



Progression Documents

Physical Education



Curriculum Overview: Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.
 We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.
 We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.
 We are **COLLABORATIVE CITIZENS** who work together and respect others.

Intent	Implementation	Impact
<p>Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the national curriculum and which statements from the 2020 Development Matters are prerequisites skills for physical education within the National Curriculum.</p> <p>KS1 and KS2: In KS1 and KS2 the physical education curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect'.</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our physical education curriculum has been mapped out using our Key Concepts.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through our subject overview.</p> <p>Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks.</p> <p>Physical education is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p>	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS physical education is taught as part of 'Physical Development' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject. Children in EYFS also take part in physical education as a discreet subject every term.</p> <p>In KS1 and KS2, physical education is taught as a discreet subject twice a week to allow time to embed skills in the subject. Children take part in one indoor and outdoor outdoor session a week.</p> <p>The core teaching of PE is through the 'Get Set for PE' Scheme of Work and adapted to meet the needs of the learners in our school.</p> <p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.</p>	<p>Impact is measured through regular learning walks, lesson visits and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p>

Breadth of study

Breadth of Study EYFS:

Three and Four Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
	Physical Development		<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design		Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Manage their own needs -personal hygiene Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
	Physical Development		<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Breadth of study Key Stage 1:

Pupils should be taught to:

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

Breadth of study Key Stage 2:

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety:

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Threshold Concepts

Physical	Social	Emotional	Thinking
Physical Education provides children with opportunities to become fit and healthy and learn the skills of a variety of sports.	<p>Take turns. Learn to share equipment with others. Share their ideas with others.</p> <p>Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges.</p> <p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal</p> <p>Work with others to self manage games.</p> <p>Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively.</p>	<p>Try again if they do not succeed. Practice skills independently. Confident to try new tasks and challenges</p> <p>Show determination to continue working over a longer period of time Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others</p> <p>Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel.</p> <p>Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently Confident to attempt tasks and challenges outside of their comfort zone.</p>	<p>Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.</p> <p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. Select and apply appropriate skills for the situation when under pressure.</p>

Introduction to PE

	Overview	Threshold Concepts	Knowledge Categories
EYFS	Children will be introduced to Physical Education. 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. Children will also play simple games and begin to understand and use rules.	Physical	Moving safely, running, jumping, throwing, catching, following a path, rolling
		Social	Sharing, taking turns, leadership, encouraging and supporting others, responsibility
		Emotional	Perseverance, confidence, honesty and fair play
		Thinking	Decision making, selecting and applying actions, understanding and using rules

Games

	Overview	Threshold Concepts	Knowledge Categories
EYFS	Children will develop their understanding of playing games. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Physical	Running, balancing, changing direction, striking a ball, throwing
		Social	Communication, cooperation, taking turns, supporting others, respect
		Emotional	Honesty and fair play, managing emotions, perseverance
		Thinking	Using tactics, decision making

Invasion

	Overview	Threshold Concepts	Knowledge Categories
Y1	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.	Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space
		Social	Co-operation, communication, supporting and encouraging others, respect and
		Emotional	Honesty, fair play, managing emotions
		Thinking	Connecting information, decision making, recalling information
Y2	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.	Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space
		Social	Co-operation, communication, supporting and encouraging others, respect and kindness
		Emotional	Honesty, fair play, managing emotions
		Thinking	Connecting information, decision making, recalling information

Net and Wall

	Overview	Threshold Concepts	Knowledge Categories
Y1	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Physical	Throwing, catching, hitting a ball, tracking a ball
		Social	Respect, communication
		Emotional	Honesty and fair play, determination
		Thinking	Decision making, using simple tactics, recalling information, comprehension
Y2	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Physical	Throwing, catching, hitting a ball, tracking a ball
		Social	Respect, communication
		Emotional	Honesty and fair play, determination
		Thinking	Decision making, using simple tactics, recalling information, comprehension

Sending and Receiving			
	Overview	Threshold Concepts	Knowledge Categories
Y1	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Physical	Rolling, kicking, throwing, catching, tracking
		Social	Cooperation, communication, keeping others safe
		Emotional	Perseverance, challenging myself
		Thinking	Identifying how to improve, transferring skills
Y2	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Physical	Rolling, kicking, throwing, catching, tracking
		Social	Cooperation, communication, keeping others safe
		Emotional	Perseverance, challenging myself
		Thinking	Identifying how to improve, transferring skills

