WHITMORE PRIMARY SCHOOL AND NURSERY

Physical Education Overview 2026 – 27

Year		End of Year Objectives		
		Physical Development		
EYFS	N1	*I can take off my coat* *I can walk a balance bike/push a tricycle with my feet* *I am beginning to throw a ball overhead* *I can catch a ball by chasing* *I can use my foot to tap a ball* *I can stand on tiptoes* *I can jump of a low object with both feet off the ground*		
	N2	*I can put on my shoes without fastening (may be wrong foot)* *I can pull zips up and down; I may need help to put shank in* *I can use my feet to scoot a balance bike/ride a scooter/pedal a tricycle* *I can throw a ball underhand* *I can catch a large ball between extended arms* *I can kick ball with 1 foot while swinging my arms* *I can stand on 1 foot for 2 seconds* *I can jump over a small stationary object*		
	R	**Physical Development** **End of Autumn term expectations**	**Physical Development** **End of Spring term expectations**	**Physical Development** **End of Summer term expectations**
		I can take a T-shirt and jumper on/off on my own, may be back to front *I can pull up clothes on own* *I can maintain balance around corners/cones* *I can throw a ball forward using appropriate technique- rotating trunk/swinging arms* *I can catch a large ball by bringing my hands into chest* *I can direct kick to knock down a tower* *I can walk along a chalk line* *I can jump forward, taking off and landing on 2 feet*	*I can put on shoes and socks correctly* *I can fasten a zip on my own* *I can stop a bike using brakes/feet* *I can pedal down an incline maintaining balance* *I can hit a target with a tennis ball using underarm throw* *I can bounce a large ball* *I can walk towards and kick a ball* *I can walk along a low and wide balance beam* *I can hop on 1 foot 2-3 times*	*I can dress and undress on own* *2-wheel bike –I can pedal and maintain balance for a few feet on the flat* *I can throw tennis ball underhand using trunk rotation and opposing arm/leg movements* *I can bounce and catch a large ball using 2 hands* *I can run towards and kick a ball* *I can hold a controlled static balance on one leg* *I can jump and turn in the air*
		Skills taught in PE lessons **Autumn term**	**Skills taught in PE lessons** **Spring term**	**Skills taught in PE lessons** **Summer term**
		Fundamentals Unit 1 *I am confident to try new challenges* *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or actions* *I play co-operatively, take turns and encourage others* *I play games honestly and with consideration of the rules* *I use movement skills with balance and co-ordination when playing games* **Fundamentals Unit 2** *I am confident to try new challenges, deciding on the skills I use to complete the task* *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or actions* *I play co-operatively, take turns and congratulate others* *I play games honestly with consideration of the rules* *I show an understanding of my feelings and can regulate my behaviour*	**Ball Skills Unit 1** *I can make independent choices* *I can negotiate space safely with consideration for myself and others* *I persevere when trying new challenges* *I play ball games with consideration of the rules* *I play co-operatively and take turns with others* *I use ball skills with developing competence and accuracy* **Ball Skills Unit 2** *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or challenges* *I persevere when trying new challenges* *I play ball games with consideration of the rules* *I play co-operatively and take turns with others* *I use ball skills with developing competence and accuracy*	**Games Unit 1** *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or actions* *I play co-operatively, take turns and encourage others* *I play games honestly with consideration of the rules* *I show an understanding of my feelings and can regulate my behaviour* *I show an understanding of my feelings and can regulate my behaviour* **Games Unit 2** *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or actions* *I play co-operatively, take turns and encourage others* *I play games honestly with consideration of the rules* *I show an understanding of my feelings and can regulate my behaviour* *I use ball skills with developing competence and accuracy* *I show an understanding of my feelings and can regulate my behaviour*
Notes for teachers	These objectives are from the EYFS skills document, which has been adapted from Development Matters and other guidance Children in Reception will start PE lessons in the Autumn term			
Links to future learning	These skills are all vital for children to be able to access the PE curriculum in year 1 and beyond			

Year	Autumn	Spring	Summer
