

PE Curriculum Map

In Y5, in Football, I will learn the basics of goalkeeping. I will also learn the importance of playing games fairly, abiding by the rules of the game and being respectful of my teammates and opponents. In Swimming, I will learn how to swim more efficiently to save energy and go faster. In Hockey, I will learn to show control and fluency in a small game situation and under pressure. In Dance, I will create and perform my own piece of work. In Athletics, I will further develop my skills to achieve the greatest possible speed, height, distance or accuracy. In Fitness, I will take part in a range of fitness challenges to test and record my scores.

In Y3, in Hockey, I will learn to use simple attacking tactics using sending, receiving and dribbling the ball. In Dance, I will create dances inspired by a historical stimulus. In Swimming, I will learn specific swimming strokes on my front and back. In Rounders, I will learn how to score points by striking a ball and running around cones or bases. In Netball, I will develop my skills in defending, attacking, throwing, catching and shooting. In Tennis, I will develop skills required for tennis: the ready position, racket control and hitting a ball. In Cricket, when batting, I will learn how to strike the ball into space to score runs; when fielding, I will learn how to keep the batters' scores low.

In Y1, I will learn travelling actions, movement skills and balancing through dance. In Athletics, I will learn how to run at different speeds; change direction, jump and throw. In Ball Skills, I will learn how to hit a target, dribble with both hands and with both feet. In Net and Wall, I will learn to hit a ball with a racket and how to play against an opponent over a net. In Fitness, I will learn how a healthy lifestyle affects my body, my mood and my health. Finally, in Team Building I will learn how to take turns, work collaboratively and lead others.

In Y6, in games situations, I will learn how to use skills, strategies and tactics to outwit my opponents. In Dance, I will learn how to use movement to convey ideas, emotions, feelings and characters. In Football, I will learn how to evaluate my own performance and the performance of others. In Gymnastics, I will work in groups and use formation to improve the aesthetics of my performance. In Hockey, I will learn the importance of fair play and honesty while self-managing games. In Cricket, I will learn how to play different roles. In fitness, I will learn to recognise areas in which I can improve. In Athletics, I will learn to identify areas of strength as well as areas to develop. I will also have the chance to officiate. In Basketball, I will deepen my skills in attacking and defending. In Tag Rugby, I will learn how to track and slow down an opponent and how to support an attack.

In Fitness, I will learn to work at my maximum capacity to improve my fitness. I will learn how to persevere when I get tired. In Hockey, I will deepen my skill in passing, attacking and defending. I will also be encouraged to be a supportive teammate. In Swimming, I will learn and use different kicking and arm actions. I will also be given the opportunity to observe others and provide feedback. In Tag Rugby, I will learn how to keep possession of the ball using attacking skills. In Football, I will develop competencies in defending, attacking, passing and receiving the ball. In Tennis, I will learn how to score points and how to use skills, strategies and tactics to outwit the opposition.

In Y2, in Fitness, I will begin to explore agility, balance, co-ordination, speed and stamina. In Gymnastics, I will learn basic gymnastic actions on the floor and how to use apparatus. In Ball Skills, I will develop fundamental skills such as throwing and catching. In Invasion Games, I will learn the principles of attacking and defending; I will also have the opportunity to play even and uneven sided games. In Team Building, I will learn communication and problem solving skills; I will also learn how to work effectively in a team. In Striking and Fielding, I will learn how to use skills, strategies and tactics to outwit the opposition.

In Reception, I will learn to refine different movements such as rolling, crawling, running, hopping and skipping through the use of large and small indoor and outdoor apparatus. I will be encouraged to work in teams and alone to confidently and safely move with control and grace, which will in turn develop my body strength, coordination and agility. I will build on the accuracy of my ball skills, as I am encouraged to develop my passing, catching and kicking using a variety of ball types. I will have opportunities to develop these skills through many physical disciplines such as gymnastics, tag and football. I will refine my fine motor skills through the rhythm and movement of Write dance.



Y3



Y2



Y1

EYFS



Y4



Y5



Y6





Autumn Term 1 – Fundamentals

National Curriculum Coverage

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

Show sensitivity to their own and to others' needs.

What I learn

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.

Progression Pathway

This unit introduces pupils to PE and Games. They complete a range of activities developing skills and improving their fine and gross motor skills and learn about how different equipment is used safely.

