

	Autumn 1 (Choice 1) - PMM	Autumn 2 (Choice 1) - PMM	Spring 1 (Choice 1) - PMM	Spring 2 (Choice 1) - PMM	Summer 1 (Choice 1) - PMM	Summer 2 (Choice 1) - PMM
Year 3	<p><u>Tag Rugby</u></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ Develop throwing, catching, and running with the ball. ➤ Develop an understanding of how to defend using tagging rules. ➤ Begin using the 'forward pass' and 'offside rule'. ➤ Develop movement skills to dodge a defender. ➤ Track an opponent and begin to defend as a team. ➤ Apply the rules and skills to play tag rugby. 	<p><u>Athletics</u></p> <p>In this unit, pupils will develop basic running, jumping, and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ Develop the sprinting technique and improve on your personal best. ➤ Develop changeover technique in relay events. ➤ Develop jumping technique in a range of approaches and take off positions. ➤ Developing throwing for distance and accuracy. ➤ Develop throwing for distance in a pull throw. ➤ Develop officiating and performing skills. 	<p><u>Gymnastics</u></p> <p>In this unit pupils develop balancing, rolling, and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To be able to create interesting point and patch balances. ➤ To develop point and patch balances on apparatus. ➤ To develop stepping into shape jumps with control. ➤ To develop stepping into shape jumps using apparatus. ➤ To develop the straight, barrel, and forward roll. ➤ To include rolls in sequence work using apparatus. ➤ To be able to transition smoothly into and out of balances. ➤ To be able to transition smoothly in and out of balances using apparatus. ➤ To create a sequence with matching and contrasting actions and shapes. ➤ To create a sequence on apparatus using matching and contrasting. ➤ To create a partner sequence using the skills I have learnt and including a hoop. ➤ To create a partner sequence using the skills that I have learnt and apparatus. 	<p><u>Swimming</u></p> <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> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop an understanding of buoyancy and balance in the water. ➤ To develop independent movement and submersion. ➤ To develop gliding and crawl legs. ➤ To develop front crawl breathing. ➤ To develop gliding and backstroke. ➤ To develop rotation, sculling and treading water. ➤ To develop surface dives, submersion, and handstands. ➤ To develop head above water breaststroke technique. ➤ To develop head above water breaststroke technique. ➤ To develop basic skills in water safety and floating. ➤ To learn techniques for personal survival. ➤ To develop water safety skills and an understanding of personal survival. 	<p><u>Swimming</u></p> <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> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop an understanding of buoyancy and balance in the water. ➤ To develop independent movement and submersion. ➤ To develop gliding and crawl legs. ➤ To develop front crawl breathing. ➤ To develop gliding and backstroke. ➤ To develop rotation, sculling and treading water. ➤ To develop surface dives, submersion, and handstands. ➤ To develop head above water breaststroke technique. ➤ To develop head above water breaststroke technique. ➤ To develop basic skills in water safety and floating. ➤ To learn techniques for personal survival. ➤ To develop water safety skills and an understanding of personal survival. 	<p><u>Swimming</u></p> <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> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop an understanding of buoyancy and balance in the water. ➤ To develop independent movement and submersion. ➤ To develop gliding and crawl legs. ➤ To develop front crawl breathing. ➤ To develop gliding and backstroke. ➤ To develop rotation, sculling and treading water. ➤ To develop surface dives, submersion, and handstands. ➤ To develop head above water breaststroke technique. ➤ To develop head above water breaststroke technique. ➤ To develop basic skills in water safety and floating. ➤ To learn techniques for personal survival. ➤ To develop water safety skills and an understanding of personal survival.
Assessment Criteria	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> ➤ Learn to use the rules of the game and begin to use them honestly. ➤ Communicate with my team and move into space to help them. ➤ Defend and opponent and attempt to tag them. ➤ Move with a ball towards goal with increasing control. ➤ Pass and receive the ball with some control. ➤ Provide feedback using key words. ➤ Understand my role as an attacker and as a defender. ➤ Understand the benefits of exercise. ➤ Work together to self-manage games. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ➤ I am developing jumping for distance. ➤ I can identify when I was successful. ➤ I can take part in a relay activity, remembering when to run and what to do. ➤ I can throw a variety of objects, changing my action for accuracy and distance. ➤ I can use different take off and landings when jumping. ➤ I can use key points to help me to improve my sprinting technique. ➤ I can work with a partner and in a small group, sharing ideas. ➤ I show determination to achieve my personal best. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ➤ I can adapt sequences to suit different types of apparatus. ➤ I can choose actions that flow well into one another. ➤ I can complete actions with increasing balance and control. ➤ I can provide feedback using key words. ➤ I can use matching and contrasting actions in a partner sequence. ➤ I use a greater number of my own ideas for movements in response to a task. ➤ With help, I can recognise how performances could be improved. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ➤ I can swim competently, confidently, and proficiently over a distance of at least 25 metres. ➤ I can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]. ➤ I can perform safe self-rescue in different water-based situations 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ➤ I can swim competently, confidently, and proficiently over a distance of at least 25 metres. ➤ I can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]. ➤ I can perform safe self-rescue in different water-based situations 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ➤ I can swim competently, confidently, and proficiently over a distance of at least 25 metres. ➤ I can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]. ➤ I can perform safe self-rescue in different water-based situations
Key Skills	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ Throw, catch, run, change directions, change speed. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ Support others inclusion, communication, collaboration, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ Determination, honesty, independence, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ Decision making, comprehension, select and apply, reflection, identify strengths and areas for development. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ sprint, jump for distance, push throw, pull throw. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ collaborate, work safely. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ determination, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observe and provide feedback, comprehension, explore technique. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ point and patch balances, jumps, straight roll, barrel roll, forward roll. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ work safely, collaboration, supportive. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ perseverance, confidence, independence. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observe and provide feedback, creativity, select and apply skills. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, support and encourage others, keep me and others safe, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, honesty, determination, independence, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, observe and provide feedback, tactics, select and apply skills. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, support and encourage others, keep me and others safe, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, honesty, determination, independence, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, observe and provide feedback, tactics, select and apply skills. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, support and encourage others, keep me and others safe, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, honesty, determination, independence, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, observe and provide feedback, tactics, select and apply skills.
National Curriculum Links	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Develop flexibility, strength, technique, control, and balance.	All schools must provide swimming instruction either in key stage 1 or key stage 2.	All schools must provide swimming instruction either in key stage 1 or key stage 2.	All schools must provide swimming instruction either in key stage 1 or key stage 2.