[redacted]	**Fundamentals** *I can change direction when moving at speed* *I can recognise changes in my body when I do exercise* *I can run at different speeds* *I can select my own actions in response to a task* *I can show hopping and jumping movements* *I can work co-operatively with others to complete tasks* *I show balance and co-ordination when static and moving at a slow speed* **Dance** *I am beginning to use counts* *I can copy, remember and repeat actions* *I can move confidently and safely* *I can use different parts of the body in isolation and together* *I can work with others to share ideas and select actions* *I can choose appropriate movements for different dance ideas* *I can say what I liked about someone else's performance* **Fitness** *I can recognise changes in my body when I do exercise* *I can share my ideas with other people in the class* *I can talk about what exercise does to my body* *I can recognise how exercise makes me feel* *I try my best in the challenges I am set* *I understand why it is important to warm up*	**Gymnastics** *I am confident to perform in front of others* *I can link simple actions together to create a sequence* *I can make my body tense, relaxed, stretched and curled* *I recognise changes in my body when I do exercise* *I can remember and repeat actions and shapes* *I can say what I liked about someone else's performance* *I can use apparatus safely and wait for my turn* **Invasion Games** *I am beginning to dribble a ball with my hands and feet* *I can change direction to move away from a defender* *I can recognise space when playing games* *I can send and receive a ball with hands and feet* *I can use simple rules to play fairly* *I can move to stay with another player when defending* *I recognise changes in my body when I do exercise* *I understand when I am a defender and when I am an attacker* **Target Games** *I can recognise changes in my body when I do exercise* *I can use an overarm throw aiming towards a target* *I can throw with some accuracy over increasing distances* *I can use an underarm throw aiming towards a target* *I can work co-operatively with a partner* *I understand what good technique looks like*	**Ball Skills** *I am beginning to catch with two hands* *I am beginning to dribble a ball with my hands and feet* *I am beginning to understand simple tactics* *I can roll and throw with some accuracy towards a target* *I can say when someone was successful* *I can track a ball that is coming towards me* *I can work co-operatively with a partner* **Yoga** *I can recognise how yoga makes me feel both physically and mentally* *I can remember and repeat actions, linking poses together* *I can say what I liked about someone else's flow* *I can show an awareness of space when travelling* *I can work with others to create poses* **Athletics** *I am able to throw towards a target* *I am beginning to show balance and co-ordination when changing direction* *I am developing overarm throwing* *I can recognise changes in my body when I do exercise* *I can run at different speeds* *I can work with others and make safe choices* *I try my best* *I understand the difference between a jump, a leap and a hop, and can choose which allows me to jump the furthest* **Net and Wall Games** *I can hit a ball using a racket* *I can throw a ball to land over the net and into the court area* *I can track balls and other equipment sent to me* *I can use a ready position to move to the ball* *I know how to score points* *I recognise changes in my body when I do exercise* *I show honesty and fair play when playing against an opponent*
Notes for teachers	In the fundamentals unit, children will explore the skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Children will be given opportunities to identify areas of strength and areas for improvement. Children will work collaboratively with others, taking turns and sharing ideas. **IMPORTANT: The online planning for this dance unit will cover four different themes; there are three lessons of planning for each theme. Please choose two themes to teach, so the children will have six lessons of dance.** In this dance unit, children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions, linking them together to make short dance phrases. Children will work individually and with a partner to create ideas in relation to the theme. Children will work individually and with a partner to create ideas in relation to the theme. Children will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. I this fitness unit, children will develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	**IMPORTANT: In Gymnastics, teach lesson numbers 1, 3, 5, 7, 9, 11** **IMPORTANT: Gymnastics teaching may begin in Autumn term** In this gymnastics unit, children explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Children will be given opportunities to select their own actions to build short sequences and develop their confidence in performing. Children will begin to understand the use of levels, directions and shapes when travelling and balancing. In this invasion game unit, children will develop their understanding of attacking, defending and what being 'in possession' means. They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunities to play even and uneven sided games. They will learn how to score points in these games and play to the rules. Tey will work independently, with a partner and small group, and will begin to self-manage their own games, showing respect and kindness towards their teammates. In this target games unit, children will develop their understanding of the principles of defending and attacking for target games. Children will use both underarm and overarm throws, and will be given the opportunity to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to self-manage their own activities. They will understand the importance of abiding by rules to keep others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills.	