



PE Coverage and Progression Framework **For EYFS, Key Stage 1 & Key Stage 2 2024 - Version 2**

At St John's, our PE curriculum is delivered through an inclusive approach with the ambition that PE is a positive experience for every child. Through the Get Set PE scheme, we teach our children Fundamental Movement Skills and key learning behaviours to help achieve that ambition. Our carefully planned and sequenced curriculum, which starts in EYFS, enables children to build, revisit, and develop skills and knowledge as they progress through school, thereby developing a strong sense of self-efficacy.

Our PE curriculum includes structured and progressive physical development challenges, skill application opportunities that involve rules, strategies and tactics that are age and stage appropriate, and integrated review sessions that focus on healthy participation. Structured lessons provide opportunities for physical actions to be modelled, practised and developed.

Children progress through a sequence of different disciplines- some are explicitly revisited (i.e. gymnastics, dance and athletics) whereas other disciplines are included to provide opportunities for skills to be transferred from one discipline to another (ie. Striking and fielding skills across



cricket, rounders and hockey). Our offer includes sports which our pupils may not have the chance to try outside of school but also try to offer sports which we can signpost them to local clubs and events to widen their PE experience.

Below is an outline of progressive targets for each discipline which children are expected to aim for by the end of their key stage:

PE Overview (Curriculum Map 2023/2024)

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery/ Reception	Marvelous Me	Terrific Tales	Ticket To Ride	Come Outside	Amazing Animals	Fun at the Seaside
	Understanding our bodies and how to move safely with a focus on non-locomotor skills.	Focus on developing our Locomotor skills and using these skills safely.	Focus on using and manipulating different types of equipment. Showing stability skills.	Working with others to develop skills in manipulating equipment and play games.	To explore locomotor and non-locomotor skills.	To explore fundamental skills around jumping, catching, dodging and running, skipping and moving safely.

	TERM 1		TERM 2		TERM 3	
Year 1	Team Building	Gymnastics	Ball Skills	Dance	Athletics	Striking and Fielding Games
Year 2	Team Building	Gymnastics	Invasion Games	Dance	Athletics	Net and Wall Games
Year 3	OAA	Gymnastics	Handball	Dance	Athletics	Tennis
Year 4	OAA	Hockey	Dance	Swimming Football	Swimming Football	Cricket
Year 5	OAA Swimming	Basketball	Gymnastics	Badminton Y5/6	Athletics	Rounders
Year 6	Netball	Hockey	Dance	Tennis	Athletics	Rounders



Progression in PE Skills and Knowledge

Nursery, Autumn 1: Marvellous Me	
EYFS Development Matters and ELGs: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Negotiate space and obstacles safely, with consideration for themselves and others.	
Overview of Learning: Understanding our bodies and how to move safely with a focus on non-locomotor skills.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how to access outdoor provision safely • 	<ul style="list-style-type: none"> • Focus on moving around obstacles in outdoor provision without bumping • moving in a variety of ways to access the different outdoor resource sheds
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can move in a variety of ways and have steady feet FM • I can move around obstacles without bumping. FM • I can match my developing physical skills to tasks and activities in the setting – e.g. can decide whether to crawl, walk or run across a bench FM 	Backwards, forwards, path, safely, sideways, stop, direction, partner, rules, score, space, team
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • 	Reception Unit Marvellous Me

Nursery, Autumn 2: Terrific Tales	
EYFS Development Matters and ELGs: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Choose the right resources to carry out their own plan. Negotiate space and obstacles safely, with consideration for themselves and others	
Overview of Learning: Focus on developing our Locomotor skills and using these skills safely.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To explore using a tricycle in small groups • To work with a peer or adult at catching a large ball • To explore the sand area using different spades from the sand shed
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can use large-muscle movements to wave flags and streamers, paint and make marks. SM • I can pedal a tricycle SM • I can catch a large ball SM 	Action, direction, high, move, shape, space, travel, counts, finish position, low, quickly, slowly, start position



<ul style="list-style-type: none"> I can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. SM 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> 	Reception unit: Terrific Tales

Nursery, Spring 1: Ticket to Ride	
<p>EYFS Development Matters and ELGs: Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Continue to develop their movement, balancing, riding and ball skills. Start taking part in some group activities which they make up for themselves, or in teams. Negotiate space and obstacles safely, with consideration for themselves and others.</p>	
<p>Overview of Learning: Focus on using and manipulating different types of equipment. Showing stability skills.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> Know how to build dens in the construction shed, working together and a variety of equipment including crates, planks and wooden blocks. 	<ul style="list-style-type: none"> Able to focus on how to use the bikes safely. Small skills shed –able to show use of basic ball skills after encouragement and modelling
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> I can continue to develop movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). TM I can take part in some group activities which they make up for themselves, or in teams. E.g. follow my lead, TM I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks TM 	Pass, space, catch, direction, dribble, partner, rules, team, kick, run, path, score, jump, aim, safely, throw, stop, bounce, points, land, lose, win
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> 	Reception Unit: Ticket to Ride

Nursery, Spring 2: Come Outside	
<p>EYFS Development Matters and ELGs: Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Choose the right resources to carry out their own plan. Start taking part in some group activities which they make up for themselves, or in teams. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
<p>Overview of Learning: Working with others to develop skills in manipulating equipment and play games.</p>	



By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> Know how to travel around obstacles on bikes safely. 	<ul style="list-style-type: none"> Small skills shed – able to use bat and balls accurately Able to use sand area to build using tools and working together Circle games – farmer in the den/ able to follow my/a lead
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> I can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). TM I can take part in some group activities which I make up for myself, or in teams. E.g. follow my lead, TM I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks TM 	Backwards, forwards, path, safely, sideways, stop, direction, partner, rules, score, space, team
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> 	Reception unit: Come Outside

Nursery, Summer 1: Amazing Animals	
<p>EYFS Development Matters and ELGs: Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Demonstrate strength, balance and coordination when playing.</p>	
<p>Overview of Learning: To explore locomotor and non-locomotor skills.</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> Know how to use the fort and jungle gym to develop climbing skills 	<ul style="list-style-type: none"> Construction Area – able to manage items such as moving crates and long planks safely. Circle games – able to play farmer in the den/ follow my lead, musical statue, Simon says
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> I can climb up apparatus, using alternate feet. FM I can skip, hop, stand on one leg and hold a pose for a game like musical statue. FM 	Pass, space, catch, direction, dribble, partner, rules, team, kick, run, path, score, jump, aim, safely, throw, stop, bounce, points, land, lose, win



<ul style="list-style-type: none"> I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks FM 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> 	Reception unit: Amazing Animals

Nursery, Summer 2: Fun at the Seaside	
<p>EYFS Development Matters and ELGs: Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p style="text-align: center;"><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p>	
<p>Overview of Learning: To explore fundamental skills around jumping, catching, dodging and running, skipping and moving safely.</p>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> Construction – Know how to build boats and link with sailing away on adventures 	<ul style="list-style-type: none"> Focus on working in the sand pit – able to manipulate tools working with others to build sandcastles, buildings and adventures together. Small skills shed – able to run, skip along obstacle courses Circle games – able to play Musical statues, Lucy Locket, Duck Duck goose
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> I can climb up apparatus, using alternate feet. FM I can skip, hop, stand on one leg and hold a pose for a game like musical statue. FM I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks FM 	Balance, bend, rules, jog, hop, direction, fast, jump, land, run, throw, safely, safe, slow, space, stop, target
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> 	Reception unit: Fun at the Seaside



Reception, Autumn 1: Marvellous Me	
<p>EYFS Development Matters and ELGs: Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Use large-muscle movements to wave flags and streamers, paint and make marks. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	
<p>Overview of Learning: Understanding our bodies and how to move safely with a focus on non-locomotor skills.</p>	
By the end of this unit, children should <i>know</i> : (knowledge)	By the end of this unit, children should be <i>able to</i> : (skills)
<ul style="list-style-type: none"> • Jungle Gym – Know how to access the jungle gym safely, jumping on and off equipment correctly. 	<ul style="list-style-type: none"> • Outdoor provision – able to access using bikes and scooters safely • Able to focus on small skills shed with experimenting with streamers, flags and pom poms. • Obstacle Courses – able to make and access obstacle courses in outdoor provision
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). FM • I can use large-muscle movements to wave flags and streamers, paint and make marks. FM • I can experiment with different shapes and jumps. FM 	Action, direction, high, move, shape, space, travel, counts, finish position, low, quickly, slowly, start position
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Build on Nursery unit: Marvellous Me 	

Reception, Autumn 2: Terrific Tales	
<p>EYFS Development Matters and ELGs: • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Progress towards a more fluent style of moving, with developing control and grace. Demonstrate strength, balance and coordination when playing.</p>	
<p>Overview of Learning: Focus on developing our Locomotor skills and using these skills safely.</p>	
By the end of this unit, children should <i>know</i> : (knowledge)	By the end of this unit, children should be <i>able to</i> : (skills)
<ul style="list-style-type: none"> • Jungle Gym – Know how to access the jungle gym safely using all equipment to develop balance, control and manipulate the climbing wall effectively 	<ul style="list-style-type: none"> • Multi-skills - Dribbling a ball. Able to experiment different ways of moving on benches. Jumping off different sized stools. Hurdles. Ball skills – bounce and catch.



