>Social:</b> Respect, consideration, sharing ideas, decision making with others <b>Emotional:</b> Acceptance, confidence <b>Thinking:</b> electing and applying actions, counting, observing and providing feedback, creating	<b>Social:</b> Communication, respect, co-operation, kindness <b>Emotional:</b> Empathy, integrity, independence, determination, perseverance <b>Thinking:</b> Creativity, reflection, decision making, comprehension	<b>Social:</b> Working safely, collaborating with others <b>Emotional:</b> Working independently, determination <b>Thinking:</b> Observing and providing feedback, exploring ideas	<b>Social:</b> Communication, leading, inclusion <b>Emotional:</b> Trust, honesty and fair play, acceptance <b>Thinking:</b> Planning, decision making, problem solving
<b>Vocabulary</b>	dodge, jog, hurdle, speed, steady, sprint	link, pathway, sequence, tuck, straddle, speed, star, pike	mirror, action, pathway, direction, speed, timing	Received, send, teammate, chest pass, possession, goal, dodge, bounce pass	sprint, jog, distance, height, take off, landing, overarm, underarm,	support, successful, map, direction, communicate
<b>Theme</b>	<b>Ball Skills</b>	<b>Sending and Receiving</b>	<b>Target Games</b>	<b>Fitness</b>	<b>Net and Wall</b>	<b>Striking and Fielding</b>



<b>Overview</b>	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.	Pupils will 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.	Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.	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.	Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.	Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.
<b>Lesson Objectives</b>	To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands.	To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.	To consider how much power to apply when aiming at a target. To understand how to score using overarm and underarm throwing. To develop understanding of different target games using the skill of kicking. To develop striking to a target. To develop hitting a moving target. To select an appropriate skill to play a game.	To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination.	To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.	To track a rolling ball and collect it. To develop accuracy in underarm throwing and catching to field a ball. To develop accuracy with overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To develop decision making to get a batter out. To develop decision making when under pressure.
<b>Motor Competence</b>	Sending Catching Tracking Dribbling	Sending & receiving Dribbling	Throwing. Striking	Agility Balance Co-ordination Speed Strength Stamina	Hitting Feeding Rallying	Striking Fielding Throwing Catching
<b>Rules, strategies and tactics</b>		Space Attacking Defending Tactics Rules	Tactics Rules		Footwork Tactics Rules	Tactics Rules
<b>Healthy Participation</b>	<b>Social:</b> Co-operation, communication, leadership, supporting others <b>Emotional:</b> Honesty, perseverance, challenging myself <b>Thinking:</b> Using tactics, exploring actions	<b>Social:</b> Co-operation, communication, keeping others safe <b>Emotional:</b> Perseverance, challenging myself <b>Thinking:</b> identifying how to improve, transferring skills	<b>Social:</b> Communication, collaboration, kindness, support <b>Emotional:</b> Honesty, perseverance, independence, manage emotions <b>Thinking:</b> Select and apply, using tactics, decision making, provide feedback, problem solving	<b>Social:</b> Taking turns, encouraging and supporting other <b>Emotional:</b> Determination, perseverance, challenging myself <b>Thinking:</b> Identifying strengths and areas for improvement, observing and providing feedback	<b>Social:</b> Support, co-operation, respect, communication <b>Emotional:</b> perseverance, honest <b>Thinking:</b> Decision making, reflection, comprehension, selecting and applying	<b>Social:</b> Communication, collaboration <b>Emotional:</b> Honesty, acceptance, controlling emotions <b>Thinking:</b> Select and apply, using tactics, decision making
<b>Vocabulary</b>	received, send, teammate, chest pass, possession, goal, dodge, bounce pass	received, send, teammate, chest pass, possession, goal, dodge, bounce pass	accurate, send, teammate, against, overarm, release, target, underarm	strong, pace, race, speed, jog, steady, sprint	receive, quickly, trap, defend, return, collect, against	fielder, send, teammate, runs, batter received, bowler

Year 3	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	Fundamentals	Gymnastics	Dance	Dodgeball	Athletics	Cricket
<b>Overview</b>	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	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,	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.	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.	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	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 trying 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

	opportunity to work on their own and with others, taking turns and sharing ideas	considering the quality and control of their actions.				of the people they play with and against.