**IMPORTANT: Ball Skills lessons may begin in the spring term** In this ball skills unit, children will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will lock to perform these skills with increasing control and accuracy using co-ordination and balance. Children will have the opportunity to work independently and collaboratively in pairs and small groups. In this yoga unit, children will learn about mindfulness and body awareness. They will begin to learn poses and techniques that will help them to connect to their mind and body. The teachings in this unit looks to improve their well-being by building strength, flexibility, co-ordination and balance. They will learn about breathing and meditation through fin and engaging activities. Children will work independently, with a partner and with a small group. In this athletics unit, the children will develop numerous skills including: running at different speeds; changing direction; and throwing. They will perform skills and measure their performance to improve their own scores and against others. They will be given the opportunities to work collaboratively and independently. In this net and wall games unit, children will encounter games where a net separates the players, or a wall is used (such as badminton, volleyball, tennis and squash).
Links to prior learning	These units will build on the skills that children have developed during their time in the EYFS.		This invasion games unit links to the following strands of the NC: master basic movements including throwing and catching; participate in team games, developing simple tactics for attacking and defending. This yoga unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination. This athletics unit links to the following strands of the NC: master basic movements including running, jumping and throwing; develop balance, agility and co-ordination, and begin to apply these in a range of activities.
Links to future learning and national curriculum	The fundamentals unit links to the following strands of the NC: master basic movements including running, jumping and throwing; develop balance, agility and co-ordination, and begin to apply these in a range of activities. The dance unit links to the following strand of the NC: perform dances using simple movement patterns. The fitness unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	This gymnastics unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination. This invasion games unit links to the following strands of the NC: master basic movements, including throwing and catching; participate in team games, developing simple tactics for attacking and defending. This target games unit links to the following strands of the NC: master basic movements including throwing and catching; participate in team games, developing simple tactics for attacking and defending.	This net and wall games unit links to the following strands of the NC: master basic movements including throwing and catching, participate in team games, develop simple tactics for attacking and defending.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	**Dance** *I am beginning to provide feedback using key words* *I can copy, remember, repeat and create dance phrases* *I can describe how my body feels during exercise* *I can show a character and idea through the actions and dynamics I choose* *I can use counts to stay in time with the music* *I can work with a partner using mirroring and unison in our actions* *I show confidence to perform* **Fundamentals** *I am beginning to provide feedback using key words* *I am beginning to turn and jump in an individual skipping rope* *I can describe how my body feels during exercise* *I can show balance when changing direction* *I can show hopping, skipping and jumping movements with some balance and control* *I can work co-operatively with a partner and small group* *I show balance and co-ordination when running at different speeds* **Fitness** *I can describe how my body feels during exercise* *I can show hopping and jumping movements with some balance and control* *I persevere with new challenges* *I show determination to continue working over a longer period of time* *I understanding that running at a slower speed will allow me to run for a longer period of time* *I work with others to turn a rope and encourage others to jump at the right time*		**Gymnastics** *I am beginning to provide feedback using key words* *I am proud of my work and confident to perform in front of others* *I can perform the basic gymnastic actions with some control and balance* *I can plan and repeat simple sequences of actions* *I can use directions and levels to make my work look interesting* *I can use shapes when performing other skills* *I can work safely with others and apparatus* **Invasion Games** *I can describe how my body feels during exercise* *I can dodge and find space away from the other team* *I can move with a ball towards goal* *I can sometimes dribble a ball with my hands and feet* *I can stay with another player to try and win the ball* *I know how to score points and can remember the score* *I know who is on my team and I can attempt to send the ball to them* **Target Games** *I am able to select the appropriate skill for the situation* *I can throw, roll