	Autumn 1 (Choice 2)	Autumn 2 (Choice 2)	Spring 1 (Choice 2)	Spring 2 (Choice 2) - PMM	Summer 1 (Choice 2) - PMM	Summer 2 (Choice 2) - PMM
Year 3	<p>Fundamentals</p> <p>In this unit 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.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ Develop balancing and understand the importance of this skill. ➤ Develop technique when running at different speeds. ➤ Develop agility using a change of speed and direction. ➤ Develop technique and control when jumping, hopping, and landing. ➤ Develop skipping with a rope. ➤ Apply fundamental skills to a variety of challenges. 	<p>Dodgeball</p> <p>In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging, and catching. They learn how to apply simple tactics to outwit their opponents. 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.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ Develop throwing and apply this to a target game. ➤ Develop dodging skills to avoid being hit. ➤ Develop catching and learn the rules of the skill within this game. ➤ Further develop catching and use the rules of the skill within this game. ➤ Begin to think tactically and apply this to a game. ➤ Apply skills and knowledge to compete. 	<p>Yoga</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility, and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ Explore connecting breath and movement. ➤ Explore new yoga poses and begin to connect them. ➤ Explore gratitude when remembering and repeating a yoga flow. ➤ Develop flexibility and wellbeing in an individual yoga flow. ➤ Develop confidence and strength through arm balances. 	<p>Dance</p> <p>Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation, and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ Create actions in response to a stimulus and move in unison with a partner. ➤ Create actions to move in contact with a partner. ➤ Link appropriate actions and dynamics to show dance ideas. ➤ Remember, repeat, and create actions to represent ideas. ➤ Share ideas of actions and dynamics to create a dance that shows a location. ➤ To use choreographing ideas to develop dance. ➤ Use straight pathways and clear changes in direction in a line dance. ➤ Use formations, canon, and unison to make line dancing more interesting. ➤ Remember, repeat, and create actions around a theme. ➤ Understand and use formations. 	<p>Cricket</p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder, and batter. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop overarm and underarm throwing and apply these to a striking and fielding game. ➤ To develop bowling technique and learn the rules of the skill within this game. ➤ To develop batting technique and understand where to hit the ball. ➤ To develop fielding techniques and apply them to game situations. ➤ To play different roles in a game and begin to think tactically about each role. ➤ To apply skills and knowledge to compete in a tournament. 	<p>Tennis</p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop racket and ball control. ➤ To explore rallying using a forehand. ➤ To explore returning the ball using a forehand. ➤ To explore returning the ball using a backhand. ➤ To learn how to score and use simple rules. ➤ To work co-operatively with others to begin to manage a game.
Assessment Criteria	<p>Fundamentals</p> <ul style="list-style-type: none"> ➤ Able to jump and turn a skipping rope. ➤ I can change direction quickly. ➤ I can identify when I was successful. I can link hopping and jumping actions. ➤ I demonstrate balance when performing other fundamental skills. ➤ I understand how the body moves differently at different speeds. ➤ I understand why it is important to warm up. 	<p>Dodgeball</p> <ul style="list-style-type: none"> ➤ I am learning the rules of the game, and I am beginning to use them to play fairly. ➤ I can provide feedback using key words. ➤ I can throw with some accuracy, and I am beginning to catch with some consistency. ➤ I understand the aim of the game. ➤ I work co-operatively with my group to self-manage games. 	<p>Dance</p> <ul style="list-style-type: none"> ➤ I can copy and link yoga poses together to create a short flow. ➤ I can describe how yoga makes me feel. ➤ I can move from one pose to another in time with my breath. ➤ I can provide feedback using key words. ➤ I can work with others to create a flow including several poses. ➤ I show some stability when holding my yoga poses. 	<p>Dance</p> <ul style="list-style-type: none"> ➤ I am respectful of others when watching them perform. ➤ I can provide feedback using key words. ➤ I can repeat, remember, and perform a dance phrase. ➤ I can use counts to keep in time with a partner and group. ➤ I can use dynamic and expressive qualities in relation to an idea. ➤ I can work with a partner and in a small group, sharing ideas. <p>I create short dance phrases that communicate the idea.</p>	<p>Cricket</p> <ul style="list-style-type: none"> ➤ I can bowl a ball towards a target. ➤ I am beginning to strike a bowled ball after a bounce. ➤ I am developing an understanding of tactics, and I am beginning to use them in game situations. ➤ I am learning the rules of the game, and I am beginning to use them honestly. ➤ I can persevere when learning a new skill. ➤ I can provide feedback using key words. ➤ I can use overarm and underarm throwing and catching skills. ➤ I work co-operatively with my group to self-manage games. 	<p>Tennis</p> <ul style="list-style-type: none"> ➤ I am learning the rules of the game, and I am beginning to use them to play fairly. ➤ I can provide feedback using key words. ➤ I can return a ball to a partner. ➤ I can use basic racket skills. ➤ I understand the aim of the game. ➤ I understand the benefits of exercise. ➤ I work cooperatively with my group to self-manage games.
Key Skills	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ Balance, run, dodge, hop, jump, skip. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ Respect, collaboration, support and encourage others. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ Determination, perseverance, honest. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ Select and apply, observation, provide feedback, comprehension. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ throw, catch, dodge, jump. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ respect, communication, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ honesty, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, make decisions, select, and apply skills. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ balance, flexibility, strength, co-ordination. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ working safely, supporting others, sharing ideas, collaboration, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, determination, integrity, focus. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ recall, creativity, selecting actions, providing feedback, reflection. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ actions, dynamics, space, relationships. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ share ideas, respect, collaboration, inclusion, leadership, work safely. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, acceptance, sensitivity, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ select and apply actions, creativity, observe and provide feedback. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ underarm and overarm throwing, overarm bowling, batting, two handed pickups, short barrier. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ collaboration and communication, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ perseverance, honesty, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observing and providing feedback, applying strategies. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ forehand, backhand, throwing, catching, rallying. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ co-operation, collaboration, respect, support and encourage others. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ honesty, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, decision making, select and apply, understand rules, use tactics, reflection.