	<ul style="list-style-type: none"> • Yoga – focus on balance, manipulating shapes with your body and core strength
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I can experiment with different shapes and jumps. SM • I can stop or attempt to avoid obstacles when running. SM • I can use their core muscle strength. SM • I can run and are beginning to travel with more speed and control. (May not have developed a fluent running style yet.) SM 	<p>Vocabulary:</p> <p>Around, copy, land, roll, star, balance, hold, over, shape, still, through, bend, jump, rock, squeeze, straight, travel</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Build on Nursery unit: Terrific Tales 	<p>Direct Links to future learning:</p>

Reception, Spring 1: Ticket to Ride	
<p>EYFS Development Matters and ELGs: Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Progress towards a more fluent style of moving, with developing control and grace. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
<p>Overview of Learning: Focus on using and manipulating different types of equipment. Showing stability skills.</p>	
<p>By the end of this unit, children should know: (knowledge)</p>	<p>By the end of this unit, children should be able to: (skills)</p> <ul style="list-style-type: none"> • Multi-skills - Dribbling a ball. Able to experiment different ways of moving on benches. Jumping off different sized stools. Hurdles. Ball skills – bounce and catch. • Dance – Able to move to music, experiment with different ways to walk, making shapes with your body to music and simple partner work. Introducing a sequence of movements to music • Ball Skills – Able to work with different balls, throwing at targets and partner work of rolling and throwing to each other
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I can experiment with different ways of moving a ball with different body parts (co-ordination). TM • I can begin to work with friends in a team – taking turns with adult support. TM 	<p>Vocabulary:</p> <p>Pass, space, catch, direction, dribble, partner, rules, team, kick, run, path, score, jump, aim, safely, throw, stop, bounce, points, land, lose, win</p>



<ul style="list-style-type: none"> I can use and remember sequences and patterns of movements with increasing accuracy. TM 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> Build on Nursery unit: Ticket to Ride 	Dance units through Years 1, 2, 3, 4 and 6

Reception, Spring 2: Come Outside	
<p>EYFS Development Matters and ELGs: Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Demonstrate strength, balance and coordination when playing.</p>	
<p>Overview of Learning: Working with others to develop skills in manipulating equipment and play games.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> Gymnastics – Know different ways to balance and use equipment to travel safely using hoops, benches, mats and agility tables. Dance- Know how to progress towards a more fluent style of moving, with developing control and grace. Know, use and remember sequences and patterns of movements. 	<ul style="list-style-type: none"> Multi-skills - Dribbling a ball. Able to experiment in different ways of moving on benches. Jumping off different sized stools. Hurdles. Ball skills – bounce and catch. Games – able to work with peers to complete games such as the car game, formula 1 game and green light game. Yoga – able to focus on balance and control. Gymnastics – Able to balance and use equipment to travel safely using hoops, benches, mats and agility tables. Introducing bean bags and cones. Dance – able to move to music, experiment with different ways to walk, making shapes with your body to music and simple partner work. Continuing on following a sequence of movements to music.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> I can experiment with different ways of moving and with actions at different levels. TM I can experiment with different ways of balancing. TM I can walk along low beam. TM I can move around as different characters or animals to the music. TM 	Action, direction, high, move, shape, space, travel, counts, finish position, low, quickly, slowly, start position



<ul style="list-style-type: none"> I can begin to work with friends in a team – taking turns with adult support. TM 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> Build on Nursery unit: Come Outside 	Dance units through Years 1, 2, 3, 4 and 6

Reception, Summer 1: Amazing Animals	
<p>EYFS Development Matters and ELGs: Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <i>Demonstrate strength, balance and coordination when playing.</i></p>	
<p>Overview of Learning: To explore locomotor and non-locomotor skills.</p>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> Jungle Gym – know how to access the jungle gym using all equipment to develop balance, control and manipulate the monkey bars 	<ul style="list-style-type: none"> Multi-skills - Dribbling a ball. Able to experiment different ways of moving on benches. Jumping off different sized stools. Hurdles. Ball skills – bounce and catch. Gymnastics – Able to balance and use equipment to travel safely using hoops, benches, mats and agility tables. Introducing bean bags and cones Fundamentals - non-locomotor skills – able to bend, twist, sway, along with locomotor skills of running, dodging and moving safely. Yoga – able to focus on balance and control
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> I can develop confidence, competence, precision and accuracy when engaging in activities that involve apparatus. FM I can experiment with different ways of throwing under/overarm. FM I can experiment with different ways of jumping. FM I can show good control and coordination when balancing and stretching. FM I can work with friends in a team – taking turns effectively. FM I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. FM 	<p>Around, copy, land, roll, star, balance, hold, over, shape, still, through, bend, jump, rock, squeeze, straight, travel</p>



<ul style="list-style-type: none"> I can develop overall body strength, balance, co-ordination and agility. FM	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> Build on Nursery unit: Amazing animals 	Gymnastics units in Years 1, 2, 3 and 5

Reception, Summer 2: Fun at the Seaside	
<p>EYFS Development Matters and ELGs: Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
<p>Overview of Learning: To explore fundamental skills around jumping, catching, dodging and running, skipping and moving safely.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> Yoga – know how to focus on balance and control Jungle Gym – know how to access the jungle gym using all equipment to develop balance, control and manipulate the monkey bars 	<ul style="list-style-type: none"> Fundamentals - locomotor and non-locomotor skills — able to roll, balance, slide, jog, run, leap, jump, hop, dodge, gallop and skip. Outdoor Provision – able to experiment with different ways of using apparatus safely with peers. Games - able to work with peers to complete a variety of games which include using bats and balls. Dance – able to move to music, experiment with different ways to walk, making shapes with your body to music and simple partner work. Continuing on following a sequence of movements to music. Multi-skills - Dribbling a ball. Able to experiment in different ways of moving on benches. Jumping off different sized stools. Hurdles. Ball skills – bounce and catch.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> I can develop my confidence, competence, precision and accuracy when engaging in activities that involve apparatus. I can experiment with different ways of throwing under/overarm. I can experiment with different ways of jumping. I can show good control and coordination when balancing and stretching. 	Pass, space, catch, direction, dribble, partner, rules, team, kick, run, path, score, jump, aim, safely, throw, stop, bounce, points, land, lose, win



<ul style="list-style-type: none"> • I can work with friends in a team – taking turns effectively. • I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • I can develop overall body strength, balance, co-ordination and agility. 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Build on Nursery unit: Fun at the Seaside 	

Year 1, Autumn 1: Team Building	
NC Threads: participate in team games, developing simple tactics.	
<p>Overview of Learning: In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity to discuss and plan their ideas and reflect on their success.</p>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • Problem solving: know that working collaboratively with others will help to solve challenges. • Navigational skills: know that deciding which way to go before starting will help me. • Communication: know that using short instructions will help my partner e.g. start/stop. • Reflection: identify when I am successful and make basic observations about how to improve. <p>Rules: know that rules help us to play fairly.</p>	<ul style="list-style-type: none"> • Problem solving: suggest ideas in response to a task. • Navigational skills: follow a path and lead others. <p>Communication: communicate simple instructions and listen to others.</p>
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can follow instructions. • I can listen to others' ideas. • I can suggest ideas to solve tasks. • I can work with a partner and a small group. 	Co-operate, instructions, listen, challenge, share, lead, plan, talk
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Introduction and Games Units – Nursery, Reception 	Team Building Unit -Year 2



	OAA Unit – Year 3, 4 and 5
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: run, jump, hit, balance, co-ordination • Social: trust, communication, inclusion • Emotional: determination, confidence • Thinking: identify, comprehension, reflection, planning 	<p>English: Learning of key vocabulary. Listening to and following instructions Communicating ideas. Expressing ideas.</p> <p>Numeracy: Counting.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure pupils work safely around others and when using equipment. • When using blindfolds, ensure the area is safe and free from obstructions. 	

Year 2, Autumn 1: Team Building	
NC Threads: participate in team games, developing simple tactics.	
Overview of Learning: In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Problem solving: know that listening to each other’s ideas might give us an idea we hadn’t thought of. • Navigational skills: understand that the map tells us what to do. • Communication: know to use encouraging words when speaking to a partner or a group to help them to trust me. • Reflection: verbalise when I am successful and areas that I could improve. • Rules: know how to follow and apply simple rules. 	<ul style="list-style-type: none"> • Problem solving: begin to plan and apply strategies to overcome a challenge. • Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can share my ideas and help to solve tasks. • I can work co-operatively with a partner and a small group. 	Successful, support, communicate, map, solve, include



<ul style="list-style-type: none"> • I understand how to use, follow and create a simple diagram/map. 	
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Introduction and Games Units – Nursery, Reception • Team Building – Year 1 	<p>Direct Links to future learning:</p> <p>OAA Unit – Year 3, 4 and 5</p>
<p>Other Key Skills:</p> <ul style="list-style-type: none"> • Physical: balance, jump, run, co-ordination • Social: support and encourage others, communication, inclusion, trust, kindness • Emotional: perseverance, confidence, determination, accepting • Thinking: comprehension, identify strengths and areas for development, problem solving 	<p>Possible Cross Curricular links:</p> <p>English: Learning of key vocabulary. Listening to and following instructions. Expressing ideas to solve a problem. Communication skills.</p> <p>Numeracy: Addition. Recognising symbols.</p>
<p>Healthy Participation:</p> <ul style="list-style-type: none"> • Ensure pupils work safely around others and when using equipment. • When using blindfolds, ensure the area is safe and free from obstructions. 	<p>Local clubs or events related to this unit: (if applicable)</p>

Year 3, Autumn 1: OAA	
NC Threads: take part in outdoor and adventurous activity challenges both individually and within a team.	
<p>Overview of Learning: OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p>	
<p>By the end of this unit, children should know: (knowledge)</p> <ul style="list-style-type: none"> • Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. • Navigational skills: know to hold the map so that the items on the map match up to the items that have been places out. • Communication: know to take turns when giving ideas and not to interrupt each other • Reflection: reflect on when and why I am successful at solving challenges. 	<p>By the end of this unit, children should be able to: (skills)</p> <ul style="list-style-type: none"> • Problem solving: discuss how to follow trails and solves problems. Work with others to select appropriate equipment for the task. • Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. • Communication: follow and give instructions and accept other people’s ideas.