or strike a ball to a target with some success* *I can work co-operatively with a partner and a small group* *I understand the principles of a target game and can use different scoring systems when playing games* *I understand what good technique looks like and can use key words in the feedback I provide*		**Yoga** *I am beginning to provide feedback using key words* *I can copy, remember and repeat yoga flows* *I can describe how my body feels during exercise* *I can move from one pose to another thinking about my breath* *I can use clear shapes when performing poses* *I can work with others to create simple flows showing some control* **Athletics** *I can describe how my body feels during exercise* *I can identify good technique* *I can jump and land with control* *I can use an overarm throw to help me to throw for distance* *I can work with others, taking turns and sharing ideas* *I show balance and co-ordination when running at different speeds* *I try my best* **Ball Skills** *I am beginning to provide feedback using key words* *I am beginning to understand and use simple tactics* *I can dribble a ball with my hands and feet with some control* *I can roll and throw a ball to hit a target* *I can send and receive a ball using both kicking and throwing and catching skills* *I can track a ball and collect it* *I can work co-operatively with a partner and a small group* **Net and Wall Games** *I can defend space on my court using the ready position* *I can describe how my body feels during exercise* *I can hit a ball over the net and into the court area* *I can throw accurately to a partner* *I can use simple tactics to make it difficult for an opponent* *I know how to score points and can remember the score* *I show good sportsmanship when playing against an opponent*	
Notes for teachers	**IMPORTANT: The online planning for this dance unit will cover four different themes; there are three lessons of planning for each theme. Please choose two themes to teach, so the children will have six lessons of dance.** In dance, explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Children will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. In fundamentals, children develop the skills of balancing, running, changing direction, jumping, hopping, and skipping. Pupils will also work with a range of different equipment. In this fitness unit, children will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.		**IMPORTANT: In Gymnastics, teach lesson numbers 1, 3, 5, 7, 9, 11** **IMPORTANT: Gymnastics teaching may begin in Autumn term** In this gymnastics unit, children learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Children develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Children are given opportunities to provide feedback to others and recognise elements of high-quality performance. Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. in this unit, children develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. Target games are games where players send an object towards a target. In this unit, children develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.		In yoga, children learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Children work independently, with a partner and small group. In this athletics unit, children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. In ball skills, children will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Children will have the opportunity to work independently, in pairs and small groups. Net and wall games use a net to separate the players, or a wall. Children will work independently, with a partner and in small groups.	
Links to prior learning	The yoga unit builds on the children's year 1 learning in these areas. Children continue to develop ball skills, balance and control from Year 1 and EYFS		Children improve their tactical skills when playing games and apply them to new situations Children use their developing hand/eye coordination skills and knowledge of balls to use their skills in different situations		Children continue to develop their skills at using balls in different sporting situations	
Links to future learning and national curriculum	This dance unit links to the following strand of the NC: perform dances using simple movement patterns. This fundamentals unit links to the following strands of the NC: master basic movements, including running, jumping and throwing, develop balance, agility and co-ordination, and begin to apply these in a range of activities. This fitness unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and being to apply these in a range of activities.		This gymnastics unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination. This invasion games unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. This target games unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.		The yoga unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination. This athletics unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. This ball skills unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. This net and wall games unit links to the following strands of the NC: master basic movements including throwing and catching, participate in team games, developing simple tactics for attacking and defending.	