



Heathfield primary school PE Curriculum Map 2022-23

	Term 1		Term 2		Term 3	
	1.1	1.2	2.1	2.2	3.1	3.2
<u>Nursery Unit 1</u>	Introduction to PE U1	Dance	Fundamentals U1	Fundamentals U2	Ball Skills U1	Balls Skills U2
	Ready Set Ride	Ready Set Ride	Ready Set Ride	Ready Set Ride	Ready Set Ride	Ready Set Ride
<u>Reception Unit 1</u>	Introduction To PE	Dance	Fundamentals U1/2	Gymnastics Unit 1	Ball Skills U1/2	Games Unit 2
<u>Unit 2</u>	Ready Set Ride	Ready Set ride	Ready Set Ride	Ready Set Ride	Ready Set Ride	Ready Set Ride
<u>Year 1 Unit 1</u>	Fundamentals	Team Building	Yoga	Gymnastics	Invasion	Athletics
<u>Unit 2</u>	Dance	Fitness	Gymnastics	Ball Skills	Net and wall	Striking and Fielding



<u>Year 2</u> <u>Unit 1</u>	Team Building	Fundamentals	Gymnastics	Ball Skills	Net and wall	Striking and Fielding
<u>Unit 2</u>	Fitness	Dance	Yoga	Gymnastics	Invasion	Athletics
<u>Year 3</u> <u>Unit 1</u>	Fundamentals(3B)	Dodgeball(3B)	Gymnastics(3B)	Dance(3B)	OAA(3B)	Athletics(3B)
	Fundamentals(3G)	Gymnastics(3G)	Dance(3G)	Dodgeball(3G)	Athletics(3G)	OAA(3G)
<u>Year 4</u> <u>Unit 1</u>	Fitness(4W)	Gymnastics(4W)	OAA(4W)	Handball(4W)	Athletics(4W)	Cricket(4W)
	Fitness(4R)	Handball(4R)	Gymnastics(4R)	OAA(4R)	Cricket(4R)	Athletics(4R)
<u>Year 5</u> <u>Unit 1</u>	Gymnastics(5C)	Dodgeball(5C)	Yoga(5B)	Tag Rugby(5B)	Tennis(5B)	Athletics(5B)
	Dodgeball(5B)	Gymnastics(5B)	Tag Rugby(5C)	Yoga(5C)	Athletics(5C)	Tennis(5C)
<u>Year 6</u> <u>Unit 1</u>	Basketball	Badminton	Gymnastics	Hockey	Tennis	Athletics

Autumn Term

	<u>1.1</u>	<u>1.2</u>
<u>Year group</u>	<u>Term 1</u>	<u>Term 2</u>

<p>EYFS & Nurseys</p>	<p><u>Introduction to PE: Unit 1</u></p> <p>In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Moving safely, Running, Jumping, Throwing, Catching, Following a path. • Social: Sharing, Leadership • Emotional: Perseverance, Confidence. • Thinking: Decision making, Selecting and applying actions. 	<p><u>Dance: Unit 1</u></p> <p>In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Travelling, copying and performing actions, Co-ordination. • Social: Respect, cooperating with others. • Emotional: Working independently, Confidence. • Thinking: Counting, Observing and providing feedback, Selecting and applying actions.
	<p><u>Ready Set Ride:</u></p> <p>Pupils will develop their balancing and cycling skills including, gliding stopping in a controlled way and speeding up/slowing down. Pupils will be given opportunities to work with a balance bikes and helmets. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Balancing, moving safely, Traveling, Following a path. • Social: Sharing, Leadership • Emotional: Perseverance, Confidence. Working independently • Thinking: Decision making, Selecting, and applying actions 	
<p><u>Year 1 Unit 1</u></p>	<p><u>Fundamentals</u></p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p style="text-align: center;"><u>Key Skills</u></p>	<p><u>Dance</u></p> <p>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> <p style="text-align: center;"><u>Key Skills</u></p>