<b>Lesson Objectives</b>	To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges.	To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment.	To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme.	To apply rules to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament.	To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.	To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket.
<b>Motor Competence</b>	Running Jumping Balancing Hopping Skipping	Shapes Balances Rolls Jumps	Actions Dynamics Space Relationships	Throwing. Catching	Running Jumping Throwing	Striking Fielding Throwing Catching
<b>Rules, strategies and tactics</b>		Strategy	Performance Strategy	Tactics	Rules	Tactics Rules.
<b>Healthy Participation</b>	<b>Social:</b> Supporting and encouraging others, respect, communication, taking turns <b>Emotional:</b> Challenging myself, perseverance, honesty <b>Thinking:</b> Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development	<b>Social:</b> Collaboration, communication, respect <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback, selecting and applying actions, evaluating and improving	<b>Social:</b> Sharing ideas, respect, inclusion of others, leadership, working safely <b>Emotional:</b> Confidence, acceptance <b>Thinking:</b> Selecting and applying actions, creating, observing and providing feedback	<b>Social:</b> Communication, collaboration, respect <b>Emotional:</b> Honesty, perseverance <b>Thinking:</b> Decision making, selecting and applying skills	<b>Social:</b> Working collaboratively, working safely <b>Emotional:</b> Perseverance, determination <b>Thinking:</b> Observing and providing feedback	<b>Social:</b> Collaboration and communication, respect <b>Emotional:</b> Perseverance, honesty <b>Thinking:</b> Observing and providing feedback, applying strategies
<b>Vocabulary</b>	Distance, technique, control, tension, coordination, rhythm	Matching, flow, interesting, explore, control, create, contrasting	flow, explore, create, perform, match, feedback, expression	rules, dodge, drive, receiver, court, block	speed, power, strength, accurately, higher, pace, control, faster, further	strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper fielding
<b>Theme</b>	<b>Ball Skills</b>	<b>Netball</b>	<b>Tennis</b>	<b>Tag Rugby</b>	<b>Handball</b>	<b>OAA</b>
<b>Overview</b>	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.	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.	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.	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.	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	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.

					scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.	
<b>Lesson Objectives</b>	To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet.	To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules.	To develop racket and ball control. To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others.	To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament.	To begin to throw and catch while on the move. To learn how to move towards goal or away from a defender. To develop accuracy when shooting. To be able to apply individual and team defending skills To use a change of direction and speed to lose a defender and move into space. To maintain possession when in attack.	To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid.
<b>Motor Competence</b>	Sending Catching Tracking Dribbling	Sending & receiving	Shots Rallying	Sending & receiving	Sending & receiving Dribbling	
<b>Rules, strategies and tactics</b>		Space Attacking and defending Tactics: Rules	Footwork Tactics Rules	Space Attacking Defending Tactics Rules	Space Attacking Defending Tactics Rules	Problem solving Navigational skills Communication Reflection
<b>Healthy Participation</b>	<b>Social:</b> Supporting others, co-operation, communication, managing games <b>Emotional:</b> Perseverance, honesty, respect, challenging self <b>Thinking:</b> Decision making, developing tactics, creativity	<b>Social:</b> Working safely, communication, collaboration <b>Emotional:</b> Honesty and fair play, perseverance <b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback	<b>Social:</b> Respect, collaboration, supporting others <b>Emotional:</b> Honesty, perseverance <b>Thinking:</b> Decision making, using tactics, understanding rule	<b>Social:</b> Communication, collaboration, inclusion <b>Emotional:</b> Honesty and fair play, perseverance, confidence <b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback	<b>Social:</b> Working safely, communication, respect, <b>Emotional:</b> Honesty and fair play, perseverance <b>Thinking:</b> Planning strategies, observing and providing feedback	<b>Social:</b> Communication, teamwork, trust, inclusion, listening <b>Emotional:</b> Confidence <b>Thinking:</b> Planning, map reading, decision making, problem solving
<b>Vocabulary</b>	Track, receive, chest, shoulder, overhead, accurate	receiver, footwork, rebound, tracking, interception, mark, travelling, playing area	serve, racket, control, accurately, rally, track, opponent	receiver, footwork, tracking, interception, mark, travelling, playing area	receiver, footwork, tracking, interception, mark, travelling, playing area	navigate, rules, route, grid, discuss, trust, plan



Year 4	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	Fitness	Dance	Gymnastics	Dance	Athletics	Rounders
<b>Overview</b>	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.	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.	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.	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.	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 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.