National Curriculum Links	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control, and balance.	Perform dances using a range of movement patterns.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	Autumn 1 (Choice 1) - PMM	Autumn 2 (Choice 1) - PMM	Spring 1 (Choice 1) - PMM	Spring 2 (Choice 1) - PMM	Summer 1 (Choice 1) - PMM	Summer 2 (Choice 1) - PMM
Year 4	<p><u>Swimming</u></p> <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> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop an understanding of buoyancy and balance in the water. ➤ To develop independent movement and submersion. ➤ To develop gliding and crawl legs. ➤ To develop front crawl breathing. ➤ To develop gliding and backstroke. ➤ To develop rotation, sculling and treading water. ➤ To develop surface dives, submersion, and handstands. ➤ To develop head above water breaststroke technique. ➤ To develop head above water breaststroke technique. ➤ To develop basic skills in water safety and floating. ➤ To learn techniques for personal survival. ➤ To develop water safety skills and an understanding of personal survival. 	<p><u>Swimming</u></p> <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> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop an understanding of buoyancy and balance in the water. ➤ To develop independent movement and submersion. ➤ To develop gliding and crawl legs. ➤ To develop front crawl breathing. ➤ To develop gliding and backstroke. ➤ To develop rotation, sculling and treading water. ➤ To develop surface dives, submersion, and handstands. ➤ To develop head above water breaststroke technique. ➤ To develop head above water breaststroke technique. ➤ To develop basic skills in water safety and floating. ➤ To learn techniques for personal survival. ➤ To develop water safety skills and an understanding of personal survival. 	<p><u>Swimming</u></p> <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> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop an understanding of buoyancy and balance in the water. ➤ To develop independent movement and submersion. ➤ To develop gliding and crawl legs. ➤ To develop front crawl breathing. ➤ To develop gliding and backstroke. ➤ To develop rotation, sculling and treading water. ➤ To develop surface dives, submersion, and handstands. ➤ To develop head above water breaststroke technique. ➤ To develop head above water breaststroke technique. ➤ To develop basic skills in water safety and floating. ➤ To learn techniques for personal survival. ➤ To develop water safety skills and an understanding of personal survival. 	<p><u>Dance</u></p> <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, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To copy and create actions in response to an idea and be able to adapt this using changes of space. ➤ To choose actions which relate to the theme. ➤ To develop a dance using matching and mirroring. ➤ To learn and create dance moves in the theme of carnival. ➤ To develop a carnival dance using formations, canon, and unison. ➤ To develop a dance phrase and perform as part of a class performance. ➤ To understand how dynamics, space and relationships can be used to represent a state of matter. ➤ To use actions, dynamics, space, and relationships to represent a state of matter. ➤ To order and structure phrases to create a dance performance. ➤ To copy and repeat a set phrase in a 1960s style showing energy and rhythm. ➤ To learn and perform a partner dance in a 1960s style. ➤ To develop my own 1960s inspired dance using changes in relationships. 	<p><u>Cricket</u></p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder, and batter. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop overarm and underarm throwing and apply these to a striking and fielding game. ➤ To develop bowling technique and learn the rules of the skill within this game. ➤ To develop batting technique and understand where to hit the ball. ➤ To develop fielding techniques and apply them to game situations. ➤ To play different roles in a game and begin to think tactically about each role. ➤ To apply skills and knowledge to compete in a tournament. 	<p><u>Tennis</u></p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop racket and ball control. ➤ To develop returning the ball using a forehand and understand when to use it. ➤ To develop the backhand and understand when to use it. ➤ To keep a continuous rally going showing increased technique. ➤ To use and apply rules and simple tactics. ➤ To understand and use rules to manage a game.
Assessment Criteria	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ➤ I can swim competently, confidently, and proficiently over a distance of at least 25 metres. ➤ I can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke. ➤ I can perform safe self-rescue in different water-based situations. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ➤ I can swim competently, confidently, and proficiently over a distance of at least 25 metres. ➤ I can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke. ➤ I can perform safe self-rescue in different water-based situations. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ➤ I can swim competently, confidently, and proficiently over a distance of at least 25 metres. ➤ I can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke. ➤ I can perform safe self-rescue in different water-based situations. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> ➤ I can choose actions and dynamics to convey a character or idea. ➤ I can copy and remember set choreography. ➤ I can provide feedback using appropriate language relating to the lesson. ➤ I can respond imaginatively to a range of stimuli relating to character and narrative. ➤ I can use changes in timing and spacing to develop a dance. ➤ I can use counts to keep in time with others and the music. ➤ I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. <p>I show respect for others when working as a group and watching others perform.</p>	<p><u>Cricket</u></p> <ul style="list-style-type: none"> ➤ I can bowl a ball with some accuracy and consistency. ➤ I am learning the rules of the game, and I am beginning to use them to play honestly and fairly. ➤ I can communicate with my teammates to apply simple tactics. ➤ I can persevere when learning a new skill. ➤ I can provide feedback using key terminology and understand what I need to do to improve. ➤ I can strike a bowled ball after a bounce. ➤ I can use overarm and underarm throwing and catching skills with increasing accuracy. ➤ I share ideas and work with others to manage our game. 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> ➤ I can communicate with my teammates to apply simple tactics. ➤ I can explain what happens to my body when I exercise and how this helps to make me healthy. ➤ I can provide feedback using key terminology and understand what I need to do to improve. ➤ I can return to the ready position to defend my own court. ➤ I can sometimes play a continuous game. ➤ I can use a range of basic racket skills. ➤ I share ideas and work with others to manage our game. ➤ I understand the rules of the game and I can use them often and honestly.
Key Skills	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, support and encourage others, keep me and others safe, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, honesty, determination, independence, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, observe and provide feedback, tactics, select and apply skills. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, support and encourage others, keep me and others safe, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, honesty, determination, independence, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, observe and provide feedback, tactics, select and apply skills. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, support and encourage others, keep me and others safe, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, honesty, determination, independence, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, observe and provide feedback, tactics, select and apply skills. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ actions, dynamics, space, relationships. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ co-operation, communication, inclusion, collaboration <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, empathy, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observe and provide feedback, select, and apply skills, creativity, comprehension. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ underarm and overarm throwing, overarm bowling, batting, two handed pickups, short barrier. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ collaboration and communication, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ perseverance, honesty, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observing and providing feedback, applying strategies. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ throwing, catching, forehand, backhand, rallying. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ co-operation, support and encourage others, collaboration, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ perseverance, honesty, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics.