<ul style="list-style-type: none"> • Rules: know that using the rules honestly will help to keep myself and others safe. 	
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I am developing map reading skills. • I can plan and attempt to apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges and am beginning to understand why. • I can work collaboratively with a partner and a small group. 	<p>Vocabulary:</p> <p>Collaborate, discuss, interrupt, route, tactics, compass, honest, course, symbol, trust</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Introduction and Fundamentals Units – Nursery, Reception • Team Building – Year 1 and 2 	<p>Direct Links to future learning:</p> <p>OAA Units – Year 4 and 5</p>
<p>Other Key Skills:</p> <ul style="list-style-type: none"> • Physical: balance, co-ordination, run at speed, run over distance • Social: communication, co-operation, inclusion, collaborate • Emotional: determination, trust, confidence, honesty • Thinking: problem solving, evaluate, reflection, create, comprehension, select and apply 	<p>Possible Cross Curricular links:</p> <p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Numeracy: Addition. Order by height and size. Read symbols</p> <p>Geography: Read maps to navigate a course. Learn to orientate a map.</p>
<p>Healthy Participation:</p> <ul style="list-style-type: none"> • Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. • Always ensure that pupils work safely and responsibly. 	<p>Local clubs or events related to this unit: (if applicable)</p>

<p>Year 4, Autumn 1: OAA</p>	
<p>NC Threads: take part in outdoor and adventurous activity challenges both individually and within a team.</p>	
<p>Overview of Learning: OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.</p>	
<p>By the end of this unit, children should know: (knowledge)</p> <ul style="list-style-type: none"> • Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. 	<p>By the end of this unit, children should be able to: (skills)</p> <ul style="list-style-type: none"> • Problem solving: plan independently and in small groups, implementing a strategy with increased success.



<ul style="list-style-type: none"> • Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. • Communication: understand that there are different types of communication and that I can communicate without talking. • Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. • Rules: understand the importance of working with integrity. 	<ul style="list-style-type: none"> • Navigational skills: identify key symbols on a map and follow a route. • Communication: confidently communicate ideas and listen to others.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can accurately follow and give instructions. • I can confidently communicate ideas and listen to others. • I can identify key symbols on a map and use a key to help navigate around a grid. • I can plan and apply strategies to solve problems. 	Effectively, leader, role, navigate, key, reflect, orientate
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Introduction and Fundamentals Units – Nursery, Reception • Team Building – Year 1 and 2 • OOA Unit – Year 3 	OAA Units – 5
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: balance, run at speed, run over distance, co-ordination • Social: communication, co-operation, collaboration • Emotional: determination, resilience, honesty, trust, confidence • Thinking: problem solving, evaluation, reflection, create, select and apply 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Numeracy: Solve logic problems.</p> <p>Geography: Read maps to navigate a course. Learn to orientate a map.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. • Always ensure that pupils work safely and responsibly. 	

Year 5, Autumn 1: OAA
NC Threads: take part in outdoor and adventurous activity challenges both individually and within a team.
Overview of Learning: In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce



<p>the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.</p>	
<p>By the end of this unit, children should <i>know</i>: (knowledge)</p>	<p>By the end of this unit, children should be <i>able to</i>: (skills)</p>
<ul style="list-style-type: none"> • Problem solving: recognise that there maybe more than one way to solve a challenge and that trial and error may help to guide me to the best solution. • Navigational skills: use a key to identify objects and locations. • Communication: know to be descriptive but concise when giving instructions e.g. two steps to the left. • Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. • Rules: know that abiding by the rules will enable my classmates to complete the course e.g. not moving controls. 	<ul style="list-style-type: none"> • Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. • Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. • Communication: explore a variety of communication methods with increasing success.
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can navigate around a course using a map. • I can orientate a map confidently. • I can use critical thinking to approach a task. • I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<p>Cardinal points, critical thinking, strategy, compromise, landmark, verbal, concise, negotiate, visual</p>
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Introduction and Fundamentals Units – Nursery, Reception • Team Building – Year 1 and 2 • OOA Unit – Year 3 and 4 	
<p>Other Key Skills:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Physical: balance, co-ordination, run at speed, run over distance • Social: negotiation, communication, leadership, work safely • Emotional: empathy, confidence, resilience • Thinking: problem solving, reflect, critical thinking, select and apply, comprehension 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Numeracy: Addition.</p> <p>Geography: Read maps to navigate a course. Learn to orientate a map. Identify symbols on a key. Work with scale. Use cardinal points.</p>
<p>Healthy Participation:</p>	<p>Local clubs or events related to this unit: (if applicable)</p>
<ul style="list-style-type: none"> • Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. 	



<ul style="list-style-type: none"> • Always ensure that pupils work safely and responsibly. • When orienteering, ensure pupils are shown boundaries of the course and are given safety expectations. 	
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Year 6, Autumn 2: Netball	
NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
Overview of Learning: Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating. 	<ul style="list-style-type: none"> • Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. • Dribbling: dribble consistently using a range of techniques with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent. • Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can create and use space to help my team. • I can pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, and/or interception to improve my defence. 	Consecutive, dictate, appropriate, ball side, turnover, transition, abide, consistently, contest, draw, assess
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Ball Skills Units and Games Units – Nursery, Reception 	<ul style="list-style-type: none"> • Hockey Unit – Year 6



<ul style="list-style-type: none"> • Invasions Games Unit – Year 2 • Handball Unit – Year 3 • Hockey Unit – Year 4 • Basketball Unit – Year 5 	
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: throw, catch, change direction, change speed, shoot • Social: communication, collaboration, respect • Emotional: honesty and fair play, pride, empathise, persevere • Thinking: select and apply, decision making, comprehension 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Numeracy: Using fractions e.g. thirds. Addition. Estimating distances.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. 	<p>Year 5/6 Netball competition</p> <p>KS2 Netball After School Club</p>

Year 1, Autumn 2: Gymnastics	
NC Threads: master basic movements as well as developing balance, agility and co-ordination.	
<p>Overview of Learning: In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Shapes: understand that I can improve my shapes by extending parts of my body. • Balances: know that balances should be held for five seconds. • Rolls: know that I can use different shapes to roll. • Jumps: know that landing on the balls of my feet helps me to land with control • Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. 	<ul style="list-style-type: none"> • Shapes: explore basic shapes straight, tuck, straddle, pike. • Balances: perform balances making my body tense, stretched and curled. • Rolls: explore barrel, straight and forward roll progressions. • Jumps: explore shape jumps including jumping off apparatus.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can link simple actions together to create a sequence. 	Action, control, direction, level, speed



<ul style="list-style-type: none"> • I can make my body tense, relaxed, stretched and curled. • I can remember and repeat actions and shapes. 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Gymnastics Units – Nursery, Reception 	Gymnastics Units – Year 2,3 and 5
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll • Social: respect, collaboration, sharing, work safely • Emotional: confidence, self-regulation, perseverance • Thinking: comprehension, select and apply action, creativity 	<p>English: Learning of key vocabulary. Listening, understanding and following instructions Communicating ideas. Providing feedback on others performances. Creating letters with their body to spell words. Describing shapes.</p> <p>Numeracy: Counting the number of actions to include. Holding balances for 5 seconds. Creating shapes with their body.</p> <p>Science: Exploring how to jump and land safely.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Pupils should be bare foot. • Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. 	<p>KSI Gymnastics After School Club Gymmagic Gymnastics 5-14yrs, LS28 6QN Community Gymnastics 4-16yrs, Holmfield Mills, HX3 6SN</p>

Year 2, Autumn 2: Gymnastics	
NC Threads: master basic movements as well as developing balance, agility and co-ordination.	
<p>Overview of Learning: In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Shapes: know that some shapes link well together. • Balances: understand that squeezing my muscles helps me to balance. • Rolls: understand that there are different teaching points for different rolls. 	<ul style="list-style-type: none"> • Shapes: explore shapes in different gymnastic balances. • Balances: remember, repeat and link combinations of gymnastic balances.



<ul style="list-style-type: none"> • Jumps: understand that looking forward will help me to land with control. • Strategy: know that if I use shapes that link well together it will help my sequence to flow. 	<ul style="list-style-type: none"> • Rolls: explore barrel, straight and forward roll and put into sequence work. • Jumps: explore shape jumps and take off combinations.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can perform the basic gymnastic actions with some control and balance. • I can plan and repeat simple sequences of actions. • I can use directions and levels to make my work look interesting. • I can use shapes when performing other skills. 	Link, pathway, pike, sequence, straddle, tuck
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Gymnastics Units – Nursery, Reception • Gymnastic Unit – Year 1 	Gymnastics Units – Year 3 and 5
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll • Social: leadership, work safely, respect • Emotional: confidence, independence • Thinking: select and apply actions, creativity 	<p>English: Learning of key vocabulary. Listening, understanding and following instructions. Communicating ideas. Providing feedback on others performances. Describing shapes.</p> <p>Numeracy: Counting the number of actions to include. Counting number of actions to include in the aerobic warm up and counting to 10 seconds. Holding balances for 5 seconds. Creating shapes with their body.</p> <p>Science: Exploring animals and how they move. Learning how to tense their muscles to stay balanced.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Pupils should be bare foot. • Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. 	KSI Gymnastics After School Club Gymmagic Gymnastics 5-14yrs, LS28 6QN Community Gymnastics 4-16yrs, Holmfield Mills, HX3 6SN

Year 3, Autumn 2: Gymnastics
NC Threads: develop flexibility, strength, technique, control and balance.



