

Physical Education - Early Years Foundation and The National Curriculum

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
 Early Learning Goals: Personal, Social and Emotional Development ELG: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Work and play co-operatively and take turns with others • Show sensitivity to their own and to others' needs Physical Development ELG: • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate[for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

EYFS	Overview	Key Skills	
	In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a	Physical	Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick
Ball Skills Unit 1		Social	Work safely, collaboration, co-operation, support others
Nursery/Reception	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	Emotional	Perseverance, independence, honesty
	opportunities to work independently and with a partner.	Thinking	Use tactics, comprehension
	In this unit children will develop their ball skills through the topic of 'weather'.	Physical	Roll, track, throw, dribble with hands, dribble with feet, kick, catch
Ball Skills Unit 2	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	Social	Co-operation, take turns, work safely, communication
Nursery/Reception	ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner	Emotional	Perseverance, independence, determination, honesty
	and will develop decision making and using simple tactics.	Thinking	Comprehension, use tactics
	In this unit children will develop their expressive movement through the topic of	Physical	Actions, dynamics, space
Dance Unit 1	'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in	Social	Work safely, respect, collaboration
Nursery/Reception	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	Emotional	Independence, confidence
	the music. They perform to others and begin to provide simple feedback.	Thinking	Select and apply actions, creativity, exploration, recall, provide feedback
	In this unit children will develop their expressive movement through the topic of	Physical	Act <mark>ions, d</mark> ynamics, space
Dance Unit 2	'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in	Social	Work safely, respect, collaboration
Nursery/Reception	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.	Emotional	Confidence, independence
		Thinking	Comprehension, provide feedback, select and apply actions, creativity
	In this unit children will develop their fundamental movement chills through the	Physical	Balance, run, jump, hop, change direction
Fundamentals	In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing	Social	Support others, work safely, take turns
Unit 1 Nursery/Reception	direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	Emotional	Honesty, determination
	Toles and instructions and work independently and with a partner.	Thinking	Decision making, comprehension, select and apply
	In this unit children will develop their fundamental movement skills through the topic of	Physical	Run, jump, hop, balance, change direction, travel
'places and spaces'. Children will develop skills of balancing, running, hopping, jumping,	'places and spaces'. Children will develop skills of balancing, running, hopping, jumping,	Social	Work safely, support others, share and take turns, co-operation
		Emotional	Perseverance, honesty, determination, confidence, acceptance
	Thinking	Comprehension, creativity, select and apply, exploration	

EYFS	Overview	Key Skills	
		Physical	Run, balance, change direction, throw, catch
Games Unit 1	In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental	Social	Work safely, communication, co-operation, support and encourage others
Nursery/Reception	movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Emotional	Confidence, honesty, determination, manage emotions
	as learning flow to behave when willing and losing.	Thinking	Comprehension, decision making
		Physical	Run, change direction, throw, catch, strike
Games Unit 2	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these	Social	Communication, help others, respect, take turns, co-operation
Nursery/Reception	skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	Emotional	Perseverance, honesty, determination, manage emotions
		Thinking	Comprehension, decision making, select and apply, reflection
	In this unit children will develop their basic gymnastic skills through the topic of	Physical	Shapes, balances, jumps, rocking, rolling, travel
Gymnastics Unit 1	'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and	Social	Work safely, collaboration, share and take turns
Nursery/Reception	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.	Emotional	Determination, confidence
		Thinking	Comprehension, creativity, select and apply
	In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	Physical	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling
Gymnastics Unit 2		Social	Work safely, collaboration, share and take turns, support others
Nursery/Reception		Emotional	Determination, confidence
		Thinking	Comprehension, creativity, select and apply
	In this unit children will be introduced to Physical Education and structured	Physical	Run, jump, hop, skip, balance, crawl
Introduction to PE	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	Social	Share, communication, work safely, co-operation, leadership
Unit 1 Nursery/Reception	command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental	Emotional	Independence, perseverance, confidence
	movement skills such as running, jumping, skipping.	Thinking	Select and apply actions, comprehension, reflection, make decisions
	In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic	Physical	Run, jump, throw, catch, roll, skip
Introduction to PE	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	Social	Work safely, co-operation, support others, communication
Unit 2 Nursery/Reception	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.	Emotional	Honesty, confidence, perseverance, determination
		Thinking	Comprehension, make decisions, creativity