National Curriculum Links	All schools must provide swimming instruction either in key stage 1 or key stage 2.	All schools must provide swimming instruction either in key stage 1 or key stage 2.	All schools must provide swimming instruction either in key stage 1 or key stage 2.	Perform dances using a range of movement patterns.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	Autumn 1 (Choice 2) - PMM	Autumn 2 (Choice 2) - PMM	Spring 1 (Choice 2) - PMM	Spring 2 (Choice 2)	Summer 1 (Choice 2)	Summer 2 (Choice 2)
Year 4	<p>Tag Rugby</p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ Develop throwing, catching, and running with the ball. ➤ Develop an understanding of how to defend using tagging rules. ➤ Begin using the 'forward pass' and 'offside rule'. ➤ Develop movement skills to dodge a defender. ➤ Track an opponent and begin to defend as a team. ➤ Apply the rules and skills to play tag rugby. 	<p>Athletics</p> <p>In this unit, pupils will develop basic running, jumping, and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop stamina and an understanding of speed and pace in relation to distance. ➤ To develop power and speed in the sprinting technique. ➤ To develop technique when jumping for distance. ➤ To develop power and technique when throwing for distance. ➤ To develop a pull throw for distance and accuracy. ➤ To develop officiating and performing skills. 	<p>Gymnastics</p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback to make improvements on their performances. In gymnastics, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop individual and partner balances. ➤ To develop individual and partner balances using apparatus. ➤ To develop control in performing and landing rotation jumps. ➤ To develop rotation jumps and sequence building using apparatus. ➤ To develop the straight, barrel, forward and straddle roll. ➤ To assess my straight, barrel, forward and straddle roll. ➤ To link actions that flow using the rolls I have learnt. ➤ To link actions that flow in a partner sequence using the rolls I have learnt. ➤ To develop strength in inverted movements. ➤ To develop strength in inverted movements. ➤ To create a great partner sequence to include the skills I have learnt and apparatus. ➤ To create a great partner sequence to include the skills I have learnt and apparatus. 	<p>Fitness</p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. 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.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To recognise different areas of fitness and explore what your body can do. ➤ To develop speed and strength. ➤ To develop co-ordination. ➤ To develop agility. ➤ To develop balance. ➤ To develop stamina. 	<p>Hockey</p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop sending and receiving the ball with accuracy and control. ➤ To develop the attacking skill of dribbling. ➤ To develop dribbling to beat a defender. ➤ To use defending skills to delay an opponent and gain possession. ➤ To apply attacking skills to move towards goal and find space. ➤ To apply skills and knowledge to compete in a tournament. 	<p>Rounders</p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. 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 throwing, catching, and batting skills. In all game's activities, pupils must 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.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop overarm and underarm throwing and catching and apply these to a striking and fielding game. ➤ To develop bowling and learn the rules of the skill within this game. ➤ To develop batting technique and understand where to hit the ball. ➤ To develop fielding techniques and apply them to game situations. ➤ To play different roles in a game and begin to think tactically about each role. ➤ To apply skills and knowledge to compete in a tournament.
Assessment Criteria	<p>Tag Rugby</p> <ul style="list-style-type: none"> ➤ I can delay an opponent and help prevent the other team from scoring. ➤ I can explain what happens to my body when I exercise and how this helps to make me healthy. ➤ I can help my team keep possession and score tries when I play in attack. ➤ I can pass and receive the ball with increasing control. ➤ I can provide feedback using key terminology and understand what I need to do to improve. ➤ I can use simple tactics to help my team score or gain possession. ➤ I share ideas and work with others to manage our game. ➤ I understand the rules of the game and I can use them often and honestly. 	<p>Athletics</p> <ul style="list-style-type: none"> ➤ I can demonstrate the difference in sprinting and jogging techniques. ➤ I can explain what happens in my body when I warm up. ➤ I can identify when I was successful and what I need to do to improve. ➤ I can jump for distance with balance and control. ➤ I can throw with some accuracy and power to a target area. ➤ I show determination to improve my personal best. ➤ I support and encourage others to work to their best. 	<p>Gymnastics</p> <ul style="list-style-type: none"> ➤ I can explain what happens to my body when I exercise and how this helps to make me healthy. ➤ I can plan and perform sequences with a partner that include a change of level and shape. ➤ I can provide feedback using appropriate language relating to the lesson. ➤ I can safely perform balances individually and with a partner. ➤ I can watch, describe, and suggest possible improvements to others' performances and my own. ➤ I understand how body tension can improve the control and quality of my movements. 	<p>Fitness</p> <ul style="list-style-type: none"> ➤ I can collect and record my scores and identify areas I need to improve. ➤ I can use key points to help me to improve my sprinting technique. ➤ I share ideas and work with others to manage activities. ➤ I show balance when changing direction at speed. ➤ I show control when completing activities to improve balance. ➤ I show determination to continue working over a period. ➤ I understand there are different areas of fitness, and that each area challenges my body differently. 	<p>Hockey</p> <ul style="list-style-type: none"> ➤ I can delay an opponent and help to prevent the other team from scoring. ➤ I can dribble, pass, receive and shoot the ball with increasing control. ➤ I can move to space to help my team to keep possession and score goals. ➤ I can provide feedback using key terminology and understand what I need to do to improve. ➤ I can use simple tactics to help my team score or gain possession. ➤ I share ideas and work with others to manage our game. ➤ I understand the rules of the game and I can use them often and honestly. 	<p>Hockey</p> <ul style="list-style-type: none"> ➤ I can bowl a ball with some accuracy, and consistency. ➤ I am learning the rules of the game, and I am beginning to use them to play honestly and fairly. ➤ I can communicate with my teammates to apply simple tactics. ➤ I can explain what happens to my body when I exercise and how this helps to make me healthy. ➤ I can provide feedback using key terminology and understand what I need to do to improve. ➤ I can strike a bowled ball with adapted equipment (e.g., a tennis racket). ➤ I can use overarm and underarm throwing and catching skills with increasing accuracy. ➤ I share ideas and work with others to manage our game.
Key Skills	<p>Physical:</p> <ul style="list-style-type: none"> ➤ Throw, catch, run, change directions, change speed. <p>Social:</p> <ul style="list-style-type: none"> ➤ Support others inclusion, communication, collaboration, respect. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ Determination, honesty, independence, perseverance. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ Decision making, comprehension, select and apply, reflection, identify strengths and areas for development. 	<p>Physical:</p> <ul style="list-style-type: none"> ➤ pace, sprint, jump for distance, throw for distance. <p>Social:</p> <ul style="list-style-type: none"> ➤ collaboration, leadership. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ perseverance, determination, honesty, <p>Thinking:</p> <ul style="list-style-type: none"> ➤ reflection, observing and providing feedback, exploring ideas, comprehension. 	<p>Physical:</p> <ul style="list-style-type: none"> ➤ individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand. <p>Social:</p> <ul style="list-style-type: none"> ➤ work safely, determination, collaboration, communication, respect. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ confidence, perseverance. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ observe and provide feedback, select, and apply actions, creativity, evaluate and improve. 	<p>Physical:</p> <ul style="list-style-type: none"> ➤ agility, balance, co-ordination, speed, stamina, strength. <p>Social:</p> <ul style="list-style-type: none"> ➤ support others, work safely, communication. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ perseverance, determination, honesty. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ identify areas of strength and areas for development. 	<p>Physical:</p> <ul style="list-style-type: none"> ➤ dribble, pass, receive, intercept, run, shoot. <p>Social:</p> <ul style="list-style-type: none"> ➤ communication, collaboration, work safely, respect. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ honesty, perseverance, determination. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ decision making, select and apply, comprehension, identifying strengths and areas for development. 	<p>Physical:</p> <ul style="list-style-type: none"> ➤ underarm and overarm throw, catch, bowl, track a ball, field, and retrieve a ball, bat. <p>Social:</p> <ul style="list-style-type: none"> ➤ collaboration, communication, co-operate, support, and encourage others. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ honesty, fair play, confidence, determination. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ comprehension, select and apply skills, tactics, make decisions.