<b>Lesson Objectives</b>	To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.	To copy and create actions in response to an idea and be able to adapt this using change of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance.	To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus.	To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to represent a states of matter. To order and structure phrases to create a dance performance. To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships.	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.	To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two-handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders.
<b>Motor Competence</b>	Agility Balance Co-ordination Speed Strength Stamina	Actions Dynamics Space Relationships	Shapes Balances Jumps Inverted Movement	Actions Dynamics Space Relationships	Running Jumping Throwing	Striking Fielding Throwing Catching
<b>Rules, strategies and tactics</b>		Performance Strategy	Strategy	Performance Strategy	Rules	Tactics Rules
<b>Healthy Participation</b>	<b>Social:</b> Supporting others, working safely <b>Emotional:</b> Perseverance, determination <b>Thinking:</b> Identifying areas of strength and areas for development	<b>Social:</b> Collaboration, consideration, inclusion, respect <b>Emotional:</b> Empathy, confidence <b>Thinking:</b> Observing and providing feedback, selecting and applying actions	<b>Social:</b> Collaboration, communication, respect, responsibility <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback, selecting and applying skills, evaluating and improving	<b>Social:</b> Collaboration, consideration, inclusion, respect <b>Emotional:</b> Empathy, confidence <b>Thinking:</b> Observing and providing feedback, selecting and applying actions	<b>Social:</b> Working collaboratively, working safely <b>Emotional:</b> Perseverance, determination <b>Thinking:</b> Observing and providing feedback, exploring ideas	<b>Social:</b> Collaboration and communication, respect, supporting and encouraging others <b>Emotional:</b> Honesty and fair play, confident to take risks, managing emotions <b>Thinking:</b> Observing and providing feedback, using tactics, decision making
<b>Vocabulary</b>	progress, technique, muscle, co-ordination, stamina, healthy	represent, reaction, dynamics, unison, control	technique, quality, apparatus, perform, extension, inverted	formation, posture, performance, canon, relationship	power, stamina, officiate, perseverance, determination, accuracy, personal best	stance, retrieve, opposition, two handed pickup, technique
Theme	Football	Basketball	Hockey	Tennis	Golf	OAA
<b>Overview</b>	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	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	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	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	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.	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

	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.	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.	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.	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.	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. 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	of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.
<b>Lesson Objectives</b>	To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament.	To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament.	To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop dribbling using the reverse stick (Indian dribble). To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament.	To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.	To explore hitting technique and aiming towards a target. To explore shot accuracy. To explore the technique for putting. To explore the technique for chipping. To explore the techniques used for a short game. To explore the technique for a long game.	To develop co-operation and teamwork skills. To be able to orientate a map and navigate around a grid. To develop trust and teamwork whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions.