<p>Overview of Learning: In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	
<p>By the end of this unit, children should know: (knowledge)</p>	<p>By the end of this unit, children should be able to: (skills)</p>
<ul style="list-style-type: none"> • Shapes: understand how to use body tension to make my shapes look better. • Balances: understand that I can make my balances look interesting by using different levels. • Rolls: understand the safety considerations when performing more difficult rolls. • Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. • Strategy: know that if I use different levels it will help to make my sequence look interesting. 	<ul style="list-style-type: none"> • Shapes: explore matching and contrasting shapes. • Balances: explore point and patch balances and transition smoothly into and out of them. • Rolls: explore barrel, straight and forward roll. • Jumps: develop stepping into shape jumps with control.
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus. • I can choose actions that flow well into one another. • I can complete actions with increasing balance and control. • I can use matching and contrasting actions in a partner sequence. 	<p>Body tension, extended, landing position, point, contrast, flow, match, patch, take off</p>
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Gymnastics Units – Nursery, Reception • Gymnastic Unit – Year 1 and 2 	<p>Gymnastics Units – Year 5</p>
<p>Other Key Skills:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll • Social: work safely, collaboration, supportive • Emotional: perseverance, confidence, independence • Thinking: observe and provide feedback, creativity, select and apply skills 	<p>English: Learning of key vocabulary. Understand and follow instructions. Structuring and providing feedback to others.</p> <p>Numeracy: Creating symmetrical shapes. Creating matching and contrasting shapes.</p>
<p>Healthy Participation:</p>	<p>Local clubs or events related to this unit: (if applicable)</p>
<ul style="list-style-type: none"> • Pupils should be bare foot. 	<p>KSI Gymnastics After School Club Gymmagic Gymnastics 5-14yrs, LS28 6QN</p>



<ul style="list-style-type: none"> • Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. 	Community Gymnastics 4-16yrs, Holmfield Mills, HX3 6SN
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Year 4, Autumn 2: Hockey	
<p align="center">NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	
<p>Overview of Learning: Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Sending & receiving: know that cushioning a ball will help me to control it when receiving it. • Dribbling: know that protecting the ball as I dribble will help me to maintain possession. • Space: know that moving into space will help my team keep possession and score goals. • Attacking: recognise when to pass and when to shoot. • Defending: know when to mark and when to attempt to win the ball. • Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. • Rules: know and understand the rules to be able to manage our own game. 	<ul style="list-style-type: none"> • Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. • Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. • Space: develop moving into space to help my team. • Attacking: change direction to lose an opponent with some success. • Defending: develop defending one on one and begin to intercept.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can use simple tactics to help my team score or gain possession. 	Decision, pressure, protect, cushion, limit, delay, obstruct, opposing, supporting, deny, gain, option, momentum, accelerate



Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Ball Skills Units and Games Units – Nursery, Reception • Invasions Games Unit – Year 2 • Handball Unit – Year 3 	<ul style="list-style-type: none"> • Basketball Unit – Year 5 • Netball Unit – Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: dribble, pass, receive, intercept, run, shoot • Social: communication, collaboration, work safely, respect • Emotional: honesty, perseverance, determination • Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Numeracy: Addition. Estimating distances.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure unused balls are stored safely. • Sticks should not be lifted higher than waist height. Use Quiksticks, air flow or tennis balls. 	

Year 5, Autumn 2: Basketball	
NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
<p>Overview of Learning: Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. • Dribbling: know that dribbling in different directions will help to lose a defender. • Space: know that moving to space even if not receiving the ball will create space for a teammate. • Tactics: understand the need for tactics and identify when to use them in different situations. 	<ul style="list-style-type: none"> • Sending & receiving: develop control when s&r under pressure. • Dribbling: dribble with some control under pressure. • Space: explore moving to create space for themselves and other in their team. • Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. • Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.



<ul style="list-style-type: none"> • Rules: understand and apply rules in a variety of invasion games whilst playing and officiating. 	
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I can communicate with my team and move into space to keep possession and score. • I can dribble, pass, receive and shoot the ball with some control under pressure. • I can use tracking and intercepting when playing in defence. • I understand the need for tactics and can identify when to use them in different situations. 	<p>Vocabulary:</p> <p>Angle, close down, drive, situation, ball carrier, create, sportsmanship, stance, barrier, dominant, maintain, support, rebound</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Ball Skills Units and Games Units – Nursery, Reception • Invasions Games Unit – Year 2 • Handball Unit – Year 3 • Hockey Unit – Year 4 	<p>Direct Links to future learning:</p> <ul style="list-style-type: none"> • Netball Unit – Year 6
<p>Other Key Skills:</p> <ul style="list-style-type: none"> • Physical: run, jump, throw, catch, dribble, shoot • Social: collaboration, communication, co-operation, respect • Emotional: honesty and fair play, confidence, persevere • Thinking: reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development 	<p>Possible Cross Curricular links:</p> <p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Numeracy: Estimating distances. Addition</p>
<p>Healthy Participation:</p> <ul style="list-style-type: none"> • Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on its side or cones. 	<p>Local clubs or events related to this unit: (if applicable)</p>

<p>Year 6, Autumn 2: Hockey</p>	
<p>NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	
<p>Overview of Learning: Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by</p>	



<p>maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	
<p>By the end of this unit, children should <i>know</i>: (knowledge)</p>	<p>By the end of this unit, children should be <i>able to</i>: (skills)</p>
<ul style="list-style-type: none"> • Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating. 	<ul style="list-style-type: none"> • Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. • Dribbling: dribble consistently using a range of techniques with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent. • Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can create and use space to help my team. • I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, tackling and/or interception to improve my defence. 	<p>Consecutive, dictate, appropriate, ball side, turnover, transition, abide, consistently, contest, draw, assess</p>
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Ball Skills Units and Games Units – Nursery, Reception • Invasions Games Unit – Year 2 • Handball Unit – Year 3 • Hockey Unit – Year 4 • Basketball Unit – Year 5 	
<p>Other Key Skills:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Physical: dribble, pass, receive, tackle, intercept, run, shoot • Social: communication, collaboration, respect, support others • Emotional: perseverance, honesty and fair play, determination • Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Numeracy: Addition. Estimating distances.</p>



Healthy Participation:	Local clubs or events related to this unit: <i>(if applicable)</i>
<ul style="list-style-type: none"> • Ensure unused balls are stored safely. • Sticks should not be lifted higher than waist height. Use Quiksticks, air flow or tennis balls. 	

Year 1, Spring 1: Ball Skills	
<p>NC Threads: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	
<p>Overview of Learning: In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	
By the end of this unit, children should <i>know</i> : <i>(knowledge)</i>	By the end of this unit, children should be <i>able to</i> : <i>(skills)</i>
<ul style="list-style-type: none"> • Sending: know to face my body towards my target when rolling and throwing. • Catching: know to watch the ball as it comes towards me. • Tracking: know to move my feet to get in the line with the ball. • Dribbling: know that moving with a ball is called dribbling. 	<ul style="list-style-type: none"> • Sending: roll and throw with some accuracy towards a target. • Catching: begin to catch with two hands. Catch after a bounce. • Tracking: track a ball being sent directly. • Dribbling: explore dribbling with hands and feet.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I am beginning to catch with two hands. • I am beginning to dribble a ball with my hands and feet. • I can roll and throw with some accuracy towards a target. • I can track a ball that is coming towards me. 	<p>Attacker, defender, goal, track, mark, dodge</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Ball Skills Units – Nursery, Reception 	<ul style="list-style-type: none"> • Invasion Games Unit – Year 2 • Handball Unit – Year 3 • Football Unit – Year 4 • Basketball Unit – Year 5 • Netball Unit – Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: dribble with hands, roll, throw, catch, dribble with feet, track • Social: communication, support others, co-operation 	<p>English: Learning of key vocabulary. Listening and following instructions. Exploring ideas.</p>



<ul style="list-style-type: none"> • Emotional: perseverance, honesty, determination • Thinking: exploration, make decisions, comprehension, use tactics 	<p>Communicating with others. Numeracy: Counting. Keeping the score. Science: Identifying changes in the body during exercise.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Encourage pupils to behave and move in a safe way both with and without equipment. • Ensure all equipment is stored safely when not in use. 	KS1 & Parents Family Multi-Skills P4Sport event

Year 2, Spring 1: Invasion Games	
NC Threads: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	
<p>Overview of Learning: Invasion games are games where there are two teams and two goals. Teams try to score in the opposition’s goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Sending & receiving: know to control the ball before sending it. • Dribbling: know that keeping my head up will help me to know where defenders are. • Space: know that moving into a space away from defenders helps me to pass and receive the ball. • Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. • Defending: know that when my team is not in possession of the ball, I am a defender and we need to try and get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. • Tactics: understand and apply simple tactics for attack and defence. • Rules: know how to score points and follow simple rules. 	<ul style="list-style-type: none"> • Sending & receiving: develop s&r with increased control • Dribbling: explore dribbling with hands and feet with increasing control on the move. • Space: explore moving into a space away from others. • Attacking: develop moving into a space away from defenders. • Defending: explore staying close to other players to try and stop them getting the ball.
Sticky Knowledge:	Vocabulary:



<ul style="list-style-type: none"> • I can dodge and find space away from the other team. • I can move with a ball towards goal. • I can stay with another player to try and win the ball. • I know who is on my team and I can attempt to send the ball to them. 	Goalkeeper, opponent, defend, attack, possession, send, shoot, teammate, tactic, receive
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Ball Skills Units – Nursery, Reception • Ball Skills Unit – Year 1 	<ul style="list-style-type: none"> • Handball Unit – Year 3 • Football Unit – Year 4 • Basketball Unit – Year 5 • Netball Unit – Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed • Social: communication, kindness, support others, co-operation, respect, collaborate • Emotional: empathy, perseverance, honesty, integrity, independence • Thinking: creativity, select and apply, comprehension, problem solving, provide feedback 	<p>English: Learning of key vocabulary. Listening and following instructions. Communicating with others.</p> <p>Numeracy: Counting. Estimating distances.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. 	