National Curriculum Links	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Develop flexibility, strength, technique, control, and balance.	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	Autumn 1 (Choice 1) - PMM	Autumn 2 (Choice 1) - PMM	Spring 1 (Choice 1) - PMM	Spring 2 (Choice 1) - PMM	Summer 1 (Choice 1) - PMM	Summer 2 (Choice 1) - PMM
Year 5	<p><u>Tag Rugby</u></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To select the appropriate skill, choosing when to run and when to pass. To move into space to support a teammate abiding by the rules. To use defending skills to gain possession. To work as a defending unit to prevent attackers from scoring. To use a variety of attacking skills to beat a defender. To apply rules, skills and tactics learnt to play in a tag rugby tournament. 	<p><u>Athletics</u></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance, or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 	<p><u>Gymnastics</u></p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback to make improvements on their performances. In gymnastics, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements. To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. <p>To create a group sequence using apparatus.</p>	<p><u>Volleyball</u></p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To use the serve with consideration of attacking principles. To develop the fast catch volley with consideration of attacking principles. To develop the set shot and use it to pass to a teammate. To recap the set shot and develop the dig, identifying when to use each. To use a variety of shots to keep a continuous rally going. To apply rules, skills, and principles to play against an opponent. 	<p><u>Cricket</u></p> <p>In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder, and batter. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament. 	<p><u>Tennis</u></p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all game's activities, pupils must think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they can lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills, and principles to play against an opponent.
Assessment Criteria	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close space. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations, and I am beginning to apply this. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. 	<p><u>Volleyball</u></p> <ul style="list-style-type: none"> I am developing a wider range of skills, and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can use the rules to referee a game. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations, and I am beginning to use these. 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> I am developing a wider range of fielding skills, and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations, and I am beginning to use this. 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> I am developing a wider range of skills, and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations, and I am beginning to apply this.
Key Skills	<p><u>Physical:</u></p> <ul style="list-style-type: none"> throw, catch, run, change direction, change speed. <p><u>Social:</u></p> <ul style="list-style-type: none"> communication, support others, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> honesty and fair play, confidence, determination, trust. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> decision making, comprehension, reflection, identify strengths and areas for development, plan. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> pace, sprint, relay changeovers, jump for distance, push throw, pull throw. <p><u>Social:</u></p> <ul style="list-style-type: none"> collaboration, negotiation, communication, supporting others. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> perseverance, confidence, concentration, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> observing and providing feedback, selecting, and applying, comprehension. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand. <p><u>Social:</u></p> <ul style="list-style-type: none"> work safely, support others, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> confidence, perseverance, resilience, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> observe and provide feedback, creativity, reflection, select and apply actions, evaluate, and improve sequences. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> throw, catch, jump, set, dig, serve, rally. <p><u>Social:</u></p> <ul style="list-style-type: none"> communication, respect, support and encourage others. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> perseverance, honesty, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> using tactics, select and apply skills, identify strengths and areas for development, reflection. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting. <p><u>Social:</u></p> <ul style="list-style-type: none"> collaboration, communication, respect, <p><u>Emotional:</u></p> <ul style="list-style-type: none"> honesty, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> observation, provide feedback, select, and apply skills, tactics, assessing. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying. <p><u>Social:</u></p> <ul style="list-style-type: none"> encourage and support others, co-operation, collaboration, communication. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> perseverance, honesty. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics.
National Curriculum Links	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Develop flexibility, strength, technique, control, and balance.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	Autumn 1 (Choice 2)	Autumn 2 (Choice 2)	Spring 1 (Choice 2)	Spring 2 (Choice 2)	Summer 1 (Choice 2)	Summer 2 (Choice 2)
Year 5	<p>Athletics</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance, or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 	<p>Fitness</p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance, and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To develop an awareness of what your body can do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination. To develop agility. To develop balancing with control. 	<p>Yoga</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility, and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To develop flexibility through the sun salutation flow. To develop strength through yoga flows. To create your own flow showing quality in control, balance, and technique. To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance, and control. 	<p>Dance</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance, 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.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. To develop set choreography inspired by a Mayan god. To choose actions to create a motif in each character with consideration of dynamics, space and relationships. To use structure to choreograph a dance performance. To use matching, canon, and unison in the style of the lion dance. To use space and relationships to create a dragon dance. To select and combine dance tools to choreograph and perform a Chinese dance. 	<p>Hockey</p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To develop dribbling to beat a defender. To send and receive the ball with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills, and principles to play in a tournament. 	<p>Rounders</p> <p>In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching, and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder, and batter and to apply tactics in these positions. In all game's activities, pupils must 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.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament.
Assessment Criteria	<p>Athletics</p> <ul style="list-style-type: none"> I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance. 	<p>Fitness</p> <ul style="list-style-type: none"> I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like, and I am determined to achieve it. 	<p>Yoga</p> <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses. 	<p>Dance</p> <ul style="list-style-type: none"> I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships, and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. 	<p>Hockey</p> <ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling, and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations, and I am beginning to apply this. 	<p>Rounders</p> <ul style="list-style-type: none"> I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills, and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations, and I am beginning to use this.