Y1	Overview	Key Skills	
	In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based	Physical	Run, balance, agility, co-ordination, hop, jump, leap, throw
	activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given	Social	Work safely, collaboration
Athletics Year 1	opportunities to work collaboratively as well as independently. This unit links to the following strands of the NC: master basic movements	Emotional	Perseverance, independence, honesty, determination
	including running, jumping and throwing. Develop balance, agility and co- ordination, and begin to apply these in a range of activities.	Thinking	Reflection, comprehension, select and apply skills
	In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will	Physical	Dribble with hands, roll, throw, catch, dribble with feet, track
	look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently,	Social	Communication, support others, co-operation
Ball Skills Year 1	and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Emotional	Perseverance, honesty, determination
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Exploration, make decisions, comprehension, use tactics
	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme	Physical	Actions, dynamics, space, relationships
Daniel Versit	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.	Social	Respect, work safely, collaboration, communication
Dance Year 1		Emotional	Empathy, confidence, acceptance, determination, kindness
	This unit links to the following strand of the NC: perform dances using simple movement patterns.	Thinking	Creativity, select and apply actions, copy and repeat actions, provide feedback, recall
	In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They	Physical	Run, jump, co-ordination, stamina, strength, agility, balance
Fitness Year 1	will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	Social	Communication, co-operation, support, work safely, kindness
Fittless real 1	This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Emotional	Kindness, perseverance, honesty, independence, determination
		Thinking	Comprehension, creativity, problem solving, reflection, feedback
	In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in	Physical	Balance, jump, hop, run, speed, agility, dodge, skip, co-ordination
Fundamentals Year 1	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	Social	Collaboration, work safely, support others
	others, taking turns and sharing ideas.	Emotional	Determination, self regulation, honesty, perseverance
	This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Thinking	Comprehension, select and apply skills

Y1	Overview	Key Skills	
	In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are	Physical	Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll
Gymnastics	used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Social	Respect, collaboration, sharing, work safely
Year 1	If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.	Emotional	Confidence, self regulation, perseverance
	This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination	Thinking	Comprehension, select and apply action, creativity
	Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of	Physical	Dribble, throw, catch, kick, receive, run, jump, change direction, change speed
Invasion Games	attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and	Social	Supporting others, communication, co-operation, kindness
Year 1	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.	Emotional	Perseverance, confidence, honesty
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Comprehension, identifying strengths and areas for development, select and apply
	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to selfmanage their own games, showing respect and kindness towards their teammates and opponents.	Physical	Throw, catch, hit a ball, track a ball
Not and Wall		Social	Support others, work safely, communication, co-operation
Net and Wall Year 1		Emotional	Perseverance, independence, determination
	This unit links to the following strands of the NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending	Thinking	Comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making
Sending and Receiving Year 1	In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given	Physical	Roll, throw, catch, track, kick, receive with feet, send with racket
	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.	Social	Support others, communication
		Emotional	Determination, honesty, independence
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending	Thinking	Comprehension, select and apply skills

Y1	Overview	Key Skills	
	Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting	Physical	Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll
	team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use	Social	Respect, collaboration, sharing, work safely
Striking and Fielding Year 1	and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.	Emotional	Confidence, self regulation, perseverance
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Comprehension, select and apply action, creativity
	This unit is aimed at beginner swimmers. In this unit pupils will learn about water	Physical	Dribble, throw, catch, kick, receive, run, jump, change direction, change speed
	safety and enjoyment of 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	Social	Supporting others, communication, co-operation, kindness
Swimming Beginners	to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new	Emotional	Perseverance, confidence, honesty
	and challenging situations. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Thinking	Comprehension, identifying strengths and areas for development, select and apply
	Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills.	Physical	Throw, catch, hit a ball, track a ball
		Social	Support others, work safely, communication, co-operation
Target Games Year 1		Emotional	Perseverance, independence, determination
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making
	In this unit pupils develop their teamwork skills. They work individually, in pairs and in	Physical	Roll, throw, catch, track, kick, receive with feet, send with racket
Team Building	small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the	Social	Support others, communication
Year 1	opportunity to discuss and plan their ideas and reflect on their success.	Emotional	Determination, honesty, independence
	This unit links to the following strands of the NC: participate in team games, developing simple tactics.	Thinking	Comprehension, select and apply skills
	Pupils learn about mindfulness and body awareness. They begin to learn poses and	Physical	Balance, strength, flexibility, co-ordination
Yogg	techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The	Social	Move safely, listen to others, collaborate
Yoga Year 1	learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.	Emotional	Concentration, focus, identify feelings
	This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.	Thinking	Observation, copy and repeat, recognise, create, select and apply
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Y2	Overview	Key Skills	
	In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as	Physical	Run, jump for distance, jump for height, throw for distance, throw for accuracy
		Social	Communication, work safely, support others
Athletics Year 2	independently. They learn how to improve by identifying areas of strength as well as areas to develop.	Emotional	Determination, independence
	This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Thinking	Comprehension, observe and provide feedback, explore ideas, select and apply skills
	In this unit pupils will develop their fundamental ball skills such as throwing, catching,	Physical	Roll, track, dribble with feet, kick, throw, catch, dribble with hands
Ball Skills	rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.	Social	Inclusion, communication, collaboration, leadership
Year 2	Pupils will have the opportunity to work independently, in pairs and small groups.	Emotional	Independence, honesty, perseverance, determination
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Comprehension, select and apply skills, use tactics
	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.	Physical	Actions, dynamics, space, relationships
Dance	Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback	Social	Respect, collaboration, work safely, communication
Year 2		Emotional	Independence, confidence, perseverance, determination
	beginning to use key terminology. This unit links to the following strand of the NC: perform dances using simple movement patterns.	Thinking	Provide feedback, comprehension, reflection, observation, creativity
	In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and	Physical	Run, stamina, skip, co-ordination, agility, strength, balance
Fitness	stamina. Pupils will be given the opportunity to work independently and with others. Pupils	Social	Encourage others, communication
Year 2	will develop perseverance and show determination to work for longer periods of time. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Emotional	Determination, perseverance
		Thinking	Comprehension, identify strengths and areas for improvement
	In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a	Physical	Run, speed, agility, dodge, balance, jump, hop, skip
Fundamentals	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	Social	Collaboration, respect, take turns, communication, encourage others
Fundamentals Year 2	given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Emotional	Determination, honesty, perseverance
	This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Thinking	Comprehension, make decisions, creativity, use tactics, recall
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Y2	Overview	Key Skills	
	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and	Physical	Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll
Gymnastics	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	Social	Leadership, work safely, respect
Year 2	opportunities to provide feedback to others and recognise elements of high quality performance. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.	Emotional	Confidence, independence
	This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination	Thinking	Select and apply actions, creativity
	Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the	Physical	Dribble, throw, catch, kick, receive, run, jump, change direction, change speed
Invasion	principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even	Social	Communication, kindness, support others, co-operation, respect, collaborate
Year 2	sided games. They learn how to score points in these types of games and learn to play to the rules.	Emotional	Empathy, perseverance, honesty, integrity, independence
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Creativity, select and apply, comprehension, problem solving, provide feedback
	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples	Physical	Throw, catch, hit, track
Net and Wall	include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They	Social	Co-operation, respect, support others
Year 2	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 selfmanage their own games, showing respect and kindness towards their teammates and opponents.	Emotional	Perseverance, honesty
	This unit links to the following strands of the NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Select and apply, reflection, decision making, comprehension
Sending and Receiving Year 2	In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use	Physical	Roll, track, catch, receive with feet, kick, send and receive with a racket
	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.	Social	Communication, collaboration, leadership
		Emotional	Honesty, determination
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending	Thinking	Identifying how to improve, comprehension