These skills are essential in their physical development and their approach to all aspects of PE and Games this year, KS1 and KS2

Autumn Term 2 – Ball skills and games

National Curriculum Coverage

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

Show sensitivity to their own and to others' needs.

What I learn

In the Ball Skills unit pupils develop their ball skills through control such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Pupils develop their fine and gross motor skills through a range of game play using a variety of equipment. Pupils are given opportunities to work independently and with a partner. In the Games unit, pupils develop their understanding of playing games. They practise and further develop fundamental movement skills through games. They 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.

Progression Pathway

In this unit pupils learn all the techniques of controlling a ball. This progresses into games, including ball games in the second part of the term. Here they learn about rules and scoring.

These basic skills are essential in many aspects of Games and PE and they will revisit Games in Spring 2



Spring Term 1 – Dance and Gymnastics

National Curriculum Coverage

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

Show sensitivity to their own and to others' needs.

What I learn

In this unit, children will develop their expressive movement, exploring space and how to use space safely. They explore travelling movements, shapes and balances. Pupils choose their own actions in response to a stimulus and 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; performing to others and providing simple feedback.

In this unit, pupils will develop their basic gymnastic skills, exploring basic movements, creating shapes, balances, and jumps and beginning 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 and begin to understand using levels and directions when traveling and balancing.

Progression Pathway

The pupils have moved their bodies to music in the EYFS and this unit develops these ideas by creating short pieces that involve copying and repeating movement actions using the counting technique. This is revisited in the summer term where these ideas are further developed. The second unit this half term introduced the pupils to gymnastics – developing basic gymnastic skills and using different levels. This is revisited in Spring 2 where they further develop their techniques for balancing and movement using both floor and apparatus.

Spring Term 2 – Games and gymnastics

National Curriculum Coverage

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

Show sensitivity to their own and to others' needs.

What I learn

In the Games unit pupils will practise and further develop their fundamental movement skills learning and developing these skills by playing a variety of games. They also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

In the Gymnastics unit, children develop their basic gymnastic skills, exploring 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 and they copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.

Progression Pathway

This Games unit develops the concept of working as a team through a variety of games. The skills they are shown regarding turn taking, keeping score and working together with others are an integral part of sports and these will be developed through KS1 and KS2. In Gymnastics pupils develop the basic skills to enable them to perform short demonstrated sequences – rolling, balancing and jumping on the floor and apparatus. In Y1 Summer 2 they revisit and further develop these skills but at this stage they have to develop their own sequences to perform.

Reception

Summer Term 1 – Ball skills

National Curriculum Coverage	What I learn	Progression Pathway
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 Show sensitivity to their own and to others' needs.	In this unit pupils develop their ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Pupils are able to develop their fine and gross motor skills through a range of game play with balls. They work independently and with a partner and will develop decision making and using simple tactics.	In Ball Skills unit in the autumn term pupils were focussed on developing their ball control through the throwing and catching of balls. In this unit these skills are developed further when pupils work with a partner and using targets. They continue to develop control using their feet too, but in this unit they start to consider simple games and what tactics would be suitable

Summer Term 2 – Dance

National Curriculum Coverage	What I learn	Progression Pathway
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 Show sensitivity to their own and to others' needs.	In this unit pupils develop their expressive movement, exploring spaces and how to use space safely. They explore traveling actions, shapes and balances, choosing their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions, continuing to use counting to help them keep in time with the music. They explore dance through the world around them and perform to others and begin to provide simple feedback.	In this unit the pupils further develop the dance techniques and skills that they were introduced to in the spring term. This term however they will be responding to the world around them and will develop more themed ideas. In Y1 these movements are linked together and developed into dance phrases.



Autumn Term 1 – Fundamentals and target games

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	Pupils explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They explore these skills in isolation as well as in combination and are given opportunities to identify areas of strength and areas for improvement. They work collaboratively with others, taking turns and sharing ideas. In the Target Games unit pupils develop their aim using both underarm and overarm actions. They are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They understand the importance of abiding by rules to keep themselves and others safe.	The fundamental units teach pupils all the basic skills required in many aspects of PE and Games. They will investigate ways of moving as well as balancing. These skills were introduced in EYFS and in this unit pupils begin to explore them in combination. They will continue to develop these in KS1 and 2. In Reception pupils developed their ball skills and started to use targets. In this unit the pupils will start to challenge themselves in terms of targets and distances, working in groups and managing their activities. These are skills that are developed in Y2 and beyond to enable them to take part in various games.