<b>Motor Competence</b>	Sending & receiving Dribbling	Sending & receiving Dribbling	Sending & receiving Dribbling	Shots Rallying	Striking	
<b>Rules, strategies and tactics</b>	Space Attacking Defending Tactics Rules	Space Attacking Defending Tactics Rules	Space Attacking Defending Tactics Rules	Footwork Tactics Rules	Tactics Rules	Problem solving Navigational skills Communication Reflection
<b>Healthy Participation</b>	<b>Social:</b> Communication, collaboration, cooperation <b>Emotional:</b> Honesty, perseverance <b>Thinking:</b> Selecting and applying tactics, decision making	<b>Social:</b> Working safely, communication, collaboration <b>Emotional:</b> Honesty and fair play, perseverance <b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback	<b>Social:</b> Communication, collaboration, inclusive <b>Emotional:</b> Honesty and fair play, empathy <b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback, decision making	<b>Social:</b> Collaboration, respect, supporting others <b>Emotional:</b> Honesty, perseverance <b>Thinking:</b> Decision making, understanding rules, selecting and applying skills and tactics	<b>Social:</b> Taking turns, supporting and encouraging others, respect, communication <b>Emotional:</b> Challenging myself, perseverance, honesty, determination <b>Thinking:</b> Selecting and applying skills, identifying strengths, identifying weaknesses, creativity	<b>Social:</b> Communication, teamwork, trust, inclusion, listening <b>Emotional:</b> Confidence <b>Thinking:</b> Planning, map reading, decision making, problem solving
<b>Vocabulary</b>	outwit, opposition, opponent, pitch, contact	outwit, pivot, opposition, court, opponent, contact	outwit, pivot, opposition, field, opponent, contact	outwit, receiver, court, backhand, forehand	chipping, align, swing, putt, course, drive	leader, inclusive, effectively, orientate, symbol

Year 5	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	Fitness	Dance	Gymnastics	Badminton	Athletics	OAA
<b>Overview</b>	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.	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others	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 synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	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 & 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.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.	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 a small group. Pupils learn to orientate and navigate using a map.
<b>Lesson Objectives</b>	To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing.	To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. To develop set choreography inspired by a Mayan god. To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. To use structure to create a dance performance. To use matching, canon and unison in the style of the lion dance. To use space and relationships to create a dragon dance. To select and combine dance tools to perform a Chinese dance.	To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus.	To develop footwork and the forehand and backhand grip. To develop rallying and understand how to start a game. To develop a range of shots to keep a rally going. To learn how to score points and play in competitive games. To select and apply the appropriate skill to a game situation. To show respect, honesty and fair play when competing against an opponent.	To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.	To develop communication, negotiation and empathy whilst working in a team. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations.
<b>Motor Competence</b>	Agility Balance Co-ordination Speed Strength Stamina	Actions Dynamics Space Relationships	Shapes Balances Rolls Jumps	Shots Serving Rallying	Running Jumping Throwing	
<b>Rules, strategies and tactics</b>		Performance Strategy	Strategy	Footwork. Tactics Rules	Rules.	Problem solving Navigational skills Communication Reflection
<b>Healthy Participation</b>	<b>Social:</b> Supporting and encouraging others, working collaboratively <b>Emotional:</b> Perseverance, determination <b>Thinking:</b> Analysing scores	<b>Social:</b> Collaboration, consideration and awareness of others, inclusion, respect, leadership, <b>Emotional:</b> Empathy, confidence <b>Thinking:</b> Creating, observing and providing feedback, using feedback to improve, selecting and applying skills	<b>Social:</b> Responsibility, collaboration, communication, respect <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback, selecting and applying actions, evaluating and improving sequences	<b>Social:</b> Communication, respect, supporting and encouraging others <b>Emotional:</b> Confidence, perseverance, honesty <b>Thinking:</b> Using tactics, selecting and applying skills, identifying strengths and areas for development	<b>Social:</b> Collaborating with others, supporting others <b>Emotional:</b> Perseverance, determination <b>Thinking:</b> Observing and providing feedback	<b>Social:</b> Communication, collaboration <b>Emotional:</b> Perseverance, confidence, honesty and fair play <b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback, decision making
<b>Vocabulary</b>	technique, agility, momentum, drive, rhythm, power	choreograph, phrase, contrast, structure, fluently, connect	symmetrical, asymmetrical, rotation, synchronisation, aesthetics, progression, canon	tactics, volley, co-operatively, footwork, continuously, set, dig	technique, upsweep, downsweep, flight, rhythm, stride	tactical, collaborate, control card, collective, orienteering, navigation

Theme	Football	Netball	Dodgeball	Tag Rugby	Tennis	Cricket
<b>Overview</b>	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.	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-managing games.	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.	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.	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.	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.