Key Skills	<p>Physical:</p> <ul style="list-style-type: none"> pace, sprint, relay changeovers, jump for distance, push throw, pull throw. <p>Social:</p> <ul style="list-style-type: none"> collaboration, negotiation, communication, supporting others. <p>Emotional:</p> <ul style="list-style-type: none"> perseverance, confidence, concentration, determination. <p>Thinking:</p> <ul style="list-style-type: none"> observing and providing feedback, selecting, and applying, comprehension. 	<p>Physical:</p> <ul style="list-style-type: none"> agility, balance, co-ordination, speed, stamina, strength. <p>Social:</p> <ul style="list-style-type: none"> support and encourage others, collaboration. <p>Emotional:</p> <ul style="list-style-type: none"> perseverance, determination. <p>Thinking:</p> <ul style="list-style-type: none"> observation, analysis, comprehension. 	<p>Physical:</p> <ul style="list-style-type: none"> balance, strength, flexibility, co-ordination. <p>Social:</p> <ul style="list-style-type: none"> respect, co-operate leadership, communication, share ideas, work safely. <p>Emotional:</p> <ul style="list-style-type: none"> focus, concentration, confidence, independence, determination. <p>Thinking:</p> <ul style="list-style-type: none"> identify, create, select, and apply actions, observe, and provide feedback. 	<p>Physical:</p> <ul style="list-style-type: none"> actions, dynamics, space, relationships. <p>Social:</p> <ul style="list-style-type: none"> collaboration, consideration and awareness of others, inclusion, respect, leadership. <p>Emotional:</p> <ul style="list-style-type: none"> empathy, confidence, perseverance. <p>Thinking:</p> <ul style="list-style-type: none"> creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills. 	<p>Physical:</p> <ul style="list-style-type: none"> dribble, pass, receive, tackle, intercept, run, shoot. <p>Social:</p> <ul style="list-style-type: none"> communication, collaboration, respect, support others. <p>Emotional:</p> <ul style="list-style-type: none"> perseverance, honesty and fair play, determination. <p>Thinking:</p> <ul style="list-style-type: none"> identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection. 	<p>Physical:</p> <ul style="list-style-type: none"> throw, catch, bowl, bat, field. <p>Social:</p> <ul style="list-style-type: none"> communication, collaboration, respect, co-operation. <p>Emotional:</p> <ul style="list-style-type: none"> honesty, self-regulation, sportsmanship. <p>Thinking:</p> <ul style="list-style-type: none"> select and apply skills, reflection, assess, tactics.
National Curriculum Links	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Develop flexibility, strength, technique, control, and balance	Children create more complex controlled movement patterns.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	Autumn 1 (Choice 1) - PMM	Autumn 2 (Choice 1) - PMM	Spring 1 (Choice 1) - PMM	Spring 2 (Choice 1) - PMM	Summer 1 (Choice 1) - PMM	Summer 2 (Choice 1) - PMM
Year 6	<p><u>Tag Rugby</u></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To select the appropriate skill, choosing when to run and when to pass. ➤ To move into space to support a teammate abiding by the rules. ➤ To use defending skills to gain possession. ➤ To work as a defending unit to prevent attackers from scoring. ➤ To use a variety of attacking skills to beat a defender. ➤ To apply rules, skills and tactics learnt to play in a tag rugby tournament. 	<p><u>Athletics</u></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance, or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop my own and others sprinting technique. ➤ To identify a suitable pace for the event. ➤ To develop power, control, and technique for the triple jump. ➤ To develop power, control and technique when throwing for distance. ➤ To develop throwing with force and accuracy for longer distances. ➤ To work collaboratively in a team to develop the officiating skills of measuring, timing, and recording. 	<p><u>Gymnastics</u></p> <p>In this unit, pupils use their knowledge of compositional principles e.g., how to use variations in level, direction, and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback to make improvements on performances. In gymnastics, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop the straddle, forward and backward roll. ➤ To develop rolling into sequence work and on apparatus. ➤ To develop counterbalance and counter tension. ➤ To develop counterbalance and counter tension into sequence work with apparatus. ➤ To develop jumps and explore the effect of height. ➤ To explore jump sequence work with consideration of performance tools. ➤ To develop inverted movements with control. ➤ To develop inverted movements with control. ➤ To use flight from hands to travel over apparatus. ➤ To use flight from hands to travel over apparatus. ➤ To create a group sequence using formations and apparatus. ➤ To create a contrasting group sequence using formations and apparatus. 	<p><u>Volleyball</u></p> <p>Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To use the fast catch volley to create space and place the ball. ➤ To develop the set shot and understand when to use it. ➤ To develop the dig and understand when to use it. ➤ To select and apply skills to keep a continuous rally going. ➤ To develop the underarm serve and learn the rules of serving. <p>To apply rules, skills, and principles to play in a tournament.</p>	<p><u>Cricket</u></p> <p>In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder, and batter. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop throwing and catching under pressure and apply these to a striking and fielding game. ➤ To develop bowling under pressure whilst abiding by the rules of the game. ➤ To strike a bowled ball with increasing consistency. ➤ To develop fielding techniques and select the appropriate action for the situation. ➤ To understand and apply tactics in a game. ➤ To apply skills and knowledge to compete in a tournament. 	<p><u>Tennis</u></p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they can lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop placement of the ball using a forehand. ➤ To return the ball using a backhand groundstroke. ➤ To develop the volley and understand when to use it. ➤ To employ tactics when playing with a partner. ➤ To develop accuracy and consistency using the underarm serve. ➤ To apply rules, skills, and principles to play against an opponent.
Assessment Criteria	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> ➤ I can create and use space to help my team. ➤ I can pass and receive the ball with increasing control under pressure. ➤ I can select the appropriate action for the situation and make this decision quickly. ➤ I can tag opponents individually and when working within a unit. ➤ I can use the rules of the game consistently to play honestly and fairly. ➤ I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. ➤ I can work in collaboration with others so that games run smoothly. ➤ I recognise my own and other strengths and areas for development and can suggest ways to improve. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ➤ I can compete within the rules showing fair play and honesty. ➤ I can help others to improve their technique using key teaching points. ➤ I can identify my own and others' strengths and areas for development and can suggest ways to improve. ➤ I can perform jumps for distance using good technique. ➤ I can select and apply the best pace for a running event. ➤ I can show accuracy and good technique when throwing for distance. ➤ I understand that there are different areas of fitness and how this helps me in different activities. ➤ I use different strategies to persevere to achieve my personal best. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ➤ I can combine and perform gymnastic actions, shapes and balances with control and fluency. ➤ I can create and perform sequences using compositional devices to improve the quality. ➤ I can lead a small group through a short warm-up routine. ➤ I can use appropriate language to evaluate and refine my own and others' work. ➤ I can work collaboratively with others to create a sequence. ➤ I understand how to work safely when learning a new skill. ➤ I understand what counterbalance and counter tension is and can show examples with a partner. ➤ 	<p><u>Volleyball</u></p> <ul style="list-style-type: none"> ➤ I am confident to make decisions when refereeing. ➤ I can select the appropriate action for the situation and make this decision quickly. ➤ I can use a wider range of skills with increasing control under pressure. ➤ I can use feedback provided to improve the quality of my work. ➤ I can use the rules of the game consistently to play honestly and fairly. ➤ I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. ➤ I can work in collaboration with others so that games run smoothly. <p>I recognise my own and other strengths and areas for development and can suggest ways to improve.</p>	<p><u>Cricket</u></p> <ul style="list-style-type: none"> ➤ I can select the appropriate action for the situation. ➤ I can strike a bowled ball with increasing consistency and accuracy. ➤ I can use a wider range of fielding skills with increasing control under pressure. ➤ I can use the rules of the game consistently to play fairly. ➤ I can work in collaboration with others so that games run smoothly. ➤ I recognise my own and other strengths and areas for development and can suggest ways to improve. ➤ I understand and can apply some tactics in the game as a batter, bowler, and fielder. 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> ➤ I can select the appropriate action for the situation and make this decision quickly. ➤ I can use a wider range of skills with increasing control under pressure. ➤ I can use feedback provided to improve the quality of my work. ➤ I can use the rules of the game consistently to play honestly and fairly. ➤ I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. ➤ I can work in collaboration with others so that games run smoothly. ➤ I recognise my own and others' strengths and areas for development and can suggest ways to improve. ➤ I understand that there are different areas of fitness and how this helps me in different activities.