	<ul style="list-style-type: none"> • Physical: Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping. • Social: Taking turns, Supporting and encouraging others, Working safely, Communication. • Emotional: Challenging myself, Perseverance, Honesty. • Thinking: Identifying strengths, Listening and following instructions, Selecting and applying actions 	<ul style="list-style-type: none"> • Physical: Travel, Balance, Co-ordination, using shapes, copying and performing. • Social: Co-operation, communication, coming to a decision with a partner, respect • Emotional: Confidence, acceptance. • Thinking: Counting, observing and providing feedback, selecting and applying actions.
<p><u>Unit 2</u></p>	<p><u>Team building</u></p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Travelling actions, Jumping, Balance. • Social: Communication, Listening, Leading, Inclusion. • Emotional: Trust, Honesty and Fair play, Acceptance. • Thinking: Planning, Decision-making, Problem-solving. 	<p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Agility, Balance, Co-ordination, Speed, Stamina, Skipping. • Social: Taking turns, Encouraging and supporting others. • Emotional: Determination, Perseverance, Challenging myself. <p>Thinking: Identifying strengths and areas for improvement, Observing and providing feedback.</p>
<p><u>Year 2</u> <u>Unit 1</u></p>	<p><u>Team building</u></p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Travelling actions, Jumping, Balance. • Social: Communication, Listening, Leading, Inclusion. • Emotional: Trust, Honesty and Fair play, Acceptance. 	<p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Agility, Balance, Co-ordination, Speed, Stamina, Skipping. • Social: Taking turns, Encouraging and supporting others. • Emotional: Determination, Perseverance, Challenging myself.



	<ul style="list-style-type: none"> Thinking: Planning, Decision-making, Problem-solving. 	<ul style="list-style-type: none"> Thinking: Identifying strengths and areas for improvement, Observing and providing feedback.
<p><u>Unit 2</u></p>	<p><u>Fundamentals</u></p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> Physical: Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping. Social: Taking turns, Supporting and encouraging others, Working safely, Communication. Emotional: Challenging myself, Perseverance, Honesty. Thinking: Identifying strengths, Listening and following instructions, Selecting and applying actions 	<p><u>Dance</u></p> <p>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> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> Physical: Travel, Balance, Co-ordination, using shapes, copying and performing. Social: Co-operation, communication, coming to a decision with a partner, respect Emotional: Confidence, acceptance. <p>Thinking: Counting, observing and providing feedback, selecting and applying actions.</p>
<p><u>Year 3</u> <u>Unit 1</u></p>	<p><u>Fundamentals</u></p> <p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas</p>	<p><u>Gymnastics</u></p> <p>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the term's 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>



	<p>for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping. • Social: Taking turns, Supporting and encouraging others, Respect, Communication. • Emotional: Challenging myself, Perseverance, Honesty. • Thinking: Identifying strengths, and areas for development, observing others and providing feedback. 	<p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: individual point and patch balances, straight role, barrel roll, forward role, star jumps, tuck jump, straight jump, rhythmic gymnastics. • Social: collaboration, communication, respect. • Emotional: Confidence. • Thinking: preserving and providing feedback, selecting and applying actions, evaluating and improving.
<p><u>Unit 2</u></p>	<p><u>Ball Skills</u></p> <p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Tracking a ball, Throwing, Catching, Dribbling. • Social: Supporting others, cooperation, communication, management games. • Emotional: perseverance, honesty, respect, challenging self. • Thinking: developing tactics, decision-making, Creativity. 	<p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Agility, Balance, Co-ordination, Power, Speed, Stamina. • Social: Supporting others, Working safely. • Emotional: Determination, Perseverance. • Thinking: Identifying strengths and areas for improvement