Year 3, Spring 1: Handball	
NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
Overview of Learning: Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. 	<ul style="list-style-type: none"> • Sending & receiving: develop s&r abiding by the rules of the game



<ul style="list-style-type: none"> • Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. • Space: know that by spreading out as a team we move defenders away from each other. • Attacking and defending: know my role as an attacker and defender. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us gain possession. • Rules: know the rules of the game and begin to apply them. 	<ul style="list-style-type: none"> • Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. • Space: develop using space as a team. • Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. • Defending: develop tracking opponents to limit their scoring opportunities.
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I can defend an opponent to slow them down. • I can find space away from others and near to my goal. • I can throw, catch, dribble and shoot the ball with some control. • I understand my role both as a defender and as an attacker. 	<p>Vocabulary:</p> <p>Accurate, invasion, opposition, receiver, tournament, communicate, offside, pitch, referee, control, onside, intercept, tackle, court, teamwork, umpire, technique</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Ball Skills Units – Nursery, Reception • Ball Skills Unit – Year 1 • Invasion Games Unit – Year 2 	<p>Direct Links to future learning:</p> <ul style="list-style-type: none"> • Football Unit – Year 4 • Basketball Unit – Year 5 • Netball Unit – Year 6
<p>Other Key Skills:</p> <ul style="list-style-type: none"> • Physical: throw, catch, run, dribble, shoot, change direction, change speed • Social: kindness, communication, co-operation • Emotional: honesty and fair play, determination, perseverance, confidence • Thinking: decision making, select and apply, problem solving, comprehension 	<p>Possible Cross Curricular links:</p> <p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills</p> <p>Numeracy: Estimating distances.</p>
<p>Healthy Participation:</p> <ul style="list-style-type: none"> • Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. 	<p>Local clubs or events related to this unit: (if applicable)</p>

<p>Year 4, Spring 1: Dance</p> <p>NC Threads: perform dances using a range of movement patterns.</p>
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<p>Overview of Learning: Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	
<p>By the end of this unit, children should <i>know</i>: (knowledge)</p>	<p>By the end of this unit, children should be <i>able to</i>: (skills)</p>
<ul style="list-style-type: none"> • Action: understand that some actions are better suited to a certain character, mood or idea than others. • Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. • Space: understand that space can be used to express a certain character, mood or idea. • Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. • Performance: know that being aware of other performances in my group will help us to move in time. • Strategy: know that I can select from a range of dance techniques to translate my idea. 	<ul style="list-style-type: none"> • Action: respond imaginatively to a range of stimuli related to character and narrative. • Dynamics: change dynamics confidently within a performance to express changes in character. • Space: confidently use changes in level, direction and pathway • Relationships: use action and reaction to represent an idea. • Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can choose actions and dynamics to convey a character or idea. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can use changes in timing and spacing to develop a dance. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. 	<p>Action and reaction, phase, relationship, rhythm, flow, order, performance, represent, structure</p>
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Dance Units – Nursery, Reception • Dance Unit – Year 1, 2 and 3 	<ul style="list-style-type: none"> • Dance Unit – Year 6
<p>Other Key Skills:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships • Social: co-operation, communication, inclusion, collaboration • Emotional: confidence, empathy, determination 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication with a partner and group to express an idea</p> <p>Numeracy: Counting to stay in time with music and a group. Using distances to create accurate formations.</p>



<ul style="list-style-type: none"> • Thinking: observe and provide feedback, select and apply skills, creativity, comprehension 	<p>Science: Exploring states of matter and expressing an understanding through movement.</p> <p>Music: Exploring rhythm. Counting music to create movement.</p>
<p>Healthy Participation:</p>	<p>Local clubs or events related to this unit: (if applicable)</p>
<ul style="list-style-type: none"> • Pupils should be bare foot for dance. It is also good practice for teachers to do this. • Ensure pupils always work in their own safe space when working independently. 	<p>KS1 Performing Arts After School Club Northern Light Dance Academy 5-16yrs Wrenthorpe, WF2 0JS Hailey Black School of Dance 4-13yrs, WF6 2NJ</p>

Year 5, Spring 1: Gymnastics	
NC Threads: develop flexibility, strength, technique, control and balance.	
<p>Overview of Learning: In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given 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.</p>	
By the end of this unit, children should <i>know</i> : (knowledge)	By the end of this unit, children should be <i>able to</i> : (skills)
<ul style="list-style-type: none"> • Shapes: understand that shapes underpin all other skills. • Inverted movements: understand that sometimes I need to move more slowly to gain control and other times I need to move quickly to build momentum. • Balances: understand how to use contrasting balances to make my sequence look interesting. • Rolls: understand that I need to work within my own capabilities and thus may be different to others. • Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. • Strategy: know that if I use different pathways it will help to make my sequence look interesting. 	<ul style="list-style-type: none"> • Shapes: perform shapes consistently and fluently linked with other gymnastics actions. • Inverted movements: explore progressions of a cartwheel. • Balances: explore symmetrical and asymmetrical balances. • Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. • Jumps: select a range of jumps to include in sequence work.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can create and perform sequences using apparatus, individually and with a partner. 	<p>Decide, extension, identify, stable, canon, mirroring, performance, symmetrical, cartwheel, observe, quality, synchronisation, asymmetrical, transition</p>



<ul style="list-style-type: none"> • I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • I can use strength and flexibility to improve the quality of a performance. 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Gymnastics Units – Nursery, Reception • Gymnastics Units – Year 1,2 and 3 	
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand • Social: work safely, support others, collaboration • Emotional: confidence, perseverance, resilience, determination • Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences 	<p>English: Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Reading and understanding resource cards.</p> <p>Numeracy: Learning degrees of rotation through jumps. Creating an understanding of inversion through shoulder stands, bridges and cartwheels. Mirroring and matching movements. Creating symmetrical and asymmetrical shapes.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Pupils should be bare foot. • Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. 	<p>KSI Gymnastics After School Club Gymmagic Gymnastics 5-14yrs, LS28 6QN Community Gymnastics 4-16yrs, Holmfield Mills, HX3 6SN</p>

Year 6, Spring 1: Dance	
NC Threads: perform dances using a range of movement patterns.	
<p>Overview of Learning: Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. 	<ul style="list-style-type: none"> • Actions: show controlled movements which express emotion and feeling.



<ul style="list-style-type: none"> • Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. • Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. • Performance: understand how a leader can ensure our dance group performs together. • Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interrupted by the audience. 	<ul style="list-style-type: none"> • Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group • Space and relationships: use a variety of compositional principles when creating my own dances. • Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can choreograph a dance and work safely using a prop. • I can perform dances confidently and fluently with accuracy and good timing. • I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. 	<p>Aesthetic, freeze frame, mood, inspiration, style, rehearse, express, refine, stimulus</p>
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Dance Units – Nursery, Reception • Dance Units – Year 1, 2, 3 and 4 	
<p>Other Key Skills:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships • Social: share ideas, collaboration, support, communication, inclusion, respect, leadership • Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy • Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication with a partner and group to express an idea. Forming opinions and structuring verbal feedback.</p> <p>Numeracy: Counting to stay in time with music and a group. Using distances to create accurate formations.</p> <p>Music: Expressing an understanding of rhythm through movement. Counting music to create movement.</p>
<p>Healthy Participation:</p>	<p>Local clubs or events related to this unit: (if applicable)</p>
<ul style="list-style-type: none"> • Pupils should be bare foot for dance. It is also good practice for teachers to do this. However, in the ‘Stamp, Clap’ dance pupils should keep shoes on to add to the sound of the performance. • Ensure pupils always work in their own safe space when working independently. 	<p>Northern Light Dance Academy 5-16yrs Wrenthorpe, WF2 0JS Hailey Black School of Dance 4-13yrs, WF6 2NJ</p>



Year 1, Spring 2: Dance	
NC Threads: perform dances using simple movement patterns.	
<p>Overview of Learning: Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • Actions: understand that actions can be sequenced to create a dance. • Dynamics: understand that I can create fast and slow actions to show an idea. • Space: understand that there are different directions and pathways within space. • Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. • Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. • Strategy: know that if I use exaggerated actions it helps the audience to see them clearly. 	<ul style="list-style-type: none"> • Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relations to a theme. • Dynamics: explore varying speeds to represent an idea. • Space: explore pathways within my performance. • Relationships: begin to explore actions and pathways with a partner. • Performance: perform on my own and with other to an audience.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I am beginning to use counts. • I can copy, remember and repeat actions. • I choose appropriate movements for different dance ideas. • I show some sense of dynamic and expressive qualities in my dance. 	<p>Balance, copy, level, pose, beat, fast, pathway, timing</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Dance Units – Nursery, Reception 	<ul style="list-style-type: none"> • Dance Units -Year 2, 3, 4 and 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships • Social: respect, work safely, collaboration, communication • Emotional: empathy, confidence, acceptance, determination, kindness • Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall 	<p>English: Learning of key vocabulary. Listening and following instructions. Expressing ideas. Communicating with others.</p> <p>Numeracy: Using counts to stay in time with music and a partner. Use of numbers. Counting.</p> <p>Science: Discussing how trees and leaves move</p>



Healthy Participation:	Local clubs or events related to this unit: <i>(if applicable)</i>
<ul style="list-style-type: none"> • Pupils should be bare foot for dance. It is also good practice for teachers to do this. • Ensure pupils always work in their own safe space when working independently. 	KS1 Performing Arts After School Club Northern Light Dance Academy 5-16yrs Wrenthorpe, WF2 0JS Hailey Black School of Dance 4-13yrs, WF6 2NJ