Y2	Overview	Key Skills	
	Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In	Physical	Underarm throw, overarm throw, catch, track, bowl, bat
Striking and	this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to	Social	Communication, encourage others, collaboration
Fielding Year 2	score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.	Emotional	Honesty, perseverance, determination, acceptance
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Use tactics, comprehension, select and apply, decision making
	This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety	Physical	Float, travel, submerge, kick, pull, glide
Swimming	and enjoyment of 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 through the water. Pupils will be given the opportunity to work independently and	Social	Working safely, co-operation, collaboration, support and encourage others, respect
Beginners	with others. They will develop confidence to persevere with new and challenging situations.	Emotional	Confidence, determination, perseverance
	NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Thinking	Create, comprehension, exploration, select and apply, planning, decision making, provide feedback
	Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.	Physical	Roll, overarm throw, underarm throw, strike, dodge, jump
Target Games		Social	Congratulate, support others, co-operation, kindness
Year 2		Emotional	Manage emotions, honesty
	This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Thinking	Identify areas of strength and areas for development, select and apply, comprehension, decision making
	In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.	Physical	Balance, jump, run, co-ordination
Team Building		Social	Support and encourage others, communication, inclusion, trust, kindness
Year 2		Emotional	Perseverance, confidence, determination, accepting
	This unit links to the following strands of the NC: participate in team games, developing simple tactics.	Thinking	Comprehension, identify strengths and areas for development, problem solving
	Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to	Physical	Balance, flexibility, strength, co-ordination
Yoga	improve well being by building strength, flexibility, co-ordination and balance. The	Social	Respect, leadership, work safely, collaboration
Year 2	learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.	Emotional	Confidence, perseverance, honesty, focus, identify feelings
	This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.	Thinking	Create, select and apply, comprehension, decision making, reflection