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	**Tennis** *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 racquet skills* *I understand the aim of the game* *I understand the benefits of exercise* *I work co-operatively with my group to self-manage games* **Dance** *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* *I create short dance phrases that communicate the idea* **Basketball** *I am beginning to use simple tactics* *I am learning the rules of the game and am beginning to use them honestly* *I can dribble, pass, receive and shoot the ball with some control* *I can find space away from others and near to my goal* *I can provide feedback using key words* *I can track an opponent to slow them down* *I understand my role as an attacked and as a defender* *I work co-operatively with my group to self-manage games*		**Gymnastics** *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* **Football** *I am beginning to use simple tactics* *I am learning the rules of the game and I am beginning to use them to play honestly and fairly* *I can dribble, pass, receive and shoot the ball with some control* *I can find space away from others and near to my goal* *I can provide feedback using key words* *I can track an opponent to slow them down* *I understand my role as an attacker and as a defender* *I work co-operatively with my group to self-manage games* **Dodgeball** *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*		**Hockey** *I am beginning to use simple tactics* *I am learning the rules of the game and am beginning to use them honestly* *I can dribble, pass, receive and shoot the ball with some control* *I can find space away from others and near to my goal* *I can provide feedback using key words* *I can track an opponent to slow them down* *I understand my role as an attacker and as a defender* *I work co-operatively with my group to self-manage games* **Athletics** *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* **Yoga** *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 a number of poses* *I show some stability when holding my yoga poses* **Netball** *I am beginning to use simple tactics* *I am learning the rules of the game and am beginning to use them honestly* *I can communicate with my team and move into space to support them* *I can defend an opponent and try and win the ball* *I can pass, receive and shoot the ball with some control* *I can provide feedback using key words* *I understand my role as an attacker and as a defender* *I work co-operatively with my group to self-manage games*	
Notes for teachers	In this tennis unit, children develop their understanding of net and wall games. Pupils will think about how they use skills, strategies and tactics to win their games. **IMPORTANT: The online planning for this dance unit will cover four different themes; there are three lessons of planning for each theme. Please choose two themes to teach, so the children will have six lessons of dance.** Children create dances in relation to an idea. Children work individually, with a partner and in small groups, sharing their ideas. Children develop their use of counting and rhythm. Children 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. Basketball is an invasion game and in this unit children will develop their understanding of the attacking and defending principles of invasion games.		**IMPORTANT: In Gymnastics, teach lesson numbers 1, 3, 5, 7, 9, 11** **IMPORTANT: Gymnastics teaching may begin in Autumn term** In this gymnastics unit children develop balancing, rolling and jumping. They use these skills individually and in combination. Children develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Children develop their confidence to perform, considering the quality and control of their actions. Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by maintaining possession and moving the ball towards goal to score. Children 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. Dodgeball is a target game. In this unit children 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, children achieve this by hitting opponents with a ball whilst avoiding being hit. Children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.		In this hockey unit, children will develop their understanding of the attacking and defending principles of invasion games. They will think about how they use skills, strategies and tactics to outwit the opposition. The children will do this by maintaining possession and moving the ball towards the goal to score. Children will also develop their understanding of the importance of fair play and honesty while self-managing games and learning key riles, as well as evaluating their own and others' performances. In this athletics unit, children 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, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Children are also given opportunities to measure, time and record scores. In this yoga unit, children discover how yoga can help them to develop balance, strength and flexibility. Children learn and explore yoga poses that will challenge each of these and work independently and with others to create their own yoga flows with consideration to how the poses are sequenced. Netball is an invasion game and pupils will develop their understanding of attacking and defending principles.	