Year 2, Spring 2: Dance	
NC Threads: perform dances using simple movement patterns.	
<p>Overview of Learning: Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	
By the end of this unit, children should <i>know</i> : <i>(knowledge)</i>	By the end of this unit, children should be <i>able to</i> : <i>(skills)</i>
<ul style="list-style-type: none"> • Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. • Dynamics: understand that I can change the way I perform actions to show an idea. • Space: know that I can use different directions, pathways and levels in my dance. • Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. • Performance: know that using facial expressions helps me to show the mood of my dance. • Strategy: know that if I practice my dance my performance will improve. 	<ul style="list-style-type: none"> • Actions: accurately remember, repeat and link actions to express an idea. • Dynamics: develop an understanding of dynamics. • Space: develop the use of pathways and travelling actions to include levels. • Relationships: explore working with a partner using unison, matching and mirroring. • Performance: develop the use of facial expressions in my performance.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can copy, remember, repeat and create dance phrases. • I can show a character and idea through the actions and dynamics I choose. • I can use counts to stay in time with the music. • I can work with a partner using mirroring and unison in our actions. 	Dynamics, matching, perform, unison, expression, mirroring, speed, create
Direct Links to prior learning:	Direct Links to future learning:



<ul style="list-style-type: none"> • Dance Units – Nursery, Reception • Dance Unit – Year 1 	<ul style="list-style-type: none"> • Dance Units -Year 3, 4 and 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships • Social: respect, collaboration, work safely, communication • Emotional: independence, confidence, perseverance, determination • Thinking: provide feedback, comprehension, reflection, observation, creativity 	<p>English: Learning of key vocabulary. Listening and following instructions. Expressing ideas through movement. Communicating with a partner</p> <p>Numeracy: Using counts to stay in time with music and a partner. Use of numbers.</p> <p>Science: Discussing animals, trees, weather and rivers of the rainforest. Discussing how a mirror image works</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Pupils should be bare foot for dance. It is also good practice for teachers to do this. • Ensure pupils always work in their own safe space when working independently. 	<p>KS1 Performing Arts After School Club Northern Light Dance Academy 5-16yrs Wrenthorpe, WF2 0JS Hailey Black School of Dance 4-13yrs, WF6 2NJ</p>

Year 3, Spring 2: Dance	
NC Threads: perform dances using a range of movement patterns.	
<p>Overview of Learning: Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. • Dynamics: understand that all actions can be performed differently to help show effect. • Space: understand that I can use space to help my dance flow. • Relationships: understand that ‘formation’ means the same in dance as in other activities such as football, rugby and gymnastics. • Performance: understand that I can use timing techniques such as canon and unison to create effect. 	<ul style="list-style-type: none"> • Actions: create actions in response to a stimulus individually and in groups • Dynamics: change dynamics effectively to express an idea. • Space: use direction to transition between formations. • Relationships: develop an understanding of formations. • Performance: perform short self-choreographed phrases showing an awareness of timing.



<ul style="list-style-type: none"> • Strategy: know that if I show sensitivity to the music, my performance will look more complete. 	
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I can repeat, remember and perform a dance phrase. • I can use counts to keep in time with a partner and group. • I can use dynamic and expressive qualities in relation to an idea. • I create short dance phrases that communicate the idea. 	<p>Vocabulary:</p> <p>Canon, extend, formation, explore, feedback, interact</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Dance Units – Nursery, Reception • Dance Unit – Year 1 and 2 	<p>Direct Links to future learning:</p> <ul style="list-style-type: none"> • Dance Units -Year 4 and 6
<p>Other Key Skills:</p> <ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships • Social: share ideas, respect, collaboration, inclusion, leadership, work safely • Emotional: confidence, acceptance, sensitivity, perseverance • Thinking: select and apply actions, creativity, observe and provide feedback 	<p>Possible Cross Curricular links:</p> <p>English: Learning of key vocabulary. Understand and follow instructions, linking actions to counts. Communication with a partner and group. Communicating and exploring ideas to create a dance phrase</p> <p>Numeracy: Counting to stay in time with music and a group. Using distances to create accurate formations.</p> <p>Music: Exploring rhythm. Counting music to create movement</p>
<p>Healthy Participation:</p> <ul style="list-style-type: none"> • Pupils should be bare foot for dance. It is also good practice for teachers to do this. • Ensure pupils always work in their own safe space when working independently. 	<p>Local clubs or events related to this unit: (if applicable)</p> <p>Northern Light Dance Academy 5-16yrs Wrenthorpe, WF2 0JS Hailey Black School of Dance 4-13yrs, WF6 2NJ</p>

<p>Year 4, Spring 2: Football</p>
<p>NC Threads: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>
<p>Overview of Learning: Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others’ performances.</p>



By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Sending & receiving: know that pointing my foot to my target on release will help me to send a ball accurately. • Dribbling: know that dribbling is an attacking skill which helps us to move forwards towards a goal or away from defenders. • Space: know that by spreading out as a team we move the defenders away from each other. • Attacking and defending: know my role as an attacker and defender. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. 	<ul style="list-style-type: none"> • Sending & receiving: explore s&r abiding by the rules of the game. • Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. • Space: develop using space as a team. • Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. • Defending: develop tracking opponents to limit their scoring opportunities.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can use simple tactics to help my team score or gain possession. 	Decision, pressure, protect, cushion, limit, delay, obstruct, opposing, supporting, delay, obstruct, opposing, deny, gain, option, momentum, accelerate
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fundamentals & Ball skills Units – Nursery, Reception • Ball skills & Games Unit – Year 1 • Invasion games Unit – Year 2 • Handball Unit – Year 3 	<ul style="list-style-type: none"> • Basketball Unit – Year 5 • Netball Unit – Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: dribble, pass, receive, track • Social: co-operation, respect, communication • Emotional: determination, honesty, persevere, independence • Thinking: decision making, comprehension, select and apply, use tactics 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Maths: Addition. Estimating distances</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. 	LKS2 Football After School Club Y3/4 Mixed Football P4Sport Event Penistone Football Coaching 2-12yrs, Penistone Football Club, S36 6AT Star Strike Football Coaching 5-12yrs Forge Valley Sports Centre, S6 5HG AG Sports 5-12yrs Forge Valley Sports Centre, S6 5HG



Year 5, Spring 2: Badminton	
NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
Overview of Learning: Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net • Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. • Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. • Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. 	<ul style="list-style-type: none"> • Shots: develop the range of shots used in a variety of games. • Serving: develop the range of serving techniques appropriate to the game. • Rallying: use a variety of shots to keep a continuous rally. • Footwork: demonstrate effective footwork patterns to move around the court.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I am developing a wider range of skills and I am beginning to use these under some pressure. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to apply this. 	Pressure, situation, option, technique, sportsmanship, dominant, adjust, readjust, cushion, consecutive, non-dominant, grip, baseline, create, groundstroke, serve, release, communicate



Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Balls Skills Units, Games Units – Nursery, Reception • Net and Wall Unit – Year 2 • Tennis Unit – Year 3 	<ul style="list-style-type: none"> • Tennis Unit -Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: underarm forehand, underarm backhand, overarm forehand, serve, rally, run • Social: co-operation, collaboration, communication, respect • Emotional: perseverance, patience, honesty • Thinking: comprehension, use tactics and rules, make decisions, select and apply 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication with others</p> <p>Numeracy: Estimating distances.</p> <p>Science: Understanding power, force and trajectory</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure any unused equipment is stored in a safe place. • Ensure pupils stay a safe distance from one another when using the racket. 	

Year 6, Spring 2: Tennis	
NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
<p>Overview of Learning: Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner.</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Shots: understand the appropriate skill for the situation under pressure e.g. choosing to plat the ball short over the net if I have just moved my opponent to the back of the court. • Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. • Rallying: understand how to play different shots depending on is a rally is co-operative or competitive. 	<ul style="list-style-type: none"> • Shots: demonstrate increased success and technique in a variety of shots. • Serving: serve accurately and consistently. • Rallying: successfully apply a variety of shots to keep a continuous rally. • Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.



<ul style="list-style-type: none"> • Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. • Tactics: understand when to apply some tactics for attacking and/or defending • Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating. 	
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I can select the appropriate action for the situation and make this decision quickly. • I can use a wider range of skills with increasing control under pressure. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. 	<p>Prepare, stance, direct, doubles, thrust, placement, limit, service, abide, recover, opposing, appropriate, footwork</p>
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Balls Skills Units, Games Units – Nursery, Reception • Net and Wall Unit – Year 2 • Tennis Unit – Year 3 • Badminton Unit – Year 5 	
<p>Other Key Skills:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying • Social: support and encourage others, co-operation, collaboration, respect • Emotional: honesty, perseverance • Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills. Numeracy: Estimating distances. Use of angles</p>
<p>Healthy Participation:</p>	<p>Local clubs or events related to this unit: (if applicable)</p>
<ul style="list-style-type: none"> • Ensure any unused equipment is stored in a safe place. • Ensure pupils stay a safe distance from one another when using the racket. 	<p>Year 5/6 Team Tennis Competition P4Sport event</p>



Year 1, Summer 1: Athletics	
NC Threads: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	
Overview of Learning: In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Running: understand that if I swing my arms it will help me to run faster. • Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. • Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly. 	<ul style="list-style-type: none"> • Running: explore running at different speeds. • Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. • Throwing: explore throwing for distance and accuracy.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I am able to throw towards a target. • I am beginning to show balance and co-ordination when changing direction. • I am developing overarm throwing. • I can run at different speeds. • I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. 	Walk, time, quickly, leap, underarm, overarm, further, control
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fundamentals Units – Nursery, Reception 	<ul style="list-style-type: none"> • Athletics Units -Year 2, 3, 5, 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: run, balance, agility, co-ordination, hop, jump, leap, throw • Social: work safely, collaboration • Emotional: perseverance, independence, honesty, determination • Thinking: reflection, comprehension, select and apply skills • Rules: know that rules help to us play fairly 	<p>English: Learning of key vocabulary. Communicating ideas with a partner</p> <p>Numeracy: Counting, Estimating distances, Measuring how far they throw</p> <p>Science: Understanding the effect exercise has on the body, Understanding how the body reacts to different exercises, Understanding which part of the body is used in jumping for height, Exploring stance to increase power in their throw</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Behave and move in a safe way with and without equipment 	Year 1/2 Sports Hall Athletics P4Sport event