<b>Lesson Objectives</b>	To dribble a ball under pressure maintaining possession. To develop dribbling to maintain possession. To choose when to pass and when to dribble To move into space to support a teammate. To develop defending skills to gain possession. To apply rules, skills and principles to play in a tournament.	To develop passing and moving to maintain possession. To create and use space to support a teammate. To change direction and speed to lose a defender. To use defending skills to gain possession. To develop the shooting action. To use and apply skills and tactics to small sided games.	To apply rules honestly and fairly to a game situation. To develop throwing at a moving target. To use timing, balance and agility to avoid being hit. To develop catching under pressure to get an opponent out. To select and apply tactics in the game. To develop officiating skills and referee a dodgeball game.	To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	To develop returning the ball using a forehand groundstroke. To develop returning the ball using a backhand groundstroke. To work cooperatively with a partner to keep a continuous rally. To develop the underarm serve and understand the rules of serving. To develop the volley. To use a variety of strokes to outwit an opponents and when to use it.	To develop throwing accuracy and catching skills under pressure. To develop placement of a ball into space. To develop consistency of catching to get opponents out. To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and use them within a game. To further develop fielding techniques and apply them to a game situation.
<b>Motor Competence</b>	Sending & receiving Dribbling	Sending & receiving	Throwing Catching	Sending & receiving Dribbling	Shots Serving Rallying	Striking Fielding Throwing Catching
<b>Rules, strategies and tactics</b>	Space Tactics Rules	Space Tactics Rules	Tactics Rules	Space Tactics Rules	Footwork Tactics Rules	Tactics Rules
<b>Healthy Participation</b>	<b>Social:</b> Communication, collaboration, cooperation, respect <b>Emotional:</b> Honesty, perseverance <b>Thinking:</b> Selecting and applying tactics, decision making	<b>Social:</b> Communication, collaboration <b>Emotional:</b> Perseverance, honesty and fair play, selecting and applying skills, decision making <b>Thinking:</b> Planning strategies and using tactics, selecting and applying skills, decision making	<b>Social:</b> Collaboration, respect, leadership <b>Emotional:</b> Honesty, determination, confidence <b>Thinking:</b> Decision making, selecting and applying tactics	<b>Social:</b> Communication, collaboration <b>Emotional:</b> Perseverance, confidence, honesty and fair play <b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback, decision making	<b>Social:</b> Collaboration, communication, respect <b>Emotional:</b> Honesty <b>Thinking:</b> Using tactics, Selecting and applying skills	<b>Social:</b> Collaboration and communication, respect <b>Emotional:</b> Honesty <b>Thinking:</b> Observing and providing feedback, selecting and applying strategies
<b>Vocabulary</b>	tactics, control, offside, foul, support, pressure, onside	tactics, control, foul, support, pressure,	Officiate, pressure, fair play, support,	tactics, control, offside, foul, support, pressure, obstruction, onside	tactics, volley, co-operatively, footwork, continuously, set, dig	overtake, pressure, tracking, backing up, outwit, support, tactics



Year 6	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	OAA	Gymnastics	Dance	Tennis	Athletics	Rounders
<b>Overview</b>	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 a small group. Pupils learn to orientate and navigate using a map.	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	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.	Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, 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.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.	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.