Key Skills	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ throw, catch, run, change direction, change speed. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, support others, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ honesty and fair play, confidence, determination, trust. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ decision making, comprehension, reflection, identify strengths and areas for development, plan. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ pace, sprint, jump for distance, push throw, fling throw. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ negotiating, collaborating, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ empathy, perseverance, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observing and providing feedback, comprehension. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ work safely, collaboration, communication, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ independence, confidence, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observe and provide feedback, comprehension, select and apply actions, evaluate, and improve sequences. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ throw, catch, jump, set, dig, serve, rally. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, respect, support and encourage others. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ perseverance, honesty, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ using tactics, select and apply skills, identify strengths and areas for development, reflection. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ collaboration, communication, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ honesty, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observation, provide feedback, select, and apply skills, tactics, assessing. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ support and encourage others, co-operation, collaboration, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ honesty, perseverance. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ comprehension, observe and provide feedback, select, and apply, use tactics, reflection.
National Curriculum Links	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Develop flexibility, strength, technique, control, and balance.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	Autumn 1 (Choice 2)	Autumn 2 (Choice 2)	Spring 1 (Choice 2)	Spring 2 (Choice 2)	Summer 1 (Choice 2)	Summer 2 (Choice 2)
Year 6	<p><u>Athletics</u></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance, or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop my own and others sprinting technique. ➤ To identify a suitable pace for the event. ➤ To develop power, control, and technique for the triple jump. ➤ To develop power, control and technique when throwing for distance. ➤ To develop throwing with force and accuracy for longer distances. ➤ To work collaboratively in a team to develop the officiating skills of measuring, timing, and recording. 	<p><u>Fitness</u></p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance, and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop an awareness of what your body can do. ➤ To develop speed and stamina. ➤ To develop strength using my own body weight. ➤ To develop co-ordination. ➤ To develop agility. ➤ To develop balancing with control. 	<p><u>Yoga</u></p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility, and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop flexibility through the sun salutation flow. ➤ To develop strength through yoga flows. ➤ To create your own flow showing quality in control, balance, and technique. ➤ To develop balance through yoga flows. ➤ To work collaboratively to create a controlled paired yoga flow. ➤ To create your own yoga flow that challenges technique, balance, and control. 	<p><u>Dance</u></p> <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 warmups.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To copy and repeat a dance phrase showing confidence in movements. ➤ To work with others to explore and develop the dance idea. ➤ To use changes in dynamics in response to the stimulus. ➤ To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations, and direction. ➤ To select, order, structure and perform movements in a bhangra style, showing various group formations. ➤ To develop a dance phrase using actions, dynamics, space, and relationships. ➤ To copy and create actions with consideration to stimulus. ➤ To use choreographic devices to improve the aesthetics of a performance. ➤ To copy and repeat a phrase of movement in the 1970s disco style. ➤ To choreograph a freeze frame montage in the 1970s style. <p>To use feedback to develop and refine a 1970s dance performance.</p>	<p><u>Hockey</u></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all game's activities, pupils must think about how they use skills, strategies, and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop dribbling to beat a defender. ➤ To send and receive the ball with control under pressure. ➤ To select the appropriate skill, choosing when to pass and when to dribble. ➤ To move into and create space to support a teammate. ➤ To use the appropriate defensive technique for the situation. ➤ To apply rules, skills, and principles to play in a tournament. 	<p><u>Rounders</u></p> <p>In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching, and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder, and batter and to apply tactics in these positions. In all game's activities, pupils must 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.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop throwing and catching under pressure and apply these to a striking and fielding game. ➤ To develop bowling under pressure whilst abiding by the rules of the game. ➤ To strike a bowled ball with increasing consistency. ➤ To develop fielding techniques and select the appropriate action for the situation. ➤ To understand and apply tactics in a game. ➤ To apply skills and knowledge to compete in a tournament.
Assessment Criteria	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ➤ I can compete within the rules showing fair play and honesty. ➤ I can help others to improve their technique using key teaching points. ➤ I can identify my own and others' strengths and areas for development and can suggest ways to improve. ➤ I can perform jumps for distance using good technique. ➤ I can select and apply the best pace for a running event. ➤ I can show accuracy and good technique when throwing for distance. ➤ I understand that there are different areas of fitness and how this helps me in different activities. ➤ I use different strategies to persevere to achieve my personal best. 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> ➤ I can change my running technique to adapt to different distances. ➤ I can collect, record, and analyse scores to identify areas where I have made the most improvement. ➤ I can work with others to organise, manage, and record information at a station. ➤ I encourage and motivate others to work to their best. ➤ I understand that there are different areas of fitness and how this helps me in different activities. ➤ I understand the different components of fitness and ways to test and develop them. ➤ I work to my maximum consistently when presented with challenges. 	<p><u>Yoga</u></p> <ul style="list-style-type: none"> ➤ I am confident to lead others, demonstrating poses and teaching them my flow. ➤ I can use feedback provided to improve the quality of my work. ➤ I can use my breath to transition from one pose to another with control. ➤ I can use yoga poses to improve my flexibility, strength, and balance. ➤ I choose poses which link easily from one to the other to help my sequence flow. ➤ I recognise my own and others' strengths and areas for development and can suggest ways to improve. ➤ I understand that there are different areas of fitness and how this helps me in different activities. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> ➤ I can choreograph a dance and work safely using a prop. ➤ I can lead a small group through a short warm-up routine. ➤ I can perform dances confidently and fluently with accuracy and good timing. ➤ I can refine the way I use actions, dynamics, and relationships to represent ideas, emotions, feelings, and characters. ➤ I can use appropriate language to evaluate and refine my own and others' work. ➤ I can use feedback provided to improve the quality of my work. ➤ I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> ➤ I can create and use space to help my team. ➤ I can dribble, pass, receive and shoot the ball with increasing control. under pressure. ➤ I can select the appropriate action for the situation and make this decision quickly. ➤ I can use marking, tackling and/or interception to improve my defence. ➤ I can use the rules of the game consistently to play honestly and fairly. ➤ I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. ➤ I can work in collaboration with others so that games run smoothly. ➤ I recognise my own and other strengths and areas for development and can suggest ways to improve. 	<p><u>Rounders</u></p> <ul style="list-style-type: none"> ➤ I can strike a bowled ball with increasing consistency. ➤ I can use a wider range of skills with increasing control under pressure. ➤ I can use the rules of the game consistently to play fairly. ➤ I can work collaboratively with others to get batters out. ➤ I can work in collaboration with others so that games run smoothly. ➤ I recognise my own and others' strengths and areas for development and can suggest ways to improve. ➤ I understand and can apply some tactics in the game as a batter, bowler, and fielder.