Y3	Overview	Key Skills	
	In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve	Physical	Sprint, jump for distance, push throw, pull throw
		Social	Collaborate, work safely
Athletics Year 3	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.	Emotional	Determination, perseverance
	This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Thinking	Observe and provide feedback, comprehension, explore technique
	In this unit pupils have opportunities to develop a variety of ball skills. They will develop	Physical	Track, throw, catch, dribble, kick
Ball Skills	tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small	Social	Respect, co-operation, communication
Year 3	group games. This unit links to the following strands of the NC: use running, jumping, throwing and	Emotional	Perseverance, motivation, self-regulation, concentration, independence
	catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, select and apply, feedback, make decisions
	Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to	Physical	Run, jump, throw, catch, dribble, shoot
	think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their	Social	Working safely, collaboration, support and encourage others
Basketball Year 3		Emotional	Honesty, determination, perseverance
	own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Exploration, identify areas of strength and areas for development, decision making, use tactics, reflection
	Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier
Cricket		Social	Collaboration and communication, respect
Year 3		Emotional	Perseverance, honesty, determination
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Observing and providing feedback, applying strategies
	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss	Physical	Actions, dynamics, space, relationships
Dance Year 3	Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Social	Share ideas, respect, collaboration, inclusion, leadership, work safely
		Emotional	Confidence, acceptance, sensitivity, perseverance
	This unit links to the following strand of the NC: perform dances using a range of movement patterns.	Thinking	Select and apply actions, creativity, observe and provide feedback
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Y3	Overview	Key Skills	
	Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball	Physical	Throw, catch, dodge, jump
2 1 1 1	such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are	Social	Respect, co-operation, communication
Dodgeball Year 3	taught the importance of being honest whilst playing to the rules.	Emotional	Honesty, self regulation, confidence
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, select and apply, tactics
	In this unit, pupils are exposed to a range of activities that explore and develop different	Physical	Balance, run, dodge, hop, jump, skip
Fitness	areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve	Social	Respect, communication, co-operation, safety
Fitness Year 3	their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.	Emotional	Determination, perseverance, honesty, independence
	This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Thinking	Comprehension, select and apply, tactics, exploration
	Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have	Physical	Dribble, pass, receive, track
	to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Social	Co-operation, respect, communication
Football Year 3		Emotional	Determination, honesty, persevere, independence
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Thinking	Decision making, comprehension, select and apply, use tactics
	In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity	Physical	Balance, run, dodge, hop, jump, skip
		Social	Respect, collaboration, support and encourage others
Fundamentals Year 3		Emotional	Determination, perseverance, honesty
redi 3	to work on their own and with others, taking turns and sharing ideas. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Thinking	Select and apply, observation, provide feedback, comprehension
	Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop	Physical	Balance, co-ordination, striking
Golf	their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments.	Social	Work safely, support and encourage others, collaboration, respect, communication
Year 3	Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.	Emotional	Perseverance, determination, honesty
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, observation, provide feedback, select and apply skills

Y3	Overview	Key Skills	
	In this unit pupils develop balancing, rolling and jumping. They use these skills	Physical	Point and patch balances, jumps, straight roll, barrel roll, forward roll
	individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking	Social	Work safely, collaboration, supportive
Gymnastics	sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Emotional	Perseverance, confidence, independence
Year 3	If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Thinking	Observe and provide feedback, creativity, select and apply skills
	Handball is an invasion game. In this unit pupils develop their understanding of the	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
	attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	Social	Kindness, communication, co-operation
Handball	In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as	Emotional	Honesty and fair play, determination, perseverance, confidence
Year 3	evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Decision making, select and apply, problem solving, comprehension
	Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as	Physical	Dribble, pass, receive, intercept, run, shoot
		Social	Communication, collaboration, work safely, respect
Hockey		Emotional	Honesty, perseverance, determination
Year 3	evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Decision making, select and apply, comprehension, identifying strengths and areas for development
	Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as	Physical	Throw, catch, change direction, change speed, shoot
		Social	Communication, collaboration, support others
Netball		Emotional	Honesty and fair play, persevere, confidence
Year 3	evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply
	OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small	Physical	Balance, co-ordination, run at speed, run over distance
OAA	group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to	Social	Communication, co-operation, inclusion, collaborate
Year 3	learn to orientate a map, identify key symbols and draw and follow routes.	Emotional	Determination, trust, confidence, honesty
	This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.	Thinking	Problem solving, evaluate, reflection, create, comprehension, select and apply

Y3	Overview	Key Skills	
	In this unit, pupils continue to develop their fundamental skills and begin to link these	Physical	Balance, crawl, climb, jump, land and vault
Parkour	together to create fluid movement over obstacles. Pupils work independently, improving confidence and competence in locomotive movements, jumping and landing, vaulting and balancing. Throughout all the parkour units, pupils are taught to put safety first: "there is no right way, just a safe way!" This unit has been designed to be taught in	Social	work safely, collaborate, communicate
Year 3	a controlled environment (like a hall or gym). This unit links to the following strands of the NC: develop flexibility, strength, technique,	Emotional	perseverance, confidence, determination, integrity
	control and balance.	Thinking	exploration, creativity, review, select and apply
	Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a	Physical	Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat
	ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting	Social	Communication, collaboration, co-operation, respect
Rounders Year 3	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	Emotional	Honesty, confidence, determination
	well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, tactics, rules
	Rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Throw, catch, run, change direction, change speed
Rugby		Social	Support others, inclusion, communication, collaboration, respect
Year 3		Emotional	Determination, honesty, independence, perseverance
		Thinking	Decision making, comprehension, select and apply, reflection, identify strengths and areas for development
Swimming Developers	This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Physical	Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position
		Social	Communication, support and encourage others, keep myself and others safe, collaboration
		Emotional	Confidence, honesty, determination, independence, perseverance
		Thinking	Comprehension, observe and provide feedback, tactics, select and apply skills
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Y3	Overview	Key Skills	
	Tennis is a net and wall game. In this unit pupils develop their understanding of the	Physical	Forehand, backhand, throwing, catching, rallying
	principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given	Social	Co-operation, collaboration, respect, support and encourage others
Tennis	opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Emotional	Honesty, perseverance
Year 3	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, decision making, select and apply, understand rules, use tactics, reflection
	Pupils learn about mindfulness and body awareness. They learn yoga poses and	Physical	Balance, flexibility, strength, co-ordination
Vogg	techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning	Social	Working safely, supporting others, sharing ideas, collaboration, respect
Yoga Year 3	includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows.	Emotional	Confidence, determination, integrity, focus
	This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Thinking	Recall, creativity, selecting actions, providing feedback, reflection
Y4	Overview	Key Skills	
	In this unit, pupils will develop basic running, jumping and throwing techniques.	Dhusiaal	Pace, sprint, jump for distance, throw for distance
	They are set challenges for distance and time that involve using different styles	Physical	
Athletics	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	Social	Collaboration, leadership
Athletics Year 4	They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. This unit links to the following strands of the NC: use running, jumping and		
	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.	Social	Collaboration, leadership
	They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their	Social Emotional	Collaboration, leadership Perseverance, determination, honesty
	They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. In this unit pupils have opportunities to develop a variety of ball skills without the	Social Emotional Thinking	Collaboration, leadership Perseverance, determination, honesty Reflection, observing and providing feedback, exploring ideas, comprehension
Year 4	They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands.	Social Emotional Thinking Physical	Collaboration, leadership Perseverance, determination, honesty Reflection, observing and providing feedback, exploring ideas, comprehension Track, throw, catch, dribble, kick