Striking and Fielding

	Overview	Threshold Concepts	Knowledge Categories
Y1	<p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p>	Physical	Throwing, catching, retrieving a ball, tracking a ball, striking a ball
		Social	Communication, supporting and encouraging others, consideration of others
		Emotional	Perseverance, honesty and fair play
		Thinking	Using tactics, selecting and applying skills, decision making
Y3	<p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p>	Physical	Throwing, catching, retrieving a ball, tracking a ball, striking a ball
		Social	Communication, supporting and encouraging others, consideration of others
		Emotional	Perseverance, honesty and fair play
		Thinking	Using tactics, selecting and applying skills, decision making

Target Games

	Overview	Threshold Concepts	Knowledge Categories
Y1	<p>Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	Physical	Underarm throwing, overarm throwing, aim, hand eye coordination.
		Social	Communication, supporting and encouraging others, leadership
		Emotional	Perseverance, honesty and fair play
		Thinking	Using tactics, selecting and applying skills, decision making
Y2	<p>Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	Physical	Throwing, catching, retrieving a ball, tracking a ball, striking a ball
		Social	Communication, supporting and encouraging others, leadership
		Emotional	Perseverance, honesty and fair play
		Thinking	Using tactics, selecting and applying skills, decision making

Ball Skills

	Overview	Threshold Concepts	Knowledge Categories
EYFS	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 and will develop decision making and using simple tactics.	Physical	Rolling a ball, stopping a rolling ball, throwing at a target, tracking a ball, bouncing a ball, dribbling a ball with feet, kicking a ball
		Social	Co-operation, supporting others, sharing and taking turns
		Emotional	Honesty, perseverance, determination
		Thinking	Using tactics, decision making
Y1	Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Physical	Rolling, kicking, throwing, catching, bouncing, dribbling, tracking
		Social	Co-operation, communication, leadership, supporting others
		Emotional	Honesty, perseverance, challenging myself
		Thinking	Using tactics, exploring actions, comprehension
Y2	Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Physical	Rolling, kicking, throwing, catching, dribbling, bouncing
		Social	Co-operation, communication, leadership, supporting others
		Emotional	Honesty, perseverance, challenging myself
		Thinking	Using tactics, exploring actions
Y3	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.	Physical	Tracking a ball, throwing, catching, dribbling
		Social	Supporting others, co-operation, communication, managing games
		Emotional	Perseverance, honesty, respect, challenging self
		Thinking	Decision making, developing tactics, creativity
Y4	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.	Physical	Tracking a ball, throwing, catching, dribbling
		Social	Supporting others, co-operation, communication, managing games
		Emotional	Perseverance, honesty, respect, challenging self
		Thinking	Decision making, developing tactics, creativity

Fundamentals

Fundamentals			
	Overview	Threshold Concepts	Knowledge Categories
EYFS	Children will develop their fundamental movement skills. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop fine and gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	Physical	Balancing, running, jumping, changing direction, hopping, traveling
		Social	Working safely, responsibility, helping others
		Emotional	Honesty, challenging myself, determination
		Thinking	Decision making, selecting and applying actions, using tactics
Y1	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, working safely, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying actions, identifying strengths, listening and following instructions
Y2	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying actions, identifying strengths
Y3	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.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development
Y4	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.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development

Yoga

	Overview	Threshold Concepts	Knowledge Categories
Y1	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.	Physical	Breathing, balance, flexibility, strength
		Social	Sharing ideas, leadership
		Emotional	CalMness, patience, understanding
		Thinking	Selecting actions, creating poses, focus, providing feedback
Y2	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.	Physical	Breathing, balance, flexibility, strength
		Social	Sharing ideas, leadership
		Emotional	CalMness, patience, understanding
		Thinking	Selecting actions, creating poses, focus, providing feedback
Y3	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	Physical	Breathing, balancing, flexibility, strength, co-ordination
		Social	Working safely, sharing ideas, leadership
		Emotional	CalMness, focus, confidence
		Thinking	Selecting actions, creating poses and flow, providing feedback
Y4	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	Physical	Breathing, balance, flexibility, strength, co-ordination
		Social	Working safely, sharing ideas, leadership
		Emotional	CalMness, focus, confidence
		Thinking	Selecting actions, creating poses and flow, providing feedback
Y5	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	Physical	Balance, flexibility, strength, co-ordination
		Social	Working safely, sharing ideas, leadership
		Emotional	Confidence
		Thinking	Selecting and applying actions, creating poses and flow, observing and providing feedback
Y6	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	Physical	Balance, flexibility, strength, co-ordination
		Social	Working safely, sharing ideas, leadership
		Emotional	Confidence
		Thinking	Selecting and applying actions, creating poses and flow, observing and providing feedback