Autumn Term 2 – Ball skills and team building

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	In this unit, pupils explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. They have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	The fundamental ball skills are regularly revisited as they form such an integral part of PE and games. Children started throwing, catching, dribbling and target shooting in Reception and this is further developed in Y1. This term they explore their own methods in response to tasks. In the summer term this is developed further in the Send and Receive unit. To further develop the concept of teams introduced in the Games 2 Reception unit, in this Team Building unit pupils are encouraged to work collaboratively, taking the lead, planning and working together. These are important skills for all the team games they will be involved in during KS1 and 2



Spring Term 1 – Dance and invasion

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	In the Dance unit pupils explore travelling actions, movement skills and balancing. They understand why it is important to count to music and use this in their dances. Pupils copy and repeat actions linking them together to make short dance phrases, working individually and with a partner to create ideas in relation to the theme. Pupils are given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games and learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Pupils have been exploring dance in Reception and created their own responses to a stimulus in the summer term. This term they continue to develop creative ideas and movements around a theme and with a partner and alone will create short dance phrases; performing and critiquing these. The counting technique in developed in to beats of 8 in Y2 and they explore pathways, levels, shapes, directions, speeds and timing. Pupils have had lots of ball experience and have worked on developing their basic ball skills. In this unit they work on the concepts of attack and defence, as well as rules and scoring. These skills are necessary for many of the team games (rounder's, cricket and football) and individual games (tennis) that they children play in KS2

Spring Term 2 – Athletics and yoga

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	In this unit, pupils develop the skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils 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. In the Yoga unit pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance; this includes postures, breathing and meditation taught through fun and engaging activities.	Pupils in previous units have developed athletic skills – running, jumping and throwing. In this unit they are required to apply these in a specific way – measuring performance and competing. The number of athletic disciplines increases as the children move up the school. In the Yoga unit pupils start to learn techniques to build strength, develop flexibility and connect with their mind and body. They re-engage with a Yoga unit in Y3 when they start to create their own yoga flows



Summer Term 1 – Net & wall and Send & receive

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	Pupils are introduced to the basic skills required in Net and Wall games. They learn the importance of the ready position and develop throwing, catching and racket skills, learning to track and hit a ball. They learn to play against an opponent and over a net, beginning to use rules and simple tactics when playing against a partner. They are encouraged to demonstrate good sportsmanship and show respect towards others. Pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball, working with a range of different sized balls. They apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities; understanding the importance of abiding by the rules to keep themselves and others safe.	Pupils have had experience of throwing and catching. In this unit they learn basic racket technique, learning how to track and hit a ball over a net. In Y2 they develop their understanding of net and wall games learning how to defend their space and send the ball away from an opponent to maximise their chances of scoring. In the Send and Receive unit they continue to apply their skills to ball control in the context of small games, organising and managing their activities. These basic skills are called upon in numerous aspects of PE and Games in Y2 and beyond

Summer Term 2 – Striking & fielding and Gymnastics

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	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. In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	In the previous units' pupils have developed their ball control and practised throwing and catching. In this unit these skills are applied once again with the additional requirement of striking the ball. These skills are the ones required for the Cricket and Rounder's Units in KS2 In the gymnastics unit pupils build on their basic gymnastic knowledge. Exploring jumping, rolling, balancing and travelling skills, creating short sequences. In Y2 they develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions



Autumn Term 1 – Fundamentals and Dance

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	Pupils develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils are given opportunities to work with a range of different equipment. Pupils are asked to observe and recognise improvements for their own and others' skills and identify areas of strength. They are given the opportunity to work collaboratively with others, taking turns and sharing ideas. In the Dance unit pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They build on their understanding of dynamics and expression, using counts of 8 consistently to keep in time with the music and a partner. Pupils also explore pathways, levels, shapes, directions, speeds and timing. They are given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	Pupils have been developing skills in the fundamentals of PE since Reception and these were further developed in Y1. In this term's unit they will focus on the skills and observe and recognise improvements in themselves and others. These are skills that are transferable to many aspects of PE and Games and will be regularly revisited in KS1 and 2. Pupils completed the year 1 Dance unit and explored dance phrases and copied ideas. They further develop the need for counting in rhythms of 8 in this unit, recognising the importance of keeping in time. In Y3 they learn to use canon, unison, formation and levels in their dances.