<ul style="list-style-type: none"> • In throwing events pupils throw in the same direction • Wait to take turns when instructed • All equipment is stored safely when not in use 	
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Year 2, Summer 1: Athletics	
NC Threads: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	
Overview of Learning: In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. • Jumping: know that swinging my arms forwards will help me to jump further. • Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. • Rules: know how to follow simple rules when working with others. 	<ul style="list-style-type: none"> • Running: develop the sprinting action. • Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. • Throwing: develop overarm throwing for distance.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can describe how my body feels during exercise. • I can identify good technique. • I can jump and land with control. • I can use an overarm throw to help me to throw for distance. • I can work with others, taking turns and sharing ideas. • I show balance and co-ordination when running at different speeds. • I try my best. 	Distance, sprint, height, landing, far, aim, take off
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fundamentals Units – Nursery, Reception • Athletics Unit – Year 1 	<ul style="list-style-type: none"> • Athletics Units -Years 3, 5, 6
Other Key Skills:	Possible Cross Curricular links:



<ul style="list-style-type: none"> • Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy • Social: communication, work safely, support others • Emotional: determination, independence • Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills 	<p>English: Learning of key vocabulary. Communicating ideas with a partner</p> <p>Numeracy: Counting, Estimating distances, Measuring how far they throw</p> <p>Science: Understanding the effect exercise has on the body, Understanding how the body reacts to different exercises, Understanding which part of the body is used in jumping for height, Exploring stance to increase power in their throw</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Encourage pupils to behave and move in a safe way both with and without equipment. • In throwing events ensure pupils throw in the same direction. • Ensure pupils wait to take turns when instructed and that all equipment is stored safely when not in use. 	Year 1/2 Sports Hall Athletics P4Sport event

Year 3, Summer 1: Athletics	
NC Threads: use running, jumping, throwing in isolation and in combination. Develop flexibility, strength, techniques, control and balance.	
Overview of Learning: In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slowdown. • Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further. • Throwing: understand that the speed of the movement helps create power. • Rules: know the rules of the event and begin to apply them. 	<ul style="list-style-type: none"> • Running: develop the sprinting technique and apply it to relay events. • Jumping: develop technique when jumping for distance in a range of approaches and take off positions. • Throwing: explore the technique for a pull throw.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can identify good technique. • I can jump and land with control. 	Personal best, speed, technique, relay, power, baton, accuracy, event, strength



<ul style="list-style-type: none"> • I can use an overarm throw to help me to throw for distance. • I show balance and co-ordination when running at different speeds. 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fundamentals Units – Nursery, Reception • Athletics Unit – Year 1, 2 	<ul style="list-style-type: none"> • Athletics Units -Years 5, 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: sprint, jump for distance, push throw, pull throw • Social: collaboration, work safely • Emotional: determination, perseverance • Thinking: observe and provide feedback, comprehension, explore technique 	<p>English: Learning of key vocabulary. Communicating ideas. Reading task cards</p> <p>Maths: Timing partner in events. Measuring distances with cones. Estimating speeds to match their partner's pace.</p> <p>Science: Understanding the effect exercise has on the body. Understanding how the body reacts to different exercises. Estimating distances. Exploring the impact of strength and speed on distance produced. Exploring transferring weight to create power.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • In throwing activities, even when throwing soft athletic equipment it is important to instil good practice. • Ensure pupils wait for instruction and check the area is clear before throwing. • Ensure there is adequate space between throwers. 	

Year 4, Summer 1: Football	
NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	
Overview of Learning: Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Sending & receiving: know that pointing my foot to my target on release will help me to send a ball accurately. 	<ul style="list-style-type: none"> • Sending & receiving: explore s&r abiding by the rules of the game.



<ul style="list-style-type: none"> • Dribbling: know that dribbling is an attacking skill which helps us to move forwards towards a goal or away from defenders. • Space: know that by spreading out as a team we move the defenders away from each other. • Attacking and defending: know my role as an attacker and defender. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. 	<ul style="list-style-type: none"> • Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. • Space: develop using space as a team. • Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. • Defending: develop tracking opponents to limit their scoring opportunities.
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can use simple tactics to help my team score or gain possession. 	<p>Vocabulary:</p> <p>Decision, pressure, protect, cushion, limit, delay, obstruct, opposing, supporting, delay, obstruct, opposing, deny, gain, option, momentum, accelerate</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Fundamentals & Ball skills Units – Nursery, Reception • Ball skills & Games Unit – Year 1 • Invasion games Unit – Year 2 • Handball Unit – Year 3 	<p>Direct Links to future learning:</p> <ul style="list-style-type: none"> • Basketball Unit – Year 5 • Netball Unit – Year 6
<p>Other Key Skills:</p> <ul style="list-style-type: none"> • Physical: dribble, pass, receive, track • Social: co-operation, respect, communication • Emotional: determination, honesty, persevere, independence • Thinking: decision making, comprehension, select and apply, use tactics 	<p>Possible Cross Curricular links:</p> <p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Maths: Addition. Estimating distances</p>
<p>Healthy Participation:</p> <ul style="list-style-type: none"> • Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. 	<p>Local clubs or events related to this unit: (if applicable)</p> <p>LKS2 Football After School Club Y3/4 Mixed Football P4Sport Event Penistone Football Coaching 2-12yrs, Penistone Football Club, S36 6AT Star Strike Football Coaching 5-12yrs Forge Valley Sports Centre, S6 5HG AG Sports 5-12yrs Forge Valley Sports Centre, S6 5HG</p>

Year 5, Summer 1: Athletics



NC Threads: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	
Overview of Learning: 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.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Running: understand that taking big consistent strides will help to create rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. • Jumping: know that if I drive my knees hog handfast I can build power and therefore distance in my jumps. • Throwing: know how to transfer my weight in different throws to increase distance. • Rule: understand and apply rules in a variety of events using official equipment. 	<ul style="list-style-type: none"> • Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. • Jumping: explore technique and rhythm in the triple jump. • Throwing: Develop technique and power in javelin and shot put.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can choose the best pace for a running event. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I show accuracy and power when throwing for distance. 	Consistent, approach, dominant, force, changeover, momentum, shot put, track, drive, field, javelin
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fundamentals Units – Nursery, Reception • Athletics Units – Year 1,2 and 3 	<ul style="list-style-type: none"> • Athletics Unit Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw • Social: collaboration, negotiation, communication, supporting others • Emotional: perseverance, confidence, concentration, determination • Thinking: observing and providing feedback, selecting and applying, comprehension 	<p>English: Learning of key vocabular. Communicating ideas. Reading and communicating coaching cards. Structuring feedback for peers.</p> <p>Maths: Making 90° angles at the elbow in sprinting. Timing peers with a stopwatch. Measuring distance jumped and thrown with measuring tapes and cones.</p>



	Science: Understanding the effect exercise has on the body. Understanding how the body reacts to different exercises. Exploring transferring weight to create power in throws
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • In throwing activities, even when throwing soft athletic equipment it is important to instil good practice. • Ensure pupils wait for instruction and check the area is clear before throwing. • Ensure there is adequate space between throwers. 	

Year 6, Summer 1: Athletics	
NC Threads: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	
Overview of Learning: 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.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. • Jumping: understand that a run upbuilds speed and power and enables me to jump further. • Throwing: understand that I need to prepare my body for throwing and know the muscles groups I will need to use. • Rule: understand and apply rules in events that pose an increased risk. 	<ul style="list-style-type: none"> • Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. • Jumping: develop power, control and technique in the triple jump. • Throwing: develop power, control and technique when throwing discus and shot put.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can perform jumps for distance using good technique. • I can select and apply the best pace for a running event. • I can show accuracy and good technique when throwing for distance. 	Maximum, pattern, fling, meet, strategy, phase, stance, explosive, rhythm, grip, release, discus
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fundamentals Units – Nursery, Reception • Athletics Units – Year 1,2, and 5 	



Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: pace, sprint, jump for distance, push throw, fling throw • Social: negotiating, collaborating, respect • Emotional: empathy, perseverance, determination • Thinking: observing and providing feedback, comprehension 	<p>English: Learning of key vocabulary. Communicating ideas. Reading and communicating coaching cards. Structuring feedback for peers.</p> <p>Maths: Making 90° angles at the elbow in sprinting. Timing peers with a stopwatch. Calculating distances and dividing metres between their group</p> <p>Science: Understanding the effect exercise has on the body. Understanding how the body reacts to different exercises. Exploring transferring weight to create power in throws</p>
Healthy Participation:	Local clubs or events related to this unit: <i>(if applicable)</i>
<ul style="list-style-type: none"> • In throwing activities, even when throwing soft athletic equipment, it is important to instil good practice. • Ensure pupils wait for instruction and check the area is clear before throwing. • Ensure there is adequate space between throwers. 	

Year 1, Summer 2: Striking and Field Games	
<p>NC Threads: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	
<p>Overview of Learning: Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p>	
By the end of this unit, children should <i>know</i> : <i>(knowledge)</i>	By the end of this unit, children should be <i>able to</i> : <i>(skills)</i>
<ul style="list-style-type: none"> • Striking: understand that the harder I strike, the further the ball will travel. • Fielding: know that throwing the ball back is quicker than running with it. • Throwing: know which type of throw to use to throw over longer distances. • Catching: know to watch the ball as it comes towards me. • Tactics: know that tactics can help us when playing games. 	<ul style="list-style-type: none"> • Striking: explore striking a ball with their hand and equipment. • Fielding: develop tracking and retrieving a ball. • Throwing: explore technique when throwing over and underarm. • Catching: develop co-ordination and technique when catching.