Links to prior learning	Children will build on their knowledge of dance from previous years and create dances linked to performances Children will build on their knowledge of net and wall games from KS1 Basket ball allows children to build on their knowledge of invasion games		Children are able to apply their team work skills in more situations and use their developing hand/eye coordination to dribble and throw balls		Children can improve their knowledge of invasion games and apply them to a new sport Children continue to develop their athletics skills in a wider range of events	
Links to future learning and national curriculum	This tennis unit links to the following strands of the NC: 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. This dance unit links to the following strand of the NC: perform dances using a range of movement patterns. This basketball unit links to the following strands of the NC: running, jumping, throwing and catching in isolation and combination, play competitive games, modified where appropriate and apply basic principles for attacking and defending.		This gymnastics unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance. This football unit links to the following strands of the NC: 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. This dodgeball unit links to the following strands of the NC: 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.		This hockey unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. This yoga unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance. This athletics unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. This netball unit links to the NC strands of using 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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	**Fitness** *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 of time* *I understand there are different areas of fitness and that each area challenges my body differently* **Gymnastics** *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* **Hockey** *I can delay an opponent and help to prevent the other team from scoring* *IU 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*		**Dance** *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* *I show respect for others when working as a group and watching others perform* **Netball** *I can defend one on one and know when to win the ball* *I can explain what happens to my body when I exercise and how this helps to make me healthy* *I can move to space to help my team to keep possession and score goals* *I can pass, receive and shoot 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* **Tennis** *I can communicate with my teammate 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 racquet 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.*		**Cricket** *I am able to bowl a ball with some accuracy and consistency* *I am learning the rules of the game and I am beginning to use them to play honestly and fairly* *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* **Swimming** *I can swim competently, confidently and proficiently over a distance of at least 25 metres* *I can perform safe self-rescue in different water-based situations* *I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* **Athletics** *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*	
Notes for teachers	In this fitness unit children will take part in a range of activities that explore and develop different areas of their health and fitness. Children 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. Children are asked to recognise areas for improvement and suggest activities that they could do to do this. Children will be encouraged to work safely and with control. **IMPORTANT: In Gymnastics, teach lesson numbers 1, 3, 5, 7, 9, 11** In this gymnastics unit children develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Children 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. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions. In this hockey unit, children will develop their understanding of the attacking and defending principles of invasion games. They will think about how they use skills, strategies and tactics to outwit the opposition. The children will do this by maintaining possession and moving the ball towards the goal to score. Children will also develop their understanding of the importance of fair play and honesty while self-managing games and learning key riles, as well as evaluating their own and others' performances.		**IMPORTANT: The online planning for this dance unit will cover four different themes; there are three lessons of planning for each theme. Please choose two themes to teach, so the children will have six lessons of dance.** **IMPORTANT: Dance teaching may begin in the Autumn term.** In this dance unit, children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Children will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. Netball is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In netball children do this by maintaining possession and moving the ball towards goal to score. Children 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. In this tennis unit, children will be given the opportunity to play games independently and are taught the importance of being honest whilst adhering to the rules.		Cricket is a striking and fielding game. In this unit children explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, children achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Children 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. If playing in a reduced space use a sponge ball. In this athletics unit, children 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, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	
Links to prior learning	Children will continue to develop their swimming skills. Children will build on their fitness from year 3 and compare their performance. Children will build on their gymnastics skills from previous years		Children will improve their dance skills and build on their previous year's learning Children will build on their knowledge of net and wall games from KS1, and their tennis skills from year 3.		Children will try a wider range of athletics activities	
Links to future learning and national curriculum	This fitness unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. This gymnastics unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance. This hockey unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.		This dance unit links to the following strand of the NC: perform dances using a range of movement patterns. This netball unit links to the following strands of the NC: 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. This tennis unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, and apply basic principles for attacking and defending.		This athletics unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. This cricket unit links to the following strands of the NC: 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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	**Hockey** *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* **Badminton** *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 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* **Gymnastics** *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*		**Dodgeball** *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 throw accurately at a target* *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* **Fitness** *I can analyse my performance in relation to the fitness component being used* *I can work with others to manage activities* *I demonstrate good balance and control when performing other fundamental skills* *I show accuracy and power when throwing for distance* *I understand the different components of fitness and how they help me in other activities* *I understand what my maximum effort looks and feels like and I am determined to achieve it* **Basketball** *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 and intercepting when playing in defence* *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* **Tennis** *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 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 apply this*		**Dance** *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* **Athletics** *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* **Football** *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 often make the correct decision of who to pass to and when* *I can use tracking and intercepting when playing in defence* *I understand the need for tactics and can identify when to use them in different situations* *I understand the rules of the game and I can use them most of the time to play honestly and fairly* *I understand there are different skills for different situations and I am beginning to apply this*	
