

SSFS Physical Education EYFS-Y4 Curriculum Delivery and Skills Progression

Physical Education is a compulsory requirement within the primary curriculum for children aged four to sixteen. Pupils in EYFS should receive one hour of timetabled physical education per week. Pupils in KS1 and KS2 should receive two hours of timetabled physical education each week.

EYFS			
	Autumn	Spring	Summer
Nursery	Introduction to PE: Unit 1 In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. • Physical: moving safely, running, jumping, throwing, catching, following a path • Social: sharing, leadership • Emotional: perseverance, confidence • Thinking: decision making, selecting and applying actions	Fundamentals: Unit 1 In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. • Physical: balancing, running, jumping, changing direction, hopping, travelling • Social: working safely, responsibility, helping others • Emotional: honesty, challenging myself, determination • Thinking: decision making, selecting and applying actions, using tactics	Games: Unit 1 In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. • Physical: running, balancing, changing direction, striking a ball, throwing • Social: communication, co-operation, taking turns, supporting and encouraging others • Emotional: honesty and fair play, managing emotions • Thinking: using tactics, decision

	Ball Skills: Unit 1 In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner. • Physical: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball • Social: co-operation, supporting others • Emotional: honesty, perseverance • Thinking: using tactics, decision making	Dance: Unit 1 In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. • Physical: travelling, copying and performing actions, coordination • Social: respect, cooperating with others • Emotional: working independently, confidence • Thinking: counting, observing and providing feedback, selecting and applying actions	making Gymnastics: Unit 1 In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. • Physical: shapes, balances, jumps, rocking, rolling, travelling • Social: taking turns, co-operation, communication • Emotional: confidence, determination • Thinking: selecting and applying skills, creating sequences
Reception	Introduction to PE: Unit 2 In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic	Fundamentals: Unit 2 In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running,	Games: Unit 2 In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a

	principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. • Physical: moving safely, running, jumping, throwing, catching, rolling • Social: sharing and taking turns, encouraging and supporting others, responsibility • Emotional: honesty and fair play, confidence, perseverance • Thinking: decision making, understanding and using rules Ball Skills: Unit 2 In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks. • Physical: hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running • Social: working safely, responsibility, working with others • Emotional: managing emotions, challenging myself • Thinking: selecting and applying actions Dance: Unit 2 In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore travelling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules. • Physical: running, changing direction, striking a ball • Social: communication, co-operation, taking turns, respect, supporting and encouraging others • Emotional: honesty, managing emotions, perseverance • Thinking: using tactics Gymnastics: Unit 2 In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. • Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling • Social: leadership, taking turns, helping others • Emotional: determination
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	• Physical: rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball • Social: co-operation, sharing and taking turns • Emotional: determination • Thinking: using tactics, decision making	• Physical: travelling, copying and performing actions, balance, coordination • Social: respect, cooperating with others • Emotional: working independently, confidence • Thinking: counting, observing and providing feedback, selecting and applying actions	• Thinking: selecting and applying skills, creating sequences
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Key Stage 1

	Autumn	Spring	Summer
Year 1	Fundamentals Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas. • Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping • Social: taking turns, supporting and encouraging others, working safely, communication • Emotional: challenging myself, perseverance, honesty • Thinking: selecting and applying, identifying strengths, listening and following instructions	Dance 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. • Physical: travel, copying and performing actions, using shape, balance, coordination • Social: co-operation, communication, coming to decisions with a partner, respect • Emotional: confidence, acceptance • Thinking: counting, observing and providing feedback, selecting and applying actions Gymnastics In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used	Striking and Fielding Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills. • Physical: throwing, catching, retrieving a ball, tracking a ball, striking a ball • Social: communication, supporting and encouraging others, consideration of others • Emotional: perseverance, honesty and fair play • Thinking: using tactics, selecting and applying skills, decision making

		individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. • Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions • Social: sharing, working safely • Emotional: confidence • Thinking: observing and providing feedback, selecting and applying actions	
	Fitness In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best. • Physical: running, coordination, stamina, strength, agility, balance • Social: co-operation, support, responsibility	Ball Skills In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. • Physical: rolling, kicking, throwing, catching, bouncing, dribbling, tracking • Social: co-operation, communication, leadership, supporting others	Athletics Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. • Physical: running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance • Social: working safely, collaborating with others