Dance

	Overview	Threshold Concepts	Knowledge Categories
EYFS	<p>Children explore space and how to use spaces safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	Physical	Travel, action, perform, copy, balance, co-ordinate
		Social	Respect, co-operation
		Emotional	Working independently, confidence
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Y1	<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>	Physical	Travel, action, shape, perform, copy, balance, coordination
		Social	Co-operation, communication, coming to decisions with a partner, respect
		Emotional	Confidence, acceptance
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Y2	<p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will 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>	Physical	Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways, balance, coordination
		Social	Respect, consideration, sharing ideas, decision making with others
		Emotional	Confidence, acceptance
		Thinking	Observing and providing feedback, selecting and applying actions, creating, counting
Y3	<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>	Physical	
		Social	Sharing ideas, respect, inclusion of others, leadership, working safely
		Emotional	Confidence, acceptance
		Thinking	Observing and providing feedback, selecting and applying actions, creating
Y4	<p>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>	Physical	Performing actions, using canon, unison, formation, dynamics, character, structure, space
		Social	Collaboration, consideration, inclusion, respect
		Emotional	Empathy, confidence,
		Thinking	Observing and providing feedback, selecting and applying actions
Y5	<p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	Physical	Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions
		Social	Collaboration, consideration and awareness of others, inclusion, respect
		Emotional	Empathy, confidence
		Thinking	Observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance
Y6	<p>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>	Physical	Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions
		Social	Collaboration and sharing ideas, consideration and awareness of others, inclusion, respect, leadership, supporting and encouraging others
		Emotional	Empathy, confidence
		Thinking	Observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance

Gymnastics

	Overview	Threshold Concepts	Knowledge Categories
EYFS	Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Physical	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling
		Social	Co-operation, taking turns, communicating
		Emotional	Confidence, determination
		Thinking	Selecting and applying skills, creating sequences
Y1	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.	Physical	Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll
		Social	Sharing, working safely,
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying skills
Y2	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.	Physical	Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll
		Social	Sharing equipment, working safely
		Emotional	Confidence, independence
		Thinking	Observing and providing feedback, selecting and applying skills
Y3	Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Physical	Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics
		Social	Collaboration, communication, respect
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving
Y4	Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Physical	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand
		Social	Collaboration, communication, respect, responsibility
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving
Y5	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.	Physical	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand.
		Social	Collaboration, communication, respect, responsibility
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving
Y6	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Physical	Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault
		Social	Collaboration, communication, respect, responsibility
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving

Athletics

	Overview	Threshold Concepts	Knowledge Categories
Y1	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	Physical	Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping in combination and for distance, throwing for distance
		Social	Working safely, collaborating with others
		Emotional	Working independently, honesty and playing to the rules, determination
		Thinking	Exploring ideas
Y2	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. They learn how to improve by identifying areas of strength as well as areas to develop.	Physical	Running at varying speeds, agility, co-ordination, combining running and jumping, throwing for distance
		Social	Working safely, collaborating with others
		Emotional	Working independently, determination
		Thinking	Exploring ideas, observing and providing feedback
Y3	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.	Physical	Sprinting, running over obstacles, jumping for distance and height, push and pull throw for distance
		Social	working safely, collaborating with others
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback
Y4	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. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.	Physical	Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance
		Social	Working collaboratively, working safely
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback, exploring ideas
Y5	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.	Physical	Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance
		Social	Collaborating with others, supporting others
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback
Y6	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.	Physical	Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance
		Social	Collaborating with others, negotiating
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback

Fitness

	Overview	Threshold Concepts	Knowledge Categories
EYFS	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.	Physical	Agility, balance, co-ordination, speed, stamina, skipping
		Social	Taking turns, supporting and encouraging others
		Emotional	Determination, perseverance, challenging myself
		Thinking	Identifying strengths and areas for improvement, observing and providing feedback
Y1	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.	Physical	Agility, balance, co-ordination, speed, stamina, skipping
		Social	Taking turns, supporting and encouraging others
		Emotional	Determination, perseverance, challenging myself
		Thinking	Identifying strengths and areas for improvement, observing and providing feedback
Y2	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.	Physical	Agility, balance, co-ordination, speed, stamina, strength, power
		Emotional	Perseverance, determination
		Thinking	Identifying areas of strength and areas for development
		Social	Supporting others, working safely
Y3	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.	Physical	Agility, balance, co-ordination, speed, stamina, strength, power
		Social	Supporting others, working safely
		Emotional	Perseverance, determination
		Thinking	Identifying areas of strength and areas for development
Y4	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.	Physical	Agility, balance, co-ordination, speed, stamina, strength, power
		Social	Supporting and encouraging others, working collaboratively
		Emotional	Perseverance, determination
		Thinking	Analysing data
Y5	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.	Physical	Agility, balance, co-ordination, speed, stamina, strength, power
		Social	Supporting and encouraging others, working collaboratively
		Emotional	Perseverance, determination
		Thinking	Analysing data
Y6	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.	Physical	Agility, balance, co-ordination, speed, stamina, strength, power
		Social	Supporting and encouraging others, working collaboratively
		Emotional	Perseverance, determination
		Thinking	Analysing data

Team Building /OAA

	Overview	Threshold Concepts	Knowledge Categories
Y1	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.	Physical	Balancing, travelling
		Social	Communication, sharing ideas, inclusion, encouraging and supporting others
		Emotional	Confidence, trust, honesty
		Thinking	Decision making, using tactics, providing instructions, planning, problem solving
Y2	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.	Physical	Balancing, travelling, jumping
		Social	Communication, listening inclusion, leading
		Emotional	Trust, honesty, fair play, acceptance
		Thinking	Decision making, planning, problem solving
Y3	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	Physical	Balance, running
		Social	Communication, teamwork, trust, inclusion, listening
		Emotional	Confidence
		Thinking	Planning, map reading, decision making, problem solving
Y4	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	Physical	Balance, running
		Social	Communication, teamwork, trust, inclusion, listening
		Emotional	Confidence
		Thinking	Planning, map reading, decision making, problem solving
Y5	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Physical	Stamina, running
		Social	Communication, teamwork, trust, inclusion, listening
		Emotional	Confidence
		Thinking	Planning, ,map reading, decision making, problemsolving
Y6	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Physical	Stamina, running
		Social	Communication, teamwork, trust, inclusion, listening
		Emotional	Confidence
		Thinking	Planning, map reading, decision making, problem solving

Dodge ball			
	Overview	Threshold Concepts	Knowledge Categories
Y3	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 others performances.	Physical	Throwing, catching, dodging, blocking
		Social	Respect, collaboration, communication
		Emotional	Honesty, perseverance
		Thinking	Decision making, Selecting and applying skills
Y4	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 others performances.	Physical	Throwing, catching, dodging, blocking
		Social	Respect, collaboration, communication
		Emotional	Honesty, perseverance,
		Thinking	Decision making, Selecting and applying skills
Y5	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.	Physical	Throwing, catching, dodging, blocking
		Social	Respect, collaboration, leadership
		Emotional	Honesty, determination, confidence
		Thinking	Decision making, selecting and applying tactics
Y6	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.	Physical	Throwing, catching, dodging, blocking
		Social	Respect, collaboration, leadership
		Emotional	Honesty, determination, confidence
		Thinking	Decision making, selecting and applying tactics

Handball ball			
	Overview	Threshold Concepts	Knowledge Categories
Y3	Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their 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.	Physical	Ball control, throwing and catching, moving with the ball, dribbling, shooting
		Social	Working safely, communication, respect,
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies, observing and providing feedback
Y4	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.	Physical	Ball control, throwing and catching, moving with the ball, dribbling
		Social	shooting, working safely, communication, respect, honesty and fair play
		Emotional	honesty and fair play, perseverance
		Thinking	Planning strategies, observing and providing feedback
Y5	Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.	Physical	Throwing and catching, moving with the ball, dribbling, intercepting, shooting
		Social	Collaboration, communication,
		Emotional	Honesty and fair play, perseverance,
		Thinking	Planning strategies and using tactics, observing and provide feedback
Y6	Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.	Physical	Throwing and catching, moving with the ball, dribbling, intercepting, shooting
		Social	Collaboration, communication,
		Emotional	Honesty and fair play, perseverance,
		Thinking	Planning strategies and using tactics, observing and provide feedback