Autumn Term 2 – Ball skills and Gymnastics

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	In this unit, pupils develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. They have the opportunity to work independently, in pairs and small groups. 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.	This unit reinforces the ball skills that pupils have developed in Y1, providing opportunities for them to develop more accuracy in their throwing, catching, rolling and hitting. These are the skills that will determine their success in team games in KS2. Pupils have been working on their gymnastic skills since Reception and in Y1 they started to piece together small sequences. In this unit they develop their awareness of compositional devices to improve their sequences. In Y3 there is a focus on improving their gymnastic movement and how to link these effectively in a sequence.



Spring Term 1 – Target games and Net & wall

National Curriculum Coverage

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

What I learn

Pupils develop their understanding of the principles of target games. They learn how to score points and play to the rules; whilst developing the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation. Pupils develop the basic skills involved in net and wall games and develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.

Progression Pathway

The pupils have been introduced to targets in previous units but in this unit they learn how to score points whilst developing skills of aim. These will be required in Y3 for Dodgeball and Netball.

In the Y1 Net and Wall unit pupils developed throwing, catching and racket skills, learning to track and hit a ball. In this unit they develop a more tactical approach, defending space and maximising scoring opportunities. These skills will be developed in the tennis unit in Y3 and onwards

Spring Term 2 – Athletics and Invasion

National Curriculum Coverage

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

What I learn

In this unit, pupils develop the skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils 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, learning how to improve by identifying areas of strength as well as areas to develop.

Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games, learning how to score points in these types of games and learn to play to the rules.

Progression Pathway

Pupils have had many opportunities to develop their running, throwing and jumping skills. This unit puts these into the context of measurable results, with pupils trying to improve their practise on a measurable scale. In Y3 this involves improving PBs and analysing how to improve results.

In Y1 the invasion games involved working on the concepts of attack and defence, as well as rules and scoring. These are reinforced in this unit and pupils play by the rules even when games are uneven. These skills will be put into practise in the Games played in Y3 – Dodgeball for example



Summer Term 1 – Team building and Send & receive

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, with an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies, leading a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. Pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They also use equipment to send and receive a ball, using a range of different sized balls. They apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They understand the importance of abiding by rules to keep themselves and others safe.	In the Y1 Team Building Unit pupils are encouraged to work collaboratively, taking the lead, planning and working together. This unit builds on these principles with time given to discuss, plan and reflect on ideas and strategies, improving teamwork. These skills provide a good base for team games in Y3. In the Y1 unit Send and Receive they develop their ball control skills in the context of small games. In this unit they use equipment and apply their skills. These skills will be refined and further developed in the selection of sports they will be playing in KS2

Summer Term 2 – Striking & fielding and Fitness

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	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 and begin to self-manage small sided games. Pupils learn how to score points and play to the rules, thinking about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation. Pupils take part in a range of fitness activities to develop components of fitness. They begin to explore and develop agility, balance, co-ordination, speed and stamina, working independently and with others. Pupils develop perseverance and show determination to work for longer periods of time.	In Y1 pupils were introduced to the basic skills required for Rounder's and Cricket. In this unit they self-manage small games that involve the skills of throwing and catching, tracking and retrieving a ball and striking a ball. In Y3 these skills will be applied to Cricket and rounder's when they are introduced to these games In the Fitness unit pupils develop agility, balance, co-ordination, speed and stamina – all essential components across the board in PE and Games



Autumn Term 1 – Hockey and Dance

National Curriculum Coverage	What I learn	Progression Pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	Pupils 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 start by playing uneven and then move onto even sided games, thinking about defending and winning the ball. Pupils are encouraged to think about how to use skills, strategies and tactics to outwit the opposition, understanding the importance of playing fairly and keeping to the rules. They are encouraged to be a supportive teammate and identify why this behaviour is important. 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. They develop their use of counting and rhythm, learning to use canon, unison, formation and levels in their dances. They are given the opportunity to perform to others and provide feedback using key terminology.	Pupils have had previous experiences of playing games using balls and equipment. In this unit they learn how to use simple attacking tactics using sending, receiving and dribbling a ball. They start to think tactically and observe the rules. They revisit hockey in Y5 where they play small games. In previous dance units' pupils have worked on small dance pieces for performance and have used counting to keep rhythm. In this unit they learn to use canon, unison, formation and levels in their dances. In Y4 pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts

Autumn Term 2 – OAA and Dodgeball

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	Pupils develop problem solving skills through a range of challenges. They 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; they orientate a map, identify key symbols and follow routes. Pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent; they 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. They are given opportunities to evaluate and improve on their own and others performances.	In Y2 pupils took part in a Team Building unit, this focussed on teamwork with lots of opportunities to discuss, plan and reflect on ideas and strategies. In this unit they need to overcome challenges by working collaboratively. In Y6 they share ideas to create strategies and plans to produce the best solution to a challenge. In the Dodgeball unit they apply previously developed skills to this new game – developing their throwing on target, as well as strategies to avoid being hit. They revisit Dodgeball in Y5 and play games independently learning officiating skills to referee games.



Spring Term 1 – Rounders and Netball

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	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. In the Netball unit pupils are encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They learn to use a range of different passes in different situations to keep possession and attack towards goal, defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They learn key rules of the game such as footwork, held ball, contact and obstruction.	Pupils have had experiences in Y2 of Striking and Fielding, which provided them with the skills that they will need to apply in this unit. In this unit they develop a basic understanding of the game and apply skills and strategies in their play. They have a second Rounders' unit in Y5 when they learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In the Netball unit they learn the key skills and apply their previous knowledge and principles of defending, attacking, throwing, catching and shooting, playing 5 a side games. They have another Netball unit in Y6 where they continue to reinforce these skills and develop a range of different passes to keep possession and attack towards a goal..

Spring Term 2 – Gymnastics

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension,' developing the basic skills of rolling, jumping and balancing and using 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. They develop their confidence to perform, considering the quality and control of their actions.	In previous unit's pupils have developed their gymnastic ability. In Y2 they developed their awareness of compositional devices to improve their sequences. In this unit they further develop these skills, using matching and contrasting actions and shapes to develop linking sequences. In Y4 their sequences become more complex and they use a wider range of travelling actions, including the use of pathways.



Summer Term 1 – Cricket and Tennis

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	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 In the Tennis unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	In the Y2 Striking and Fielding unit pupils developed the skills of throwing and catching, tracking and retrieving a ball and striking a ball. In this unit they learn the fundamentals of cricket, how to strike the ball into space so that they can score runs. In Y6 they learn how to play the different roles of bowler, wicket keeper, fielder and batter. In the Tennis Unit pupils develop the key skills required for tennis, building on the Net and Wall unit from Y2. They learn about point scoring and develop simple strategies. These skills are developed annually in Tennis units where tactics and strategies are improved

Summer Term 2 – Athletics and Yoga

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	In this unit, pupils develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. Pupils learn 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.	The Athletic Unit reinforces and further develops the skills introduced in Y2. They focus on improving their PBs and consider how to achieve these improvements. This approach continues further up the school where they identify areas of strength as well as areas to develop. In the Yoga Unit, pupils are introduced to the techniques and approaches associated with yoga principles. It builds on the strength and flexibility



Autumn Term 1 – Basketball and Fitness

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	Pupils are encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling and learn to use attacking skills to maintain possession of the ball. They start by playing uneven and then move onto even sided games, understanding the importance of playing fairly and to the rules. They are 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. Pupils take part in a range of fitness challenges testing and record their scores. They learn about different components of fitness; speed, stamina, strength, coordination, balance and agility and are given opportunities to work at their maximum and improve their fitness levels; with the need to persevere when they get tired or when they find a challenge hard – encouraging others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this, working safely and with control.	In previous ball skills unit's pupils have learned the principles of defending, attacking, throwing, catching and dribbling. These skills are applied to the game of Basketball, with children learning the rules and understanding how to apply tactics. They revisit Basketball in Y6 where they learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils had a previous fitness unit in Y2. They explored and developed agility, balance, co-ordination, speed and stamina. In this unit they improve these skills and they have the opportunity to improve their fitness levels, suggesting activities that would do this. In Y5 they go on to improve stamina by and the need to persevere when they get tired or when they find a challenge hard