Y4	Overview	Key Skills	
	Basketball is an invasion game. In this unit pupils develop their understanding of	Physical	Run, jump, throw, catch, dribble, shoot
	the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance	Social	Working safely, collaboration, support and encourage others
Basketball Year 4	of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Emotional	Honesty, determination, perseverance
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Exploration, identify areas of strength and areas for development, decision making, use tactics, reflection
	Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their	Physical	Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier
Cricket	knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils	Social	Collaboration and communication, respect
Year 4	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.	Emotional	Perseverance, honesty, determination
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Observing and providing feedback, applying strategies
	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback	Physical	Actions, dynamics, space, relationships
Dance		Social	Co-operation, communication, inclusion, collaboration
Year 4		Emotional	Confidence, empathy, determination
	to improve their own work. This unit links to the following strand of the NC: perform dances using a range of movement patterns	Thinking	Observe and provide feedback, select and apply skills, creativity, comprehension
	Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit	Physical	Throw, catch, dodge, jump
Dodgeball	their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and	Social	Respect, communication, collaboration
Year 4		Emotional	Honesty, perseverance
	catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, make decisions, select and apply skills

Y4	Overview	Key Skills	
	In this unit, pupils will take part in a range of activities that explore and develop different areas	Physical	Agility, balance, co-ordination, speed, stamina, strength
Fitness	of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support	Social	Support others, work safely, communication
Year 4	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. This unit links to the following strands of the NC: use running, jumping and throwing in isolation	Emotional	Perseverance, determination, honesty
	and in combination. Develop flexibility, strength, technique, control and balance.	Thinking	Identify areas of strength and areas for development
	Football is an invasion game. In this unit pupils develop their understanding of the attacking and	Physical	Dribble, pass, receive, track
Football	defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and	Social	Co-operation, respect, communication
Year 4	learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in	Emotional	Determination, honesty, persevere, independence
	isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Decision making, comprehension, select and apply, use tactics
	In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils	Physical	Balance, run, dodge, hop, jump, skip
Fundamentals		Social	Respect, collaboration, support and encourage others
Year 4	will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	Emotional	Determination, perseverance, honesty
	This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Thinking	Select and apply, observation, provide feedback, comprehension
	Golf is a target game. As in all target games, in this unit, pupils will explore and develop	Physical	Balance, co-ordination, striking
	their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments.	Social	Work safely, support and encourage others, collaboration, respect, communication
Golf Year 4	Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.	Emotional	Perseverance, determination, honesty
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, observation, provide feedback, select and apply skills

Y4	Overview	Key Skills	
	In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate	Physical	Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand
Communication	control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole,	Social	Work safely, determination, collaboration, communication, respect
Gymnastics Year 4	pupils develop performance skills considering the quality and control of their actions.	Emotional	Confidence, perseverance
	If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Thinking	Observe and provide feedback, select and apply actions, creativity, evaluate and improve
	Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
Handball	opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Social	Kindness, communication, co-operation
Year 4		Emotional	Honesty and fair play, determination, perseverance, confidence
		Thinking	Decision making, select and apply, problem solving, comprehension
	Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Physical	Dribble, pass, receive, intercept, run, shoot
Hockey		Social	Communication, collaboration, work safely, respect
Year 4		Emotional	Honesty, perseverance, determination
		Thinking	Decision making, select and apply, comprehension, identifying strengths and areas for development
	Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils	Physical	Throw, catch, change direction, change speed, shoot
Netball Year 4	have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Social	Communication, collaboration, support others
		Emotional	Honesty and fair play, persevere, confidence
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Thinking	Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply

Y4	Overview	Key Skills	
OAA (outo	DAA (outdoor adventurous activities) allows pupils to develop problem solving skills	Physical	Balance, run at speed, run over distance, co-ordination
OAA	through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills	Social	Communication, co-operation, collaboration
Year 4	including orientating a map, identifying key symbols and drawing and following a route.	Emotional	Determination, resilience, honesty, trust, confidence
	This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.	Thinking	Problem solving, evaluation, reflection, create, select and apply
	In this unit, pupils continue to develop their fundamental skills and experiment in linking movements together to create increasingly fluid movement between obstacles. Pupils work	Physical	Run, jump, balance, crawl, climb - horizontal and vertical, precision and rotational jump, vault, safety rolls
Parkour	independently, improving confidence and competence in locomotive movements, the focus is on developing coordination, strength, and safe landing skills through jumping over small obstacles, hopping, jumping and reaching and landing with increased precision. Pupils will explore turning in their vaults to enable a change in direction and create simple sequences.	Social	Work safely, collaborate and share ideas, support others, understand individual strengths
Year 4	Explore turning in their vaults to enable a change in direction and create simple sequences. Throughout all the parkour units, pupils are taught to put safety first: "there is no right way, just a safe way!" This unit has been designed to be taught in a controlled environment (like a hall or gym). This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Emotional	Perseverance, confidence, resilience determination, bravery, creativity
		Thinking	Exploration, create flows, remember patterns, adapt tasks, make safe choices
	Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat
Rounders		Social	Collaboration, communication, co-operate, support and encourage others
Year 4		Emotional	Honesty, fair play, confidence, determination
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Comprehension, select and apply skills, tactics, make decisions
	Rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while selfmanaging games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Throw, catch, run, change direction, change speed
Rugby		Social	Support others, inclusion, communication, collaboration, respect
Year 4		Emotional	Determination, honesty, independence, perseverance
		Thinking	Decision making, comprehension, select and apply, reflection, identify strengths and areas for development

Y4	Overview	Key Skills	
	This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific	Physical	Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position
Swimming Developers	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.	Social	Communication, support and encourage others, keep myself and others safe, collaboration
	NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Emotional	Confidence, honesty, determination, independence, perseverance
		Thinking	Comprehension, observe and provide feedback, tactics, select and apply skills
	Tennis is a net and wall game. In this unit pupils develop their understanding of the	Physical	Throwing, catching, forehand, backhand, rallying
	principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to	Social	Co-operation, support and encourage others, collaboration, respect
Tennis Year 4	play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Emotional	Perseverance, honesty, determination
		Thinking	Identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics
	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Balance, flexibility, strength, co-ordination
Yoga		Social	Working safely, supporting others, sharing ideas, collaboration, respect
Year 4		Emotional	Confidence, determination, integrity, focus
		Thinking	Recall, creativity, selecting actions, providing feedback, reflection
Y5	Overview	Key Skills	
	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to	Physical	Pace, sprint, relay changeovers, jump for distance, push throw, pull throw
Athletics	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.	Social	Collaboration, negotiation, communication, supporting others
Year 5	In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.	Emotional	Perseverance, confidence, concentration, determination
	This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Thinking	Observing and providing feedback, selecting and applying, comprehension

Y5	Overview	Key Skills	
	Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how	Physical	Underarm clear, overarm clear, serving, rallying
Badminton	they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an	Social	Collaboration, communication, respect, encouragement
Year 5	understanding of the rules, as well as being respectful of the people they play with and against.	Emotional	Perseverance, patience, honesty
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Thinking	Using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection
	Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have	Physical	Run, jump, throw, catch, dribble, shoot
Basketball	to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while	Social	Collaboration, communication, co-operation, respect
Year 5	self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Emotional	Honesty and fair play, confidence, persevere
		Thinking	Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development
	Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with	Physical	Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting
		Social	Collaboration, communication, respect
Cricket Year 5		Emotional	Honesty, perseverance
	and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Observation, provide feedback, select and apply skills, tactics, assessing
	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.	Physical	Actions, dynamics, space, relationships
		Social	Collaboration, consideration and awareness of others, inclusion, respect, leadership
		Emotional	Empathy, confidence, perseverance
		Thinking	Creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

Y5	Overview	Key Skills	
	Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They learn how to	Physical	Throw, catch, dodge, block
Dodgeball	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.	Social	Co-operation, respect, communication
Year 5	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified	Emotional	Confidence, honesty, independence
	where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Tactics, comprehension, observation, creativity
	In this unit, pupils will take part in a range of activities that explore and develop their strength, stamina, speed, co-ordination, balance, and agility. They will learn	Physical	Agility, balance, co-ordination, speed, stamina, strength
Fitness	how each component of fitness will help them in other games. They will be given opportunities to apply these components of fitness in small games and practice each one through targeted exercises. Pupils will be given opportunities to assess their progress using the skills and knowledge acquired. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Social	Collaboration, support, communication
Year 5		Emotional	Perseverance, determination
		Thinking	Feedback, comprehension, observation, evaluation
	Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Dribble, pass, receive, track, tackle
Football		Social	Communication, respect, collaboration, co-operation
Year 5		Emotional	Honesty, persevere, determination
		Thinking	Assess, explore, decision making, select and apply
	Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Balance, co-ordination, striking
Golf		Social	Work safely, support and encourage others, collaboration
Year 5		Emotional	Perseverance, self regulation, patience, honesty
		Thinking	Analysis, select and apply skills