<p>Year 4 Unit 1</p>	<p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Agility, Balance, Co-ordination, Power, Speed, Stamina. • Social: Supporting others, Working safely. • Emotional: Determination, Perseverance. • Thinking: Identifying strengths and areas for improvement. 	<p><u>Gymnastics</u></p> <p>In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: individual and partner balances, jumps use in rotation, straight, barrel roll, forward roll, straddle stand. • Social: responsibility, collaboration, communication, respect. • Emotional: Confidence. • Thinking: preserving and providing feedback, selecting and applying actions, evaluating and improving.
<p>Unit 2</p>	<p><u>Basketball</u></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p> <p style="text-align: center;"><u>Key Skills</u></p>	<p><u>Fundamentals</u></p> <p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p> <p style="text-align: center;"><u>Key Skills</u></p>



	<ul style="list-style-type: none"> • Physical: throwing and catching, dribbling, intercepting and shooting. • Social: working safely, communications and collaboration • Emotional: honesty, fair play and perseverance. • Thinking: observing and providing feedback. 	<ul style="list-style-type: none"> • Physical: Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping. • Social: Taking turns, Supporting and encouraging others, Respect, Communication. • Emotional: Challenging myself, Perseverance, Honesty. • Thinking: Identifying strengths, and areas for development, observing others and providing feedback.
<p><u>Year 5</u> <u>Unit 1</u></p>	<p><u>Basketball</u></p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical throwing and catching, dribbling, intersecting, shooting. • Social: collaboration, Communication. • Emotional honesty and Fair play, perseverance, honesty and fair play. • Thinking: planning strategies and using tactics, observing and providing feedback. 	<p><u>Gymnastics</u></p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical symmetrical and asymmetrical balances, straight round, forward roll, straddle, backward roll, Khan, bridge, shoulder stand, handstand. • Social: responsibility, collaboration, communication, respect. • Emotional: Confidence. • Thinking: Selecting and applying actions, evaluating and improving sequences, observing and providing feedback.

	<p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Agility, Balance, Co-ordination, Power, Speed, Stamina. • Social: Supporting others, Working collaboratively. • Emotional: Determination, Perseverance. • Thinking: Analysing data 	<p><u>Dodgeball</u></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical throwing, catching, dodging, blocking. • Social: collaboration, respect, leadership. • Emotional: Determination, confidence. • Thinking: decision-making, selecting and applying tactics.
<p><u>Year 6</u> <u>Unit 1</u></p>	<p><u>Dodgeball</u></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical throwing, catching, dodging, blocking. • Social: collaboration, respect, leadership. • Emotional: Determination, confidence. <p>Thinking: decision-making, selecting and applying tactics</p>	<p><u>Badminton</u></p> <p>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Ready position, grip, forehand, backhand, serve, footwork • Social: Respect, Communication, supporting and encouraging others. • Emotional honesty and perseverance.



		<ul style="list-style-type: none"> Thinking: planning strategies and using tactics, identifying strengths and areas for development
<u>Unit 2</u>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Spring Term

Year group	Topic 1	Topic 2
EYFS/Nursey	<p><u>Fundamentals: Unit 1</u></p> <p>In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> Physical: Balancing, Running, Jumping, changing direction, Hopping, Travelling. Social: Working Safely, Responsibility, helping others, Sharing, Leadership Emotional: Honesty, Challenging myself, Determination. Perseverance, Confidence. 	<p><u>Gymnastics: Unit 1</u></p> <p>In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>