<b>Lesson Objectives</b>	To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations.	To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus.	To copy and repeat a set dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to story using a prop to enhance the idea. To use choreographing devices to improve how the performance looks. To copy and repeat a phrase of movement in the 1970s disco theme. To devise a freeze frame montage in the 1970s theme. To use feedback to develop and refine a 1970s dance performance.	To develop the forehand groundstroke. To be able to return the ball using a backhand groundstroke. To develop the volley and understand when to use it. To develop the volley and use it in a game situation. To develop accuracy of the underarm serve. To learn to use the official scoring system. To work co-operatively with a partner and employ tactics to outwit an opponent.	To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament.
<b>Motor Competence</b>	<b>Declarative knowledge</b>	<b>Declarative knowledge</b>	<b>Declarative knowledge</b>	<b>Declarative knowledge</b>	<b>Declarative knowledge</b>	<b>Declarative knowledge</b>
		<b>Shapes:</b> know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. <b>Balances:</b> know where and when to apply force to maintain control and balance. <b>Rolls:</b> understand that I can use momentum to help me to roll and know where that momentum from. <b>Jumps:</b> understand that taking off from two feet will give me more	<b>Actions:</b> understand that actions can be improved with consideration to extension, shape and recognition of intent. <b>Dynamics:</b> understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. <b>Space and relationships:</b> know that combining space and relationships with a prop can help me to express my dance idea.	<b>Shots:</b> understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court. <b>Serving:</b> begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. <b>Rallying:</b> understand how to play different shots depending on if a rally is co-operative or competitive.	<b>Running:</b> understand that I need to prepare my body for running and know the muscle groups I will need to use. <b>Jumping:</b> understand that a run up builds speed and power and enables me to jump further. <b>Throwing:</b> understand that I need to prepare my body for throwing and know the muscle groups I will need to use.	<b>Striking:</b> understand that the momentum and power for striking a ball comes from legs as well as arms. <b>Fielding:</b> know which fielding action to apply for the situation. <b>Throwing and catching:</b> consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.



		height and therefore more time in the air.				
	<b>Procedural knowledge</b>	<b>Procedural knowledge</b>	<b>Procedural knowledge</b>	<b>Procedural knowledge</b>	<b>Procedural knowledge</b>	<b>Procedural knowledge</b>
		<b>Shapes:</b> combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. <b>Balances:</b> explore counter balance and counter tension. <b>Rolls:</b> develop fluency and consistency in the straddle, forward and backward roll. <b>Jumps:</b> combine and perform a range of gymnastic jumps more fluently and effectively.	<b>Actions:</b> show controlled movements which express emotion and feeling. <b>Dynamics:</b> explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. <b>Space and relationships:</b> use a variety of compositional principles when creating my own dances.	<b>Shots:</b> demonstrate increased success and technique in a variety of shots. <b>Serving:</b> serve accurately and consistently. <b>Rallying:</b> successfully apply a variety of shots to keep a continuous rally.	<b>Running:</b> demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. <b>Jumping:</b> develop power, control and technique in the triple jump. <b>Throwing:</b> develop power, control and technique when throwing discus and shot put.	<b>Striking:</b> strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. <b>Throwing:</b> consistently demonstrate good technique in throwing skills under pressure. <b>Catching:</b> consistently demonstrate good technique in catching skills under pressure.