Y5	Overview	Key Skills	
	In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given	Physical	Symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
Gymnastics	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	Social	Work safely, support others, collaboration
Year 5	and control of their actions. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.	Emotional	Confidence, perseverance, resilience, determination
	This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Thinking	Observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences
	Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
11	use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the	Social	Communication, kindness, respect, collaboration
Handball Year 5	importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Emotional	Confidence, honesty and fair play, determination, perseverance
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Select and apply, decision making, problem solving, comprehension, reflection
	Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Dribble, pass, receive, tackle, intercept, run, shoot
Hockey		Social	Communication, collaboration, respect, support others
Year 5		Emotional	Perseverance, honesty and fair play, determination
		Thinking	Identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection
	Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Throw, catch, change direction, change speed, shoot
		Social	Communication, collaboration, respect
Netball Year 5		Emotional	Honesty and fair play, pride, empathise, persevere
		Thinking	Select and apply, decision making, comprehension
	OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a	Physical	Balance, co-ordination, run at speed, run over distance
OAA	range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key	Social	Communication, co-operation, inclusion, collaboration
Year 5	skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes. This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.	Emotional	Determination, trust, confidence, honesty
		Thinking	Problem solving, evaluate, reflect, select and apply, comprehension, create

Y5	Overview	Key Skills	
	In this unit, pupils will further develop their FMS, focusing on greater control, precision, and fluency. They will continue to grow in confidence through experimentation and self-	Physical	run, jump, balance, tic tac, hang, consecutive vaults
	improvement. Pupils will explore more complex vaults and link movements together with increased power and speed. Pupils will develop upper body strength, using vertical surfaces to change direction or elevate. They will also work on creating and performing	Social	work safely, collaborate, communicate, support others, encourage understand individual strengths
Parkour Year 5	more advanced flows, both independently and collaboratively. They will take on a variety of roles such as designer, performer, evaluator, and pit crew, encouraging creativity, teamwork, and reflective thinking throughout the unit.	Emotional	perseverance, confidence, resilience, patience, determination
	Throughout all the parkour units, pupils are taught to put safety first: "there is no right way, just a safe way!" This unit has been designed to be taught in a controlled environment (like a hall or gym). This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Thinking	decision making, exploration, create flows, observe and evaluate, identify improvements, planning, designing and adapting sequences
	Rounders is a striking and fielding game. In this unit, pupils develop their understanding of	Physical	Throw, catch, bowl, bat, field
	the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them, such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play	Social	Communication, respect, collaboration
Rounders	the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Emotional	Honesty, confidence, perseverance, self regulation
Year 5		Thinking	Assess, make decisions, comprehension, reflection, select and apply skills, tactics
	Rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while selfmanaging games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Throw, catch, run, change direction, change speed
Durahu		Social	Communication, support others, collaboration
		Emotional	Honesty and fair play, confidence, determination, trust
		Thinking	Decision making, comprehension, reflection, identify strengths and areas for development, plan
	This unit is aimed at intermediate swimmers. 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.	Physical	Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position
Swimming		Social	Support others, work safely, inclusion, communication, collaboration
Intermediate		Emotional	Determination, work fairly, honesty, confidence, perseverance
	NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Thinking	Comprehension, creativity, make decisions, tactics

Y5	Overview	Key Skills	
	Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills,	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
Tennis	strategies and tactics to outwit the opposition. Pupils are given opportunities to work co- operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness,	Social	Encourage and support others, co-operation, collaboration, communication
Year 5	learning how to outwit an opponent.	Emotional	Perseverance, honesty
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics
	Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills,	Physical	Throw, catch, set, dig, serve, rally
Volleyball	strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as	Social	Communication, respect, support and encourage others
Year 5	well as being respectful of the people they play with and against.	Emotional	Perseverance, honesty, determination
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Using tactics, select and apply skills, identify strengths and areas for development, reflection
	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Balance, strength, flexibility, co-ordination
Yoga		Social	Respect, co-operate leadership, communication, share ideas, work safely
Year 5		Emotional	Focus, concentration, confidence, independence, determination
		Thinking	Identify, create, select and apply actions, observe and provide feedback
Y6	Overview	Key Skills	
	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.	Physical	Pace, sprint, jump for distance, push throw, fling throw
Athletics		Social	Negotiating, collaborating, respect
Year 6	In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.	Emotional	Empathy, perseverance, determination
	This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Thinking	Observing and providing feedback, comprehension
	Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use	Physical	Underarm clear, overarm clear, serving, rallying
Badminton	skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding	Social	Collaboration, communication, respect, encouragement
Year 6	of the rules, as well as being respectful of the people they play with and against.	Emotional	Perseverance, patience, honesty
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection

Y6	Overview	Key Skills	
Basketball Year 6	Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Collaboration, communication, co-operation, respect
		Emotional	Honesty and fair play, confidence, persevere
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Thinking	Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development
	Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting
		Social	Collaboration, communication, respect
Cricket Year 6		Emotional	Honesty, perseverance
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Observation, provide feedback, select and apply skills, tactics, assessing
Dance Year 6	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short	Physical	Actions, dynamics, space, relationships
		Social	Share ideas, collaboration, support, communication, inclusion, respect, leadership
		Emotional	Confidence, self-regulation, perseverance, determination, integrity, empathy
	warm ups. This unit links to the following strand of the NC: perform dances using a range of movement patterns	Thinking	Creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills
Dodgeball Year 6	Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances.	Physical	Throw, catch, dodge, block
		Social	Collaboration, respect, leadership, communication
		Emotional	Honesty, determination, confidence
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Make decisions, select and apply tactics

Y6	Overview	Key Skills	
Fitness Year 6	In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance	Physical	Agility, balance, co-ordination, speed, stamina, strength
		Social	Support and encourage others, collaboration
		Emotional	Perseverance, determination
		Thinking	Observation, analysis, comprehension
	Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Dribble, pass, receive, track, tackle
Football Year 6		Social	Communication, respect, collaboration, co-operation
		Emotional	Honesty, persevere, determination
		Thinking	Assess, explore, decision making, select and apply
Golf Year 6	Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration
		Emotional	Perseverance, self regulation, patience, honesty
		Thinking	Analysis, select and apply skills
Gymnastics Year 6	In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Physical	Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight
		Social	Work safely, collaboration, communication, respect
		Emotional	Independence, confidence, determination
	If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Thinking	Observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

Y6	Overview	Key Skills	
Handball Year 6	Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
		Social	Communication, kindness, respect, collaboration
		Emotional	Confidence, honesty and fair play, determination, perseverance
		Thinking	Select and apply, decision making, problem solving, comprehension, reflection
	Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Physical	Dribble, pass, receive, tackle, intercept, run, shoot
		Social	Communication, collaboration, respect, support others
Hockey Year 6		Emotional	Perseverance, honesty and fair play, determination
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Thinking	Identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection
	Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Physical	Throw, catch, change direction, change speed, shoot
Netball Year 6		Social	Communication, collaboration, respect
		Emotional	Honesty and fair play, pride, empathise, persevere
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Thinking	Select and apply, decision making, comprehension
OAA Year 6	In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls.	Physical	Balance, co-ordination, run at speed, run over distance
		Social	Communication, collaboration, inclusion, leadership, work safely
		Emotional	Confidence, honesty, trust
	This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.	Thinking	Evaluation, reflection, problem solving, comprehension, select and apply

Y6	Overview	Key Skills	
	In this unit, pupils will further develop their fundamental movement skills, with a focus on momentum, rhythm, fluidity, and flair. Building on their previous experience, they will grow in confidence by experimenting, aiming for self-improvement, and responding to feedback from their peers. Pupils will explore combining obstacles using moves like tic tac vaults, and consider the aesthetic qualities of flow. Working as a team, they will design, create, and maintain a parkour performance. Throughout the unit, pupils will reflect on and evaluate both their own work and the work of others. Throughout all of the parkour units, pupils are taught to put safety first: "there is no right way, just a safe way!" This unit has been designed to be taught in a controlled environment (like a hall or gym). This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Run, jump, balance, roll, tic tac, consecutive vaults, flair, aesthetics
		Social	Work safely, collaborate, support others, respect, communicate
Parkour Year 6		Emotional	Perseverance, confidence, resilience, determination
		Thinking	Plan and reflect, observe and evaluate performances
	Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	Physical	Throw, catch, bowl, bat, field
Rounders		Social	Communication, collaboration, respect, co-operation
Year 6		Emotional	Honesty, self regulation, sportsmanship
	This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Thinking	Select and apply skills, reflection, assess, tactics
	Rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Throw, catch, run, change direction, change speed
Rugby Year 6		Social	Communication, support others, collaboration
		Emotional	Honesty and fair play, confidence, determination, trust
		Thinking	Decision making, comprehension, reflection, identify strengths and areas for development, plan
Swimming Intermediate	This unit is aimed at intermediate swimmers. 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. NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.	Physical	Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position
		Social	Support others, work safely, inclusion, communication, collaboration
		Emotional	Determination, work fairly, honesty, confidence, perseverance
		Thinking	Comprehension, creativity, make decisions, tactics

Y6	Overview	Key Skills	
Tennis Year 6	Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
		Social	Support and encourage others, co-operation, collaboration, respect
		Emotional	Honesty, perseverance
		Thinking	Comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development
	Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Physical	Throw, catch, set, dig, serve, rally
Volleyball Year 6		Social	Communication, respect, support and encourage others
		Emotional	Perseverance, honesty, determination
		Thinking	Using tactics, select and apply skills, identify strengths and areas for development, reflection
Yoga Year 6	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.	Physical	Balance, strength, flexibility, co-ordination
		Social	Respect, co-operate leadership, communication, share ideas, work safely
		Emotional	Focus, concentration, confidence, independence, determination
		Thinking	Identify, create, select and apply actions, observe and provide feedback