	• Emotional: kindness, perseverance, honesty, independence • Thinking: comprehension, creativity, problem solving, reflection	• Emotional: honesty, perseverance, challenging myself • Thinking: using tactics, exploring actions, comprehension	• Emotional: working independently, honesty and playing to the rules, determination • Thinking: exploring ideas
<i>Enrichment</i>	Makaton	Makaton	Makaton
Year 2	Fundamentals Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. • Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping • Social: taking turns, supporting and encouraging others, respect, communication • Emotional: challenging myself, perseverance, honesty • Thinking: selecting and applying, identifying strengths	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 beginning to use key terminology. • Physical: travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination • Social: respect, consideration, sharing ideas, decision making with others • Emotional: acceptance, confidence	Striking and Fielding In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation. • Physical: throwing and catching, tracking a ball, bowling, batting • Social: communication, collaboration • Emotional: honesty, acceptance, controlling emotions • Thinking: select and apply, using tactics, decision making

		• Thinking: selecting and applying actions, counting, observing and providing feedback, creating Gymnastics In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. • Physical: shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll • Social: sharing, working safely • Emotional: confidence, independence • Thinking: observing and providing feedback, selecting and applying actions	
	Fitness Pupils will take part in a range of fitness activities to develop components of fitness.	Ball Skills In this unit, pupils will develop their fundamental ball skills such as throwing and	Athletics In this unit, pupils will develop skills required in athletic activities such as running at different

	Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. • Physical: agility, balance, coordination, speed, stamina, skipping • Social: taking turns, encouraging and supporting others • Emotional: determination, perseverance, challenging myself • Thinking: identifying strengths and areas for improvement, observing and providing feedback	catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. • Physical: rolling, kicking, Physical: throwing, catching, bouncing, dribbling • Social: co-operation, communication, leadership, supporting others • Emotional: honesty, perseverance, challenging myself • Thinking: using tactics, exploring actions	speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. • Physical: running at different speeds, jumping for distance, throwing for distance • Social: working safely, collaborating with others • Emotional: working independently, determination • Thinking: observing and providing feedback, exploring ideas
<i>Enrichment</i>	Makaton	Makaton	Makaton

Key Stage 2

	Autumn	Spring	Summer
Year 3	Dance Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. • Physical: using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance • Social: sharing ideas, respect, inclusion of others, leadership, working safely • Emotional: confidence, acceptance • Thinking: selecting and applying actions, creating, observing and providing feedback Fundamentals 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.	Gymnastics In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. • Physical: individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics • Social: collaboration, communication, respect • Emotional: confidence • Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving Handball Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their	Rounders Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. • Physical: underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting • Social: collaboration and communication, respect, supporting and encouraging others • Emotional: honesty and fair play, confident to take risks, managing emotions • Thinking: observing and providing feedback, using tactics, decision making Tag Rugby In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing

	Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. • Physical: balancing, running, hopping, jumping, dodging, skipping • Social: supporting and encouraging others, respect, communication, taking turns • Emotional: challenging myself, perseverance, honesty • Thinking: selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development	attacking skills to maintain possession in game situations. They will play small-sided, uneven and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game-like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances. • Physical: ball control, throwing and catching, moving with the ball, dribbling, shooting • Social: working safely, communication, respect • Emotional: honesty and fair play, perseverance • Thinking: planning strategies, observing and providing feedback	fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements. • Physical: passing, catching, dodging, tagging, scoring • Social: communication, collaboration, inclusion • Emotional: honesty and fair play, perseverance, confidence • Thinking: planning strategies and using tactics, observing and providing feedback
	Dance Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Yoga Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	Athletics In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.