	<ul style="list-style-type: none"> Thinking: Decision making, Selecting and applying actions, Using tactics. 	<p>Key Skills</p> <ul style="list-style-type: none"> Physical: Shapes, balances, jumps, rocking, rolling, travelling Social: taking turns, co-operation, communication Emotional: Determination, confidence. Thinking: Selecting and applying skills, creating sequences
	<p>Ready Set Ride:</p> <p>Pupils will develop their balancing and cycling skills including, gliding stopping in a controlled way and speeding up/slowing down. Pupils will be given opportunities to work with a balance bikes and helmets. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe</p> <p>Key Skills</p> <ul style="list-style-type: none"> Physical: Balancing, moving safely, Traveling, Following a path. Social: Sharing, Leadership Emotional: Perseverance, Confidence. Working independently Thinking: Decision making, Selecting and applying actions 	
<p><u>Year 1</u></p>	<p><u>Yoga</u></p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> Physical: Balance, breathing, flexibility, strength. Social: working safely, sharing ideas, leadership. Emotional: calmness, patience, understanding. Thinking: selecting actions, creative poses, focus, providing feedback. 	<p><u>Gymnastics</u></p> <p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> Physical: travelling actions, shapes, balance, jumps, barrel roll, straight role, forward roll progressions. Social: sharing, working safely. Emotional: Confidence. Thinking: observing and providing feedback, selecting and applying actions.



<p>Year 2</p>	<p><u>Ball Skills</u></p> <p>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: rolling, kicking, throwing, catching, bouncing, dribbling. • Social: co-operation, communication, leadership, supporting others. • Emotional: honesty, perseverance, challenging myself. • Thinking: using tactics, exploring actions. 	<p><u>Gymnastics</u></p> <p>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> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical shapes, balance, shape jumps, travelling movements, take-off and landing, barrel roll, straight road, forward roll. • Social: sharing, working safely. • Emotional: Confidence, Independence. • Thinking: observing and providing feedback, selecting and applying actions.
<p>Year 3</p>	<p><u>Dance</u></p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p style="text-align: center;"><u>Key Skills</u></p>	<p><u>Yoga</u></p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Balance, breathing, flexibility, strength, coordination. • Social: working safely, sharing ideas, leadership.

	<ul style="list-style-type: none"> • Physical: using Canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance. • Social: Sharing ideas, respect, inclusion of others, leadership, working safely. • Emotional: confidence, acceptance. • Thinking: selecting and applying actions, creating, observing and providing feedback. 	<ul style="list-style-type: none"> • Emotional: calmness, focus, confidence. • Thinking: selecting actions, creative poses and flows, providing feedback.
<p>Year 4</p>	<p><u>Handball</u></p> <p>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical all control, throwing and catching, moving with the ball, dribbling, shooting. • Social: Working safely, communication, respect. • Emotional: honesty and Fair play, perseverance. Thinking: planning strategies and using tactics, observing and providing feedback. 	<p><u>Dodgeball</u></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and other performances.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: throwing, catching, dodging, blocking • Social: Communication, collaboration, respect • Emotional: Honesty, perseverance. • Thinking: Decision-making, selecting and applying skills
<p>Year 5</p>	<p><u>Yoga</u></p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be</p>	<ul style="list-style-type: none"> •



	<p>given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Balance, breathing, flexibility, strength, coordination. • Social: working safely, sharing ideas, leadership. • Emotional: confidence, working independently. • Thinking: selecting actions, creating, providing feedback. 	
<p>Year 6</p>	<p><u>Gymnastics</u></p> <p>In this unit, pupils use their knowledge of compositional principles e.g., how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical straddle role, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, headstand. • Social: responsibility, collaboration, communication, respect. • Emotional: Confidence. <p>Thinking: preserving and providing feedback, selecting and applying actions, evaluating and improving.</p>	<p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Agility, Balance, Co-ordination, Power, Speed, Stamina. • Social: Supporting others, Working collaboratively. • Emotional: Determination, Perseverance. • Thinking: Analysing data



Summer Term

Year group	Topic 1	Topic 2
EYFS/Nursey	<p><u>Ball Skills: Unit 1</u></p> <p>In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball. • Social: cooperation, supporting others. • Emotional: Honesty, perseverance. • Thinking: Decision making, Using tactics. 	<p><u>Games: Unit 1</u></p> <p>In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Running, balancing, changing direction, striking a ball, throwing. • Social: cooperation, communication, supporting and encouraging others. • Emotional: Honesty, managing emotions. • Thinking: Decision making.
	<p><u>Ready Set Ride:</u></p> <p>Pupils will develop their balancing and cycling skills including, gliding stopping in a controlled way and speeding up/slowing down. Pupils will be given opportunities to work with a balance bikes and helmets. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Balancing, moving safely, Traveling, Following a path. • Social: Sharing, Leadership • Emotional: Perseverance, Confidence. Working independently • Thinking: Decision making, Selecting and applying actions 	