Key Skills	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ pace, sprint, jump for distance, push throw, fling throw. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ negotiating, collaborating, respect. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ empathy, perseverance, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observing and providing feedback, comprehension. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ agility, balance, co-ordination, speed, stamina, strength. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ support and encourage others, collaboration. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ perseverance, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ observation, analysis, comprehension. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ balance, strength, flexibility, co-ordination. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ respect, co-operate leadership, communication, share ideas, work safely. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ focus, concentration, confidence, independence, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ identify, create, select, and apply actions, observe, and provide feedback. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ actions, dynamics, space, relationships. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ share ideas, collaboration, support, communication, inclusion, respect, leadership. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ confidence, self-regulation, perseverance, determination, integrity, empathy. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ dribble, pass, receive, tackle, intercept, run, shoot. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, collaboration, respect, support others. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ perseverance, honesty and fair play, determination. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection. 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> ➤ throw, catch, bowl, bat, field. <p><u>Social:</u></p> <ul style="list-style-type: none"> ➤ communication, collaboration, respect, co-operation. <p><u>Emotional:</u></p> <ul style="list-style-type: none"> ➤ honesty, self-regulation, sportsmanship. <p><u>Thinking:</u></p> <ul style="list-style-type: none"> ➤ select and apply skills, reflection, assess, tactics.
National Curriculum Links	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Use running, jumping, and throwing in isolation and in combination. Develop flexibility, strength, technique, control, and balance.	Develop flexibility, strength, technique, control, and balance	Perform dances using a range of movement patterns.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	Year 3 (Option 3) Summer 2	Year 4 (Option 3) Summer 2	Year 5 (Option 3) Summer 2	Year 6 (Option 3) Summer 2
Unit	<p><u>OAA</u></p> <p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect, and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop co-operation and teamwork skills. ➤ To develop trust and teamwork. ➤ To involve all team members to work towards a shared goal. ➤ To develop trust whilst listening to others and following instructions. ➤ To be able to identify objects, draw and follow a simple map. ➤ To draw a route using directions, orientate a map and navigate around a grid. 	<p><u>OAA</u></p> <p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect, and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols, and drawing and following a route.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop co-operation and teamwork skills. ➤ To orientate a map and navigate around a grid. ➤ To develop observational skills, listening to others and following instructions. ➤ To develop trust whilst listening to others and following instructions. ➤ To be able to identify, draw and follow a simple map. ➤ To be able to orientate and navigate around a map and draw a route using directions. 	<p><u>OAA</u></p> <p>In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale, and direction to create, plan and follow routes around a course.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To develop communication and negotiation skills. ➤ To develop strong communication and negotiation skills to solve challenges. ➤ To develop planning and problem-solving skills. ➤ To share ideas and work as a team to solve problems. ➤ To develop navigation skills and map reading. ➤ To create and follow a key and route on a map. 	<p><u>OAA</u></p> <p>In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ To build communication and trust whilst showing an awareness of safety. ➤ To collaborate as a team to solve problems. ➤ To develop tactical planning and problem solving. ➤ To work as a team and use critical thinking to determine the best approach. ➤ To develop navigational skills and map reading. ➤ To use a key to identify objects and locations.
Assessment Criteria	<p><u>OAA</u></p> <ul style="list-style-type: none"> ➤ I am developing map reading skills. ➤ I can follow and give instructions. ➤ I can listen to and am accepting of others' ideas. ➤ I can plan and attempt to apply strategies to solve problems. ➤ I can reflect on when and why I was successful at solving challenges and am beginning to understand why. ➤ I can work collaboratively with a partner and a small group 	<p><u>OAA</u></p> <ul style="list-style-type: none"> ➤ I can accurately follow and give instructions. ➤ I can confidently communicate ideas and listen to others. ➤ I can identify key symbols on a map and use a key to help navigate around a grid. ➤ I can plan and apply strategies to solve problems. ➤ I can reflect on when and why I was successful at solving challenges. ➤ I can work collaboratively and effectively with a partner and a small group. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> ➤ I am inclusive of others and can share job roles. ➤ I can navigate around a course using a map. ➤ I can orientate a map confidently. ➤ I can reflect on when I was successful at solving challenges and alter my methods to improve. ➤ I can use critical thinking to approach a task. ➤ I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> ➤ I am inclusive of others, can share job roles and lead when necessary. ➤ I can orientate a map efficiently to navigate around a course. ➤ I can pool ideas within a group, selecting and applying the best method to solve a problem. ➤ I can use critical thinking skills to form ideas and strategies to solve challenges. ➤ I can work effectively with a partner and a group to solve challenges. ➤ With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods to improve.
Key Skills	<p>Physical:</p> <ul style="list-style-type: none"> ➤ balance, co-ordination, run at speed, run over distance. <p>Social:</p> <ul style="list-style-type: none"> ➤ communication, co-operation, inclusion, collaborate. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ determination, trust, confidence, honesty. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ problem solving, evaluate, reflection, create, comprehension, select and apply. 	<p>Physical:</p> <ul style="list-style-type: none"> ➤ balance, run at speed, run over distance, co-ordination. <p>Social:</p> <ul style="list-style-type: none"> ➤ communication, co-operation, collaboration. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ determination, resilience, honesty, trust, confidence. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ problem solving, evaluation, reflection, create, select, and apply. 	<p>Physical:</p> <ul style="list-style-type: none"> ➤ balance, co-ordination, run at speed, run over distance. <p>Social:</p> <ul style="list-style-type: none"> ➤ negotiation, communication, leadership, work safely. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ empathy, confidence, resilience. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ problem solving, reflect, critical thinking, select and apply, comprehension. 	<p>Physical:</p> <ul style="list-style-type: none"> ➤ balance, co-ordination, run at speed, run over distance. <p>Social:</p> <ul style="list-style-type: none"> ➤ communication, collaboration, inclusion, leadership, work safely. <p>Emotional:</p> <ul style="list-style-type: none"> ➤ confidence, honesty, trust. <p>Thinking:</p> <ul style="list-style-type: none"> ➤ evaluation, reflection, problem solving, comprehension, select and apply.
National Curriculum Links	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.