Football

Football			
	Overview	Threshold Concepts	Knowledge Categories
Y3	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	Physical	Dribbling, passing, ball control, tracking, jockeying, turning, receiving
		Social	Communication, collaboration, cooperation
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making
Y4	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	Physical	Dribbling, passing, ball control, tracking, jockeying, turning, receiving
		Social	Communication, collaboration, cooperation
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making
Y5	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	Physical	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping, receiving
		Social	Communication, collaboration, cooperation, respect
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making
Y6	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	Physical	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping, receiving
		Social	Communication, collaboration, cooperation, respect
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making

Tag Rugby

	Overview	Threshold Concepts	Knowledge Categories
Y3	<p>Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>	Physical	Passing, catching, dodging, tagging, scoring
		Social	Communication, collaboration, inclusion
		Emotional	Honesty, perseverance, confidence
		Thinking	Planning strategies and using tactics, observing and providing feedback
Y4	<p>Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>	Physical	Passing, catching, dodging, tagging, scoring
		Social	Communication, collaboration, inclusion
		Emotional	Honesty, perseverance, confidence
		Thinking	Planning strategies and using tactics, observing and providing feedback, selecting and applying skills
Y5	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	Physical	Throwing, catching, running, dodging, tagging, scoring
		Social	Communication, collaboration
		Emotional	Honesty, perseverance, confidence
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making
Y6	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	Physical	Throwing, catching, running, dodging, tagging, scoring, selecting and applying skills
		Social	Communication, collaboration
		Emotional	Honesty, perseverance, confidence
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making

Hockey

	Overview	Threshold Concepts	Knowledge Categories
Y3	<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	Physical	Dribbling, passing, receiving, intercepting, tackling
		Social	Communication, collaboration, inclusion
		Emotional	Honesty, perseverance, empathy
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making
Y4	<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	Physical	Dribbling, passing, receiving, intercepting, tackling
		Social	Communication, collaboration, inclusion
		Emotional	Honesty, perseverance, empathy
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making
Y5	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	Physical	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping
		Social	Communication, collaboration, cooperation, respect
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making
Y6	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	Physical	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping
		Social	Communication, collaboration, cooperation, respect
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making

Netball

	Overview	Threshold Concepts	Knowledge Categories
Y3	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	Physical	Passing, catching, footwork, intercepting, shooting, dodging
		Social	Working safely, communication, collaboration
		Emotional	Honesty, perseverance
		Thinking	Planning strategies and using tactics, observing and providing feedback
Y4	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	Physical	Passing, catching, footwork, intercepting, shooting, dodging
		Social	Working safely, communication, collaboration
		Emotional	Honesty, perseverance
		Thinking	Planning strategies and using tactics, observing and providing feedback
Y5	<p>Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>	Physical	Passing, catching, footwork, intercepting, shooting
		Social	Communication, collaboration
		Emotional	Honesty, perseverance
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making
Y6	<p>Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>	Physical	Passing, catching, footwork, intercepting, shooting
		Social	Communication, collaboration
		Emotional	Honesty, perseverance
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making

Basketball

	Overview	Threshold Concepts	Knowledge Categories
Y3	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 keeping 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, and how to identify a focus for improvement.	Physical	Throwing, catching, dribbling, intercepting, changing direction and speed, shooting
		Social	Working safely, communication, collaboration
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies, using tactics, observing and providing feedback
Y4	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 keeping 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, and how to identify a focus for improvement.	Physical	Throwing, catching, dribbling, intercepting, changing direction and speed, shooting
		Social	Working safely, communication, collaboration
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies, using tactics, observing and providing feedback
Y5	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.	Physical	Throwing, catching, dribbling, intercepting, shooting
		Social	Communication, collaboration
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies, using tactics, observing and providing feedback
Y6	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.	Physical	Throwing, catching, dribbling, intercepting, shooting
		Social	
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies, using tactics, observing and providing feedback