<p>Year 1</p>	<p><u>Invasion</u></p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space. • Social: cooperation, communication, supporting and encouraging others, respect and kindness towards others. • Emotional: honesty and Fair play, managing emotions. • Thinking: using tactics, selecting and applying skills, recalling information. 	<p><u>Athletics</u></p> <p>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.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: running at varying speeds, agility, balance, running over obstacles, jumping hopping and leaping in combination and for distance, throwing for distance. • Social: working safely, collaboration with others. • Emotional: working independently, honestly and playing to the rules, determination. • Thinking: Exploring ideas.
<p>Year 2</p>	<p><u>Net and Wall</u></p> <p>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Throwing, catching, hitting a ball, tracking a ball. • Social: Respect, communication. • Emotional: Determination, honesty, Fair play. • Thinking: using simple tactics, recalling information, decision-making, comprehension. 	<p><u>Striking and fielding</u></p> <p>In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking, and retrieving a ball and striking a ball. They begin to self-manage small-sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: throwing, catching, bowling, batting, tracking a ball. • Social: collaboration and communication. • Emotional: honesty, acceptance, controlling emotions. • Thinking: Decision making, selecting and applying, using tactics.

<p>Year 3</p>	<p><u>OAA</u></p> <p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: Balance, running. • Social: Communication, teamwork, trust, inclusion, listening. • Emotional: Confidence. • Thinking: Planning, Map reading, decision-making, problem-solving. 	<p><u>Athletics</u></p> <p>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, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: sprinting, running over obstacles, jump in the distance and height, push and Paul throw in the distance. • Social: working safely, collaboration with others. • Emotional perseverance, determination. • Thinking: observing and providing feedback.
<p>Year 4</p>	<p><u>Cricket</u></p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all game's 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> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: underarm and overarm throwing, catching, over and under arm bowling, long and short barrier, batting. • Social: collaboration and communication, respect. • Emotional: honesty. • Thinking: observing and providing feedback, selecting and applying strategies. 	<p><u>Athletics</u></p> <p>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, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Physical: pacing, sprinting technique, jumping for distance and height, throw, heave, launch for distance. • Social: working collaboratively, working safely. • Emotional perseverance, determination.



		<ul style="list-style-type: none"> Thinking: observing and providing feedback.
<p>Year 5</p>	<p><u>Tennis</u></p> <p>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> Physical: forehands, backhands, underarm throwing, catching, ready position. Social: collaboration, respect, supporting others. Emotional: honesty, perseverance. Thinking decision-making, understanding rules, selecting and applying skills and tactics. 	<p><u>Athletics</u></p> <p>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, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> Physical: pacing, sprinting technique, jumping for distance and height, throw, heave, launch for distance. Social: working collaboratively, working safely. Emotional perseverance, determination. Thinking: observing and providing feedback.
<p>Year 6</p>	<p><u>Cricket</u></p> <p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all game's 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 deceive or 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>	<p><u>Athletics</u></p> <p>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.</p>



	<p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none">• Physical: underarm and overarm throwing, catching, over and under arm bowling, long and short barrier, batting.• Social: collaboration and communication, respect.• Emotional: honesty.• Thinking: observing and providing feedback, selecting and applying strategies.	<p>In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump and shot put.</p> <p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none">• Physical: pacing, sprinting technique, jumping for distance and height, throw, heave, fling for distance.• Social: negotiating, collaborating with others.• Emotional perseverance, determination.• Thinking: observing and providing feedback
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