Autumn Term 2 – Football and Dance

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	Pupils are encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games; working one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils are given opportunities to select and apply tactics to outwit the opposition. 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 develop confidence in performing and are given the opportunity to provide feedback and utilise feedback to improve their own work.	Pupils have worked in previous units on key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. In this unit they continue to develop these skills and they learn to work as a team playing the game. They revisit football in Y5 when they work on their skills to develop consistency. In the Y3 Dance unit pupils developed their use of counting and rhythm, learning to use canon, unison, formation and levels in their dances. In this unit they begin to use dance to communicate ideas and issues, including feelings. In Y5 they start to investigate the cultural origins of a selection of dance forms



Spring Term 1 – Gymnastics and Fundamentals

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways, developing more advanced actions such as inverted movements and explore ways to include apparatus. They demonstrate control in their behaviour to create a safe environment for themselves and others to work in; working independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils develop their ability to change direction with balance and control. They are given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. They are 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.	In Y3 pupils continued to develop their gymnastic ability, using matching and contrasting actions and shapes to develop linking sequences. In this unit they develop more advanced actions such as inverted movements and explore ways to include apparatus. In Y5 they explore partner relationships such as canon and synchronisation and matching and mirroring. In the Fundamentals unit pupils continue to develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. In this unit they explore how the body moves at different speeds – accelerating and decelerating. These are integral skills for PE and are used in many different contexts of PE and Games activities

Spring Term 2 – Tag rugby and Swimming

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	In this unit pupils learn to keep possession of the ball using attacking skills. They play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils understand the importance of playing fairly and keeping to the rules; thinking about how to use skills, strategies and tactics to outwit the opposition. They learn how to evaluate their own and others' performances and suggest improvements. The Swimming Unit is aimed at developing swimmers. In this unit, pupils are introduced to specific swimming strokes on their front and on their back. They learn how to travel, float and submerge with increasing confidence. They learn and use different kicking and arm actions and they are given opportunities to observe others and provide feedback. They are also be introduced to some personal survival skills and how to stay safe around water.	Pupils have been introduced to the principles of attack and defence through the other games they have played in previous units. In this unit they learn how to play tag rugby, developing strategies and skills to outwit opponents. They revisit Tag Rugby in Y6 where they further develop their skills and when they are attacking, they begin to support the ball carrier using width and drawing defence. In the swimming unit children who are at different stages of swimming ability, get targeted support to develop their swimming strokes, stamina and confidence



Summer Term 1 – Tennis and Ball skills

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. They are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. In the Ball skills unit pupils have the opportunity to develop their accuracy and consistency when tracking a ball. They explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They develop catching with one and two hands as well as dribbling with feet and hands, skills are then applied to small group games. Pupils have the opportunity to take on different roles and work both individually and with others.	In Y3 pupils were first introduced to the Tennis. In this unit they learned about point scoring and developed simple tennis strategies. In this unit pupils learn strategies to outwit the opposition. In Y5 they learn specific skills such as a forehand, backhand, volley and underarm serve. In Y3 pupils developed their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. They continue to develop these skills in this unit and they explore a variety of throwing techniques and learn to select the appropriate throw for the situation, applying these skills to small group games. These ball skills can be applied to a variety of units that the pupils undertake in Y5 and Y6.

Summer Term 2 – Handball and Athletics

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	Pupils are encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. They use their attacking skills to maintain possession in game situations and play small-sided, un-even and even games. The pupils understand the importance of playing fairly and following the rules. They are 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. In this unit, pupils 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 apply their ball skills knowledge to this Handball Unit, developing and persevering their defending and attacking skills. In this unit they learn the rules of handball and apply their skills to the game. They continue to develop their understanding of the importance of rules and fair play in all aspects of games in the Y6 Handball unit. In Y3 pupils set challenges for distance and time and used different styles and combinations of running, jumping and throwing. They continue to develop these in Y4 and think about how to achieve their greatest possible speed, distance or accuracy. In Y5 they learn how to improve by identifying areas of strength as well as areas to develop.