Notes for teachers	Hockey is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey children do this by maintaining possession and moving the ball towards goal to score. Children 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. Badminton is a net and wall game. In this unit children develop their understanding of the principles of net and wall games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. In this gymnastics unit children develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions.		In this fitness unit, children will take part in a range of activities that explore and develop their strength, stamina, speed, co-ordination, balance, and agility. They will learn how each component of fitness will help them in other games. They will be given opportunities to apply these components of fitness in small games and practice each one through targeted exercises. Children will be given opportunities to assess their progress using the skills and knowledge acquired. Basketball is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball children do this by maintaining possession and moving the ball towards goal to score. Children 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. Dodgeball is a target game. In this unit children improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, children achieve this by hitting opponents with a ball whilst avoiding being hit. Children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. In this tennis unit, the children will develop their understanding of the principles of net and wall games, use strategies, skills and tactics to outwit the opposition, and lead and officiate fairly.		**IMPORTANT: The online planning for this dance unit will cover four different themes; there are three lessons of planning for each theme. Please choose two themes to teach, so the children will have six lessons of dance.** Children learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, children 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. Children will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Children will work safely with each other and show respect towards others. In this athletics unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children 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. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this football unit, pupils will develop their understanding of the attacking and defending principles of invasion games. They will think about how to use and apply the strategies and skills they have been taught to outwit their opposition.
Links to prior learning	Children will improve their strength and balance in this gymnastics unit Children will apply their target and sending and returning skills in a new situation		Children will develop their knowledge of dodgeball tactics and apply their ball skills in a new situation Children further develop their understanding of the principles of net and wall games		Children will try a wider range of athletics events Children will use their ball skills in more advanced situations, and apply their knowledge of invasion games in more situations Children will build on their dance skills in this term	
Links to future learning and national curriculum	This hockey unit links to the following strands of the NC: 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. This badminton unit links to the following strands of the NC: 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. This gymnastics unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.		This fitness unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. This dodgeball unit links to the following strands of the NC: 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. This basketball unit links to the following strands of the NC: 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. This tennis unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate and apply basic principles for attacking and defending.		This athletics unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. This football unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate and apply basic principles for attacking and defending.	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	**Fitness** *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* **Gymnastics** *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 counter balance and counter tension is and can show examples with a partner* **Basketball** *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 the rules of the game honestly and consistently* *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 when to use different styles of defence in game situations*		**Badminton** *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* **Handball** *I am confident to lead others and can contribute appropriate ideas to group work* *I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals* *I can create and use space to help my team to maintain possession and create scoring opportunities* *I can perform a range of skills with control and can select the appropriate action for the situation under pressure* *I can work in collaboration with others to self-manage games so that they run smoothly* *I recognise my own and others' strengths and areas for development and can suggest ways to improve.* *I use the rules of the game honestly and consistently when playing and refereeing* **Dodgeball** *I can officiate and help to manage a game by 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 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* **Tennis** *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*	**Athletics** *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* **Netball** *I can create and use space to help my team* *I can pass, receive and shoot the ball with increasing control under pressure* *I can select the appropriate action for the situation and make this decision quickly* *I can use marking and/or interception to improve my defence* *I can use the riles 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 suggest ways to improve* **Football** *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 recognise my own and others' strengths and areas for development and can suggest ways to improve* **Swimming (non-swimmers only)** *I can swim competently, confidently and proficiently over a distance of at least 25 metres* *I can perform safe self-rescue in different water-based situations* *I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]*	
Notes for teachers	In this fitness unit children 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. Children 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. Children are asked to recognise areas in which they make the most improvement using the data they have collected. In this gymnastics unit, children 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. Children are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions. Basketball is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball children do this by maintaining possession and moving the ball towards goal to score. Children 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.		Badminton is a net and wall game. In this unit children develop their understanding of the principles of net and wall games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Children 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. Handball is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In handball children do this by maintaining possession and moving the ball towards goal to score. Children 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. Dodgeball is a target game. In this unit