	• Physical: using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance • Social: sharing ideas, respect, inclusion of others, leadership, working safely • Emotional: confidence, acceptance • Thinking: selecting and applying actions, creating, observing and providing feedback Fitness Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control. • Physical: strength, speed, power, agility, coordination, balance, stamina • Social: supporting others, working safely	• Physical: breathing, balance, flexibility, strength, coordination • Social: working safely, sharing ideas, leadership • Emotional: calmness, focus, confidence • Thinking: selecting actions, creating poses and flows, providing feedback Hockey Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. • Physical: passing, dribbling, receiving, intercepting, tackling • Social: communication, collaboration, inclusive • Emotional: honesty and fair play, perseverance, empathy • Thinking: planning strategies and using tactics, observing and	• Physical: sprinting, jumping for distance, push and pull throwing for distance • Social: working collaboratively, working safely • Emotional: perseverance, determination • Thinking: observing and providing feedback OAA Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes. • Physical: balance, running • Social: communication, teamwork, trust, inclusion, listening • Emotional: confidence • Thinking: planning, map reading, decision making, problem solving
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	• Emotional: perseverance, determination • Thinking: identifying areas of strength and areas for development	providing feedback, decision making	
<i>Enrichment</i>			Dance Workshop
Year 4	Dance Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. • Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique • Social: collaboration, consideration, inclusion, respect • Emotional: empathy, confidence • Thinking: observing and providing feedback, selecting and applying skills Fundamentals Pupils will develop the	Gymnastics In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. • Physical: individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand • Social: responsibility, collaboration, communication, respect	Cricket Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. • Physical: underarm and overarm throwing, catching, over and underarm bowling, fielding and tracking a ball, batting • Social: collaboration and communication, respect • Emotional: perseverance, honesty • Thinking: observing and providing feedback, applying strategies Tag Rugby In this unit pupils will learn to keep possession of

	fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. • Physical: balancing, running, hopping, jumping, dodging, skipping • Social: supporting and encouraging others, respect, communication, taking turns • Emotional: challenging myself, perseverance, honesty • Thinking: selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development	• Emotional: confidence • Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences Netball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. • Physical: passing, catching, footwork, intercepting, shooting • Social: working safely, communication, collaboration • Emotional: honesty and fair play, perseverance • Thinking: planning strategies and using tactics, observing and providing feedback	the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements. • Physical: passing, catching, dodging, tagging, scoring • Social: communication, collaboration, inclusion • Emotional: honesty and fair play, perseverance, confidence • Thinking: planning strategies and using tactics, observing and providing feedback
	Dance Pupils focus on creating characters and narrative through movement and gesture.	Yoga Pupils learn about mindfulness and body awareness. They learn yoga poses and	Athletics In this unit, pupils will develop basic running, jumping and throwing techniques. They are set

	They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. • Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique • Social: collaboration, consideration, inclusion, respect • Emotional: empathy, confidence • Thinking: observing and providing feedback, selecting and applying skills Fitness Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas	techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. • Physical: breathing, balance, flexibility, strength, coordination • Social: working safely, sharing ideas, leadership • Emotional: calmness, focus, confidence • Thinking: selecting actions, creating poses and flows, providing feedback Basketball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.	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. • Physical: pacing, sprinting technique, jumping for distance, throwing for distance • Social: working collaboratively, working safely • Emotional: perseverance, determination • Thinking: observing and providing feedback, exploring ideas OAA Pupils further develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes. • Physical: balance, dodging, running • Social: communication, teamwork, trust, inclusion, listening • Emotional: confidence, resilience, determination, honesty, integrity • Thinking: planning, map reading, decision making, tactics, problem solving
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	for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control. • Physical: strength, speed, power, agility, coordination, balance, stamina • Social: supporting others, working safely • Emotional: perseverance, determination • Thinking: identifying areas of strength and areas for development	• Physical: run, jump, throw, catch, dribble, intercept, shoot • Social: working safely, communication, collaboration • Emotional: honesty, fair play, perseverance • Thinking: plan strategies, use of tactics, observe & provide feedback	
<i>Enrichment</i>			Robin Wood, Sailing