Cricket

	Overview	Threshold Concepts	Knowledge Categories
Y3	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to 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.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, batting
		Social	Communication, collaboration, respect
		Emotional	Perseverance, honesty
		Thinking	Observing and providing feedback, applying strategies
Y4	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to 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.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, batting
		Social	Communication, collaboration, respect
		Emotional	Perseverance, honesty
		Thinking	Observing and providing feedback, applying strategies
Y5	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to 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.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier
		Social	Communication, collaboration, respect
		Emotional	Honesty
		Thinking	Observing and providing feedback, applying strategies
Y6	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to 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.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier
		Social	Communication, collaborating, respect
		Emotional	Honesty
		Thinking	Observing and providing feedback, applying strategies

Rounders

Rounders			
	Overview	Threshold Concepts	Knowledge Categories
Y3	Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting
		Social	Communication, collaboration, respect, supporting and encouraging others
		Emotional	Honesty and fair play, confident to take risks, managing emotions
		Thinking	Observing and providing feedback, decision making, using tactics
Y4	Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting
		Social	Communication, collaboration, respect, supporting and encouraging others
		Emotional	Honesty and fair play, confident to take risks, managing emotions
		Thinking	Observing and providing feedback, decision making, using tactics
Y5	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	Physical	Throwing and catching tracking, fielding and retrieving a ball, batting
		Social	Organising and self-managing games, respect, supporting and encouraging others, communicating ideas and reflecting with others
		Emotional	Honesty and fair play, confident to take risks, managing emotions
		Thinking	Using tactics, identifying how to improve, selecting skills
Y6	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	Physical	Throwing and catching tracking, fielding and retrieving a ball, batting
		Social	Organising and self-managing games, respect, supporting and encouraging others, communicating ideas and reflecting with others
		Emotional	Honesty and fair play, confident to take risks, managing emotions
		Thinking	Using tactics, identifying how to improve, selecting skills

Tennis

Tennis			
	Overview	Threshold Concepts	Knowledge Categories
Y3	Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Physical	Forehand, backhand, throwing, catching, ready position
		Social	Respect, collaboration, supporting others
		Emotional	Honesty, perseverance
		Thinking	Decision making, using tactics, understanding rules
Y4	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.	Physical	Forehand, backhand, throwing, catching, ready position
		Social	Respect, collaboration, supporting others
		Emotional	Honesty, perseverance
		Thinking	Decision making, selecting and applying skills and tactics, understanding rules
Y5	Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve
		Social	Respect, communication, collaboration
		Emotional	Honesty and fair play, determination
		Thinking	Decision making, selecting and applying tactics
Y6	Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step
		Social	Respect, communication, collaboration
		Emotional	Honesty, perseverance
		Thinking	Decision making, selecting and applying tactics, evaluating and improving

Golf

	Overview	Threshold Concepts	Knowledge Categories
Y3	Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.	Physical	Balancing, co-ordination, accuracy, striking, throwing
		Social	Respect, supporting and encouraging others, taking turn, communication
		Emotional	Challenging myself, honesty, perseverance, determination
		Thinking	
Y4	Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.	Physical	Balancing, co-ordination, accuracy, striking, throwing
		Social	Respect, supporting and encouraging others, taking turn, communication
		Emotional	Challenging myself, honesty, perseverance, determination
		Thinking	Selecting and applying skills, identifying strengths and weaknesses, creativity
Y5	Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course.	Physical	Accuracy, balance, co-ordination, striking
		Social	Respect, taking turns, supporting and encouraging others, communication, sharing and agreeing on ideas
		Emotional	Honesty, perseverance, challenging myself, being proud of work
		Thinking	Selecting and applying skills, identifying strengths and weaknesses, creativity
Y6	Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course.	Physical	Accuracy, balance, co-ordination, striking
		Social	Respect, taking turns, supporting and encouraging others, communication, sharing and agreeing on ideas
		Emotional	Honesty, perseverance, challenging myself, being proud of work
		Thinking	Selecting and applying skills, identifying strengths and weaknesses, creativity

Volleyball

Volleyball			
	Overview	Threshold Concepts	Knowledge Categories
Y5	Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. 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.	Physical	Volley, dig, set, serve, ready position
		Social	Respect, communication, supporting and encouraging others
		Emotional	Honesty, confidence, perseverance
		Thinking	Using tactics, selecting and applying skills, identifying strengths and areas for development
Y6	Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. 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.	Physical	Volley, dig, set, serve, ready position
		Social	Respect, communication, supporting and encouraging others
		Emotional	Honesty, confidence, perseverance
		Thinking	Using tactics, selecting and applying skills, identifying strengths and areas for development