<b>Rules, strategies and tactics</b>	Problem solving Navigational skills Communication Reflection	Strategy	Performance Strategy	Footwork Tactics Rules	Rules	Tactics Rules
<b>Healthy Participation</b>	<b>Social:</b> Communication, teamwork, trust, inclusion, listening <b>Emotional:</b> Confidence <b>Thinking:</b> Planning, map reading, decision making, problem solving	<b>Social:</b> Responsibility, collaboration, communication, respect <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback, selecting and applying skills, evaluating and improving sequences	<b>Social:</b> Sharing ideas, consideration of others, inclusion, respect, leadership, supporting others <b>Emotional:</b> Empathy, confidence <b>Thinking:</b> Observing & providing feedback, using feedback to improve, selecting & applying skills	<b>Social:</b> Collaboration, communication, respect <b>Emotional:</b> Honesty, perseverance <b>Thinking:</b> Decision making, selecting and applying tactics, evaluating and improving	<b>Social:</b> Negotiating, collaborating with others <b>Emotional:</b> Perseverance, determination <b>Thinking:</b> Observing and providing feedback	<b>Social:</b> Organising & self-managing a game, respect, supporting & encouraging others, communicating ideas & reflecting with others <b>Emotional:</b> Honesty & fair play, confident to take risks, managing emotion <b>Thinking:</b> Decision making, using tactics, identifying how to improve, selecting skills
<b>Vocabulary</b>	boundaries, location, critical thinking, symbol, cooperatively, strategy	formation, momentum, counterbalance, fluently, counter tension, stability	choreograph, phrase, contrast, structure, fluently, connect	consecutive, deep, consistently, forecourt, backcourt, defensive, attacking	rotation, trajectory, force, compete, momentum, continuous pace, transfer of weight	consecutive, obstruction, consistently, continuous, cooperatively, drive hit, defensive hit
<b>Theme</b>	<b>Golf</b>	<b>Basketball</b>	<b>Hockey</b>	<b>Handball</b>	<b>Volleyball</b>	<b>Swimming</b>
<b>Overview</b>	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 own course.	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 Physical Throwing and catching, dribbling, intercepting, shooting Social Communication, collaboration own and others' performances.	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.	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	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 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 & 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	<b>Beginners:</b> Pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. <b>Developers:</b> 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 <b>Intermediate:</b> Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep

						afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others
<b>Lesson Objectives</b>	<p>To develop putting technique and accuracy.</p> <p>To develop the technique for chipping.</p> <p>To develop technique for a short game.</p> <p>To develop the technique for a long game.</p> <p>To select the appropriate shot for the situation.</p> <p>To design a course and select the appropriate shot for the situation.</p>	<p>To develop protective dribbling against an opponent.</p> <p>To move into and create space to support a teammate.</p> <p>To choose when to pass and when to dribble.</p> <p>To be able to track an opponent and use defensive techniques to win the ball.</p> <p>To develop technique to increase accuracy when scoring.</p> <p>To apply principles, rules and tactics to a game situation.</p>	<p>To develop dribbling to beat a defender.</p> <p>To choose when to pass and when to dribble.</p> <p>To develop receiving the ball with control.</p> <p>To move into space to support a teammate.</p> <p>To develop tackling to gain possession of the ball.</p> <p>To apply rules, skills and principles to play in a hockey tournament.</p>	<p>To develop a variety of passes and know when to use each to maintain possession.</p> <p>To select appropriate skills to create space, move towards goal and away from defenders.</p> <p>To use defending skills to prevent an opponent from scoring.</p> <p>To use defending skills to prevent an opponent from scoring.</p> <p>To use defensive skills to gain possession. To maintain possession under pressure.</p>	<p>To develop the fast catch volley. To be able to volley the ball using a set shot.</p> <p>To develop the dig and understand when to use it.</p> <p>To keep a continuous rally going over the net.</p> <p>To develop the underarm serve and learn the rules of serving.