<ul style="list-style-type: none"> ● Rule: know that rules help us to play fairly. 	
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> ● I can catch a beanbag and a medium-sized ball. ● I can hit a ball using my hand. ● I can roll a ball towards a target. ● I can track a ball that is coming towards me. 	<p>Vocabulary:</p> <p>Batter, bowler, hit, ready position, batting, fielder, overarm, track, bowl, fielding, out, underarm</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> ● Games Units & Ball Skills Units – Nursery, Reception 	<p>Direct Links to future learning:</p> <ul style="list-style-type: none"> ● Tennis Unit – Year 3 ● Cricket Unit – Year 4 ● Rounders – Year 5 and 6
<p>Other Key Skills:</p> <ul style="list-style-type: none"> ● Physical: underarm throw, overarm throw, catch, track, bat ● Social: communication, collaboration, support and encourage others, kindness ● Emotional: manage emotions, honesty, perseverance ● Thinking: comprehension, use tactics, select and apply, decision making 	<p>Possible Cross Curricular links:</p> <p>English: Learning of key vocabulary. Listening to and following instructions. Communication skills.</p> <p>Maths: Counting. Addition. Estimating distances.</p> <p>Science: Understanding changes to the body during exercise.</p>
<p>Healthy Participation:</p> <ul style="list-style-type: none"> ● Ensure pupils always have a safe distance between themselves and a batter. ● Ensure safe use and handling of a bat and that unused equipment is stored out of the way. 	<p>Local clubs or events related to this unit: (if applicable)</p>

<p>Year 2, Summer 2: Net and Wall Games</p>
<p>NC Threads: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>
<p>Overview of Learning: Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>



By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. • Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. • Rallying: know that sending the ball towards my partner will help me to keep a rally going. • Footwork: know that using a ready position helps me to react quickly and return/catch a ball. • Tactics: understands that applying simple tactics makes it difficult for my opponent. • Rule: know how to score points and follow simple rules. 	<ul style="list-style-type: none"> • Hitting: develop hitting a dropped ball over a net. • Feeding: accurately underarm over a net to land into the court area. • Rallying: explore sending a ball with hands and a racket. • Footwork: use the ready position to move towards a ball.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can defend space on my court using the ready position. • I can hit a ball over the net and into the court area. • I can throw accurately to a partner. • I can use simple tactics to make it difficult for an opponent. 	Against, defend, quickly, trap, receive, return
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Games Units & Ball Skills Units – Nursery, Reception 	<ul style="list-style-type: none"> • Tennis Unit – Year 3 • Badminton Unit Year – 4 • Tennis – Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: throw, catch, hit, track • Social: co-operation, respect, support others • Emotional: perseverance, honesty • Thinking: select and apply, reflection, decision making, comprehension 	<p>English: Learning of key vocabulary. Listening and following instructions. Communication skills.</p> <p>Maths: Counting. Estimating distances.</p>
Healthy Participation:	Local clubs or events related to this unit: (<i>if applicable</i>)
<ul style="list-style-type: none"> • Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. • When using rackets, ensure pupils are working in a safe space and hitting in the same direction. 	



Year 3, Summer 2: Tennis	
NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
Overview of Learning: Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. • Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. • Footwork: know that moving to the middle of my court will enable me to cover the most space. • Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. • Rule: know the rules of the games and begin to apply them. 	<ul style="list-style-type: none"> • Hitting: explore returning a ball using shots such as the forehand and backhand. • Rallying: explore rallying using a forehand. • Footwork: consistently use and return to the ready position in between shots.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them to play fairly. • I can return a ball to a partner. • I can use basic racket skills. 	Backhand, control, court, forehand, tactic, react, competition, cooperation, face, opponent, rally, opposition
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Games Units & Ball Skills Units – Nursery, Reception • Net and Wall Games Unit – Year 2 	<ul style="list-style-type: none"> • Badminton Unit – Year 4 • Tennis Unit – Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: forehand, backhand, throwing, catching, rallying • Social: co-operation, collaboration, respect, support and encourage others • Emotional: honesty, perseverance • Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection 	<p>English: Learning of key vocabulary. Understand and follow instructions. Communication skills.</p> <p>Maths: Counting. Estimating distances.</p>



Healthy Participation:	Local clubs or events related to this unit: <i>(if applicable)</i>
<ul style="list-style-type: none"> • Ensure any unused equipment is stored in a safe place. • Ensure pupils stay a safe distance from one another when using the racket. 	

Year 4, Summer 2: Cricket	
<p>NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	
<p>Overview of Learning: Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	
By the end of this unit, children should <i>know</i> : <i>(knowledge)</i>	By the end of this unit, children should be <i>able to</i> : <i>(skills)</i>
<ul style="list-style-type: none"> • Striking: know that using the centre of the bat will provide the most control and accuracy. • Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. • Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. • Catching: know to track the ball as it is thrown to help to improve the consistency of catching. • Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. • Rule: know and understand the rules to be able to manage our own game. 	<ul style="list-style-type: none"> • Striking: develop batting technique with a range of equipment. • Fielding: develop bowling with some consistency, abiding by the rules of the game. • Throwing: use overarm and underarm throwing with increased consistency in game situations. • Catching: begin to catch with one and two hands with some consistency in game situations.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I am able to bowl a ball with some accuracy and consistency. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. 	<p>Decision, pressure, limit, cushion, momentum, retrieve, compete</p>



<ul style="list-style-type: none"> • I can strike a bowled ball after a bounce. • I can use overarm and underarm throwing, and catching skills with increasing accuracy. 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Games Units & Ball Skills Units – Nursery, Reception • Striking and Fielding Unit – Year 1 	<ul style="list-style-type: none"> • Rounders Unit – Year 5 and 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier • Social: collaboration and communication, respect • Emotional: perseverance, honesty, determination • Thinking: observing and providing feedback, applying strategies 	<p>English: Learning of key vocabulary. Understand and follow instructions. Understand rules and apply them to game situations. Communication skills.</p> <p>Maths: Addition and counting. Estimating distances.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure pupils always have a safe distance between themselves and a batter. • Ensure safe use and handling of the bat at all times. 	

Year 5, Summer 2: Rounders	
NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
Overview of Learning: Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Striking: understand that stance is important to allow me to be balanced as hit. • Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. 	<ul style="list-style-type: none"> • Striking: explore defensive and driving techniques and directional batting.. • Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.



<ul style="list-style-type: none"> • Throwing: understand where to throw the ball in relation to where the batter is. • Catching: understand when to use a close catch technique or deep catch technique. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rule: understand and apply rules in a variety of striking and fielding games whilst playing and officiating. 	<ul style="list-style-type: none"> • Throwing: demonstrate good technique when using a variety of throws under pressure. • Catching: explore catching skills (close/deep and wicketkeeping) and apply these with some consistency in game situations.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I am beginning to strike a ball with a rounders bat. • I am developing a wider range of fielding skills and I am beginning to use these under some pressure. • I understand the rules of the game and I can apply them honestly most of the time. 	Close catch, long barrier, deep catch, situation, backing up
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Games Units & Ball Skills Units – Nursery, Reception • Striking and Fielding Unit – Year 1 • Cricket Unit – Year 4 	<ul style="list-style-type: none"> • Rounders Unit – Year 6
Other Key Skills:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Physical: throw, catch, bowl, bat, field • Social: communication, collaboration, respect, co-operation • Emotional: honesty, self regulation, sportsmanship • Thinking: select and apply skills, reflection, assess, tactics 	<p>English: Learning of key vocabulary. Understand and follow instructions. Understand rules and apply them to game situations. Discussing tactics and communicating ideas with a partner or team.</p> <p>Maths: Estimating distances between bases. Keeping the score using half and full rounders.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. • Ensure pupils always have a safe distance between themselves and a batter. 	

Year 6, Summer 2: Rounders



NC Threads: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
Overview of Learning: Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. • Fielding: know which fielding action to apply for the situation. • Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. • Tactics: understand and apply some tactics in the games as a batter, bowler and fielder. • Rule: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. 	<ul style="list-style-type: none"> • Striking: strike a bowled ball with increasing accuracy and consistency. • Fielding: use a wider range of fielding skills with increasing control under pressure. • Throwing: consistently demonstrate good technique in throwing skills under pressure. • Catching: consistently demonstrate good technique in catching skill under pressure.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can strike a bowled ball with increasing consistency. • I can use a wider range of skills with increasing control under pressure. • I can use the rules of the game consistently to play fairly. • I understand and can apply some tactics in the game as a batter, bowler and fielder. 	Abide, consecutive, assess, appropriate, consistently, collaborate
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Games Units & Ball Skills Units – Nursery, Reception • Striking and Fielding Unit – Year 1 • Cricket Unit – Year 4 • Rounders Unit – Year 5 	<ul style="list-style-type: none"> • KS3 NC use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
Other Key Skills:	Possible Cross Curricular links:



<ul style="list-style-type: none"> • Physical: throw, catch, bowl, bat, field • Social: communication, collaboration, respect, co-operation • Emotional: honesty, self regulation, sportsmanship • Thinking: select and apply skills, reflection, assess, tactics 	<p>English: Learning of key vocabulary. Understand and follow instructions. Understand rules and apply them to game situations. Discussing tactics and communicating ideas with a partner or team.</p> <p>Maths: Estimating distances between bases. Keeping the score using half and full rounders.</p>
Healthy Participation:	Local clubs or events related to this unit: (if applicable)
<ul style="list-style-type: none"> • Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. • Ensure pupils always have a safe distance between themselves and a batter. 	

National Curriculum Coverage Grid for our PE Units

Year Group	Invasion Games	Net and ball games	OAA/Team Building	Dance	Athletics	Striking and Fielding Games	Gymnastics
Year 1		X	X	X	X	X	X
Year 2	X	X	X	X	X		X
Year 3	X	X	X	X	X		X
Year 4 (+swimming)	XX		X	X		X	
Year 5 (+swimming)	X	X	X		X	X	X
Year 6	XX	X		X	X	X	