Autumn Term 1 – Volleyball and Fitness

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	Pupils focus on developing the skills they need to play continuous rallies in volleyball. They learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given the opportunity to work collaboratively with others and develop confidence to achieve their best, understanding the importance of abiding by rules to keep themselves and others safe. Pupils develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. Pupils take part in a range of fitness challenges to test and record their scores. They learn different components of fitness including speed, stamina, strength, coordination, balance and agility. They are given opportunities to work at their maximum and improve their fitness levels, persevering when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.	In this unit pupils learn about the skills, techniques and strategies required for volleyball. They learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game. They continue to develop their tactical play and they apply these skills to future games units. In previous fitness unit's pupils explored and developed agility, balance, co-ordination, speed and stamina. In Y4 they had the opportunity to improve their fitness levels. In this unit they develop their perseverance and challenge themselves to improve their PBs. These approaches to sports and games are beneficial to the pupil's approach in future units.

Autumn Term 2 – Dodgeball and Yoga

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	Pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances. Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that helps 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 are given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	In the previous Dodgeball unit in Y3 pupils developed their throwing on target, as well as strategies to avoid being hit. In this unit they pupils learn officiating skills when refereeing games and are given opportunities to evaluate performance. These skills can be applied to other sports and games in other PE units. In the Y3 yoga unit pupils were introduced to the techniques and approaches associated with yoga principles. This unit continues to build on the strength and flexibility and introduces breathing techniques and meditation taught through fun and engaging activities. The pupils can apply these mindfulness techniques to many future experiences.



Spring Term 1 – Hockey and Dance

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ·master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ·participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	In this unit pupils improve their defending and attacking skills playing even-sided games. They start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils are encouraged to think about how to use tactics and collaborate with others to outwit their opposition. They comment on their own and other's performances and suggest ways to improve. They also recognise the importance of fair play and honesty while self-managing games. 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 are provided with the opportunity to create and perform their work. They are asked to provide feedback using the correct dance terminology and are able to use this feedback to improve their work. Pupils work safely with each other and show respect towards others.	In the Y3 Hockey unit pupils learned how to use simple attacking tactics using sending, receiving and dribbling a ball. In this unit they play small games demonstrating Control and fluency. In Y6 they continue to develop their defending and attacking skills, as well as their honesty and self-control. In the Y4 Dance unit pupils began to use dance to communicate ideas and issues, including feelings. In this unit pupils develop an awareness of the historical and cultural origins of different dances. In Y6 pupils work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics.

Spring Term 2 – Football and Gymnastics

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ·master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ·participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	Pupils improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils begin to develop consistency and control in dribbling, passing and receiving a ball. They also learn the basics of goalkeeping, evaluating their own and other's performances, suggesting improvements. They learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	In the Y3 Football Unit pupils worked on the key skills defending, attacking, sending, receiving and they learn to work as a team playing the game. In this unit they work on the consistency in their approach and can take these skills into future units – playing fairly and trying to improve their approach. In the Y4 Gymnastics unit developed their gymnastic ability, using matching, contrasting actions and shapes, developing linking sequences including inverted movements and exploring ways to include apparatus. In Y6 pupils build trust when working collaboratively in larger groups and use formations to improve the aesthetics of their performances.



Summer Term 1 – Athletics and Tennis

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.	In Y4 pupils set challenges for distance and time, using different styles and combinations of running, jumping and throwing; thinking about how to achieve their greatest possible speed, distance or accuracy. In this unit they learn how to improve by identifying areas of strength as well as areas to develop. In Y6 they continue with this and are given opportunities to lead when officiating as well as observe and provide feedback to others. In Y4 tennis pupils learned tennis strategies and how to outwit the opposition. In this unit they learn specific skills such as a forehand, backhand, volley and underarm serve. In Y6 develop their racket skills when playing tennis, developing their tactical awareness including how to play with a partner and against another pair.

Summer Term 2 – Badminton and Rounders

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	In this unit pupils are introduced to badminton and learn to play rallies, the ready position, racket control, serving and hitting over a net. They do not have a Badminton unit in Y6 but these skills can be applied to other contexts and they will play badminton in KS3 In the Y3 Rounders' unit pupils develop a basic understanding of the game and apply skills and strategies in their play. In this unit learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. The tactics involved in the fielding elements are once again focussed on in the cricket unit in Y6