Badminton

Badminton			
	Overview	Threshold Concepts	Knowledge Categories
Y5	Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	Physical	Ready position, grip, forehand, backhand, serve, footwork
		Social	
		Emotional	Honesty, confidence, perseverance
		Thinking	Using tactics, selecting and applying skills, identifying strengths and areas for development
Y6	Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	Physical	Ready position, grip, forehand, backhand, serve, footwork
		Social	Respect, communication, supporting and encouraging others
		Emotional	Honesty, confidence, perseverance
		Thinking	Using tactics, selecting and applying skills, identifying strengths and areas for development

Swimming

	Overview	Threshold Concepts	Knowledge Categories
Beginners	<p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p>	Physical	Float, travel, submerge, kick with legs, pull with arms, glide
		Social	Cooperation, supporting others
		Emotional	Confidence, determination, challenging myself
		Thinking	Using tactics, creating actions
Developers	<p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p>	Physical	Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P. and huddle position
		Social	Communication, supporting and encouraging others, keeping myself and others safe
		Emotional	Confidence
		Thinking	Comprehension, planning tactics
Intermediate	<p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p>	Physical	Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surf
		Social	Communication, supporting and encouraging others
		Emotional	Determination
		Thinking	Creating, decision making, using tactics

PHYSICAL EDUCATION OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fundamentals	Gymnastics	Fundamentals	Dance	Fitness	Yoga
	Ball Skills	Sending and Receiving	Team Building	Target games	Net and Wall	Athletics
Year 2	Fundamentals	Gymnastics	Fundamentals	Dance	Fitness	Yoga
	Ball Skills	Invasion Games	Team Building	Target games	Striking and Fielding	Athletics
Year 3	Handball	Gymnastics	Indoor Athletics	Swimming	Ball Skills	Yoga
	Hockey	Football	OAA	Rounders	Tennis	Athletics
Year 4	Dodgeball	Gymnastics	Swimming	Dance / Maypole Dancing	Basketball	Fitness
	Netball	Tag Rugby	OAA	Cricket	Golf	Athletics
Year 5	Handball	Swimming	Indoor Athletics	Dance	Swimming	Yoga
	Hockey	Football	OAA	Rounders	Tennis	Athletics
Year 6	Swimming	Gymnastics	Indoor Athletics	Dance / Maypole Dancing	Badminton	Swimming
	Netball	Tag Rugby	OAA	Cricket	Golf	Athletics

2022-2023 – Friday afternoons @ Billie Fin's swim school. KS2 swim one term throughout the year. Year 5 & 6 swim for second term in Summer term.

Get Set 4 PE Coverage

	EYFS	1	2	3	4	5	6
Invasion Games		1	2				
Net & Wall Games		1	2				
Sending and Receiving		1	2				
Striking Games		1	2				
Target Games		1	2				
Fundamentals	EYFS	1	2	3/4	3/4		
Fitness		1	2	3/4	3/4	5/6	5/6
Yoga		1	2	3/4	3/4	5/6	5/6
Dance		1	2	3	4	5	6
Gymnastics		1	2	3	4	5	6
Athletics		1	2	3	4	5	6
Ball Skills	EYFS	1	2	3/4	3/4		
Team Building		1	2				
OAA				3	4	5	6
Football				3/4	3/4	5/6	5/6
Rugby				3/4	3/4	5/6	5/6
Netball				3/4	3/4	5/6	5/6
Hockey				3/4	3/4	5/6	5/6
Cricket				3/4	3/4	5/6	5/6
Rounders				3/4	3/4	5/6	5/6
Tennis				3/4	3/4	5/6	5/6
Golf				3/4	3/4	5/6	5/6
Handball				3/4	3/4	5/6	5/6
Dodgeball				3/4	3/4	5/6	5/6
Volleyball						5/6	5/6
Badminton						5/6	5/6
Basketball				3/4	3/4	5/6	5/6
Swimming		1	2	3 Beginning 1-6	4 Beginning 7 - 12	5 Developing 1-12	6 Intermediate 1-12
		Beginning	Beginning	Developing	Developing	Intermediate	Intermediate
Indoor Athletics (Not in scheme)				3	4	5	6