</p> <p>To apply the rules, skills and tactics learnt to play in a volleyball tournament.</p>	<p><b>Beginners</b></p> <p>To develop confidence when entering and moving in the water. To safely enter and exit the pool.</p> <p>To develop confidence in the water.</p> <p>To develop confidence when travelling in the water.</p> <p>To begin to develop floating. To develop confidence to submerge in the water.</p> <p>To develop confidence when submerging.</p> <p>To develop floating on front and back.</p> <p>To develop the kicking action on front.</p> <p>To develop the kicking action and introduce breathing.</p> <p>To develop the arm action of pulling.</p> <p>To develop the pulling arm action and begin to develop gliding on fronts.</p> <p>To develop the kicking on action on backs and gliding on backs. To consolidate skills learnt.</p> <p>To develop confidence and consistency in a range of skills.</p> <p><b>Developers</b></p> <p>To develop an understanding of buoyancy and balance in the water.</p> <p>To develop independent movement and submersion.</p> <p>To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke.</p> <p>To develop rotation, sculling and treading water.</p> <p>To develop surface dives, submersion and handstands.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop basic skills in water safety and floating.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p> <p><b>Intermediate:</b></p> <p>To develop gliding, front crawl and backstroke.</p> <p>To develop rotation, sculling and treading water.</p> <p>To develop the front crawl stroke and breathing technique.</p> <p>To develop the technique for backstroke arms and legs.</p>

						<p>To develop breaststroke technique.</p> <p>To develop breaststroke technique.</p> <p>To develop breaststroke and breathing technique.</p> <p>To develop basic skills of water safety and floating.</p> <p>To develop the dolphin kick.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p> <p>To increase endurance in swim challenges.</p> <p>To identify fastest strokes and personal bests.</p>
<b>Motor Competence</b>	Striking	Sending & receiving Dribbling	Sending & receiving Dribbling:	Sending & receiving Dribbling	Shots Serving Rallying	Strokes Breathing
<b>Rules, strategies and tactics</b>	Tactics Rules	Space Tactics Rules	Space Tactics Rules	Space Tactics Rules	Footwork Tactics Rules	Water Safety Rules
<b>Healthy Participation</b>	<p><b>Social:</b> Taking turns, supporting and encouraging others. respect, communication, sharing and agreeing on ideas</p> <p><b>Emotional:</b> Challenging myself, perseverance, honesty, being of proud of their work</p> <p><b>Thinking:</b> Selecting and applying skills, identifying strengths and areas for development, creativity</p>	<p><b>Social:</b> Communication, collaboration</p> <p><b>Emotional:</b> Perseverance, honesty and fair play</p> <p><b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback</p>	<p><b>Social:</b> Communication, collaboration</p> <p><b>Emotional:</b> Perseverance, honesty and fair play</p> <p><b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback, selecting and applying skills</p>	<p><b>Social:</b> Collaboration, communication, perseverance,</p> <p><b>Emotional:</b> Honesty and fair play,</p> <p><b>Thinking:</b> Planning strategies and using tactics, observing and provide feedback</p>	<p><b>Social:</b> Communication, respect, supporting and encouraging others</p> <p><b>Emotional:</b> Confidence, perseverance, honesty</p> <p><b>Thinking:</b> Decision making, selecting and applying tactics, identifying strengths and areas for development</p>	<p><b>Beginners</b></p> <p><b>Social:</b> Co-operation, supporting and encouraging others</p> <p><b>Emotional:</b> Confidence, determination, challenging myself</p> <p><b>Thinking:</b> Using tactics, creating actions</p> <p><b>Developing</b></p> <p><b>Social:</b> Communication, supporting and encouraging others, keeping myself and others safe</p> <p><b>Emotional:</b> Confidence</p> <p><b>Thinking:</b> Comprehension, planning tactics</p> <p><b>Intermediate:</b></p> <p><b>Social:</b> Communication, supporting and encouraging others</p> <p><b>Emotional:</b> Determination</p> <p><b>Thinking:</b> Creating, decision making, using tactics</p>
<b>Vocabulary</b>	par, hole, hazard, bunker	consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down	consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down	consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down	consecutive, deep, consistently, forecourt, backcourt, defensive, attacking	unaided, sculling, crawl, breaststroke, submersion, rotation, backstroke, treading water, alternate, survival, buoyancy, surface, propel, retrieve