Autumn Term 1 – Basketball and Dance

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	In this unit pupils develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. They learn to use attacking skills to maintain possession as well as defending skills to gain possession and are encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances. Pupils focus on developing an idea or theme into dance choreography. They work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils have opportunities to choreograph, perform and provide feedback on dance, thinking about how to use movement to convey ideas, emotions, feelings and characters. Pupils show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.	In Y4 principles of defending, attacking, throwing, catching and dribbling were developed and pupils; applying these skills, learning the rules and understanding how to apply tactics. In this unit they learn to use attacking skills to maintain possession as well as defending skills to gain possession. They will continue to build on these skills in KS3. In Y5 pupils used dance to communicate ideas and issues, including feelings; developing an awareness of the historical and cultural origins of different dances. In this unit develop these skills and work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. They will go on to explore more aspects of dance in KS3

Autumn Term 2 – Tag rugby and Gymnastics

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	In this unit pupils develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They play collaboratively in both uneven and then even sided games and they are encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances. 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.	In the Y4 Tag Rugby unit they learn how to play tag rugby, developing strategies and skills to outwit opponents. In this unit they further develop their skills and when they are attacking, they begin to support the ball carrier using width and drawing defence. This will provide a set of skills that they can take to KS3 when they play contact rugby. In the Gymnastics units in Y4 and 5 pupils developed their gymnastic ability, using matching, contrasting actions and shapes, developing linking sequences including inverted movements and exploring ways to include apparatus. In this unit pupils build trust when working collaboratively in larger groups and use formations to improve the aesthetics of their performances. They will continue to develop their skills and techniques in future gymnastic activities



Spring Term 1 – Hockey and Cricket

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ·master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ·participate in team games, developing simple tactics for attacking and defending ·perform dances using simple movement patterns.	In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged Pupils will comment on their own and other's performances and suggest ways to improve. They will to think about how to use tactics and collaborate with others to outwit their opposition. Also, recognise the importance of fair play and honesty while self-managing games. Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	In the Y5 Hockey unit pupils developed their attacking tactics using sending, receiving and dribbling a ball. playing small games demonstrating control and fluency. In this unit they think about how to use tactics and collaborate with others to outwit their opposition. These are sports techniques that they can apply to future Games units. In the Y3 Cricket unit pupils developed the skills of throwing and catching, tracking and retrieving a ball, learning the fundamentals of cricket, how to strike the ball into space so that they can score runs. In this unit they learn how to play the different roles of bowler, wicket keeper, fielder and batter. These are skills that they will further develop in KS3

Spring Term 2 – Handball and Netball

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ·master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ·participate in team games, developing simple tactics for attacking and defending ·perform dances using simple movement patterns.	Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance. In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.	In Y4 pupils learn the rules of handball and apply their defending and attacking skills to the game. In this unit they continue to develop their skills to maintain possession of the ball and to create scoring opportunities in attack, defending principles, denying space and stopping goals. These are transferable skills that can be applied to further units and other games. In the Y3 Netball unit they learned the key skills of netball – defending, attacking, throwing, catching and shooting, playing 5 a side games. In this unit they continue to reinforce these skills and develop a range of different passes to keep possession and attack towards a goal. They will continue to play netball in KS3 where these skills can be further developed and their skills improved



Summer Term 1 – OAA and Athletics

National Curriculum Coverage	What I learn	Progression pathway
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ·master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ·participate in team games, developing simple tactics for attacking and defending ·perform dances using simple movement patterns.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. 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. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.	In the Y3 OAA unit pupils learn to overcome challenges by working collaboratively. In this unit they share ideas to create strategies and plans to produce the best solution to a challenge. All these skills teach the pupils collaboration and teamwork skills that they can apply in a variety of contexts across the curriculum In Y4 and 5 Athletics unit's pupils set challenges for distance and time, using different styles and combinations of running, jumping and throwing; thinking about how to achieve their greatest possible speed, distance or accuracy; identifying areas of strength as well as areas to develop. In this unit they continue to develop all these areas and are given opportunities to lead when officiating as well as observe and provide feedback to others. They will continue to improve their times and distances as they develop these skills in KS3

Summer Term 2 – Tennis

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: · master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities · participate in team games, developing simple tactics for attacking and defending · perform dances using simple movement patterns.	In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.	In the Y4 and Y5 Tennis unit's pupils learned tennis strategies and how to outwit the opposition; they learned specific skills such as a forehand, backhand, volley and underarm serve. In this unit they develop their racket skills, developing their tactical awareness including how to play with a partner and against another pair. These will be further advanced and developed as they play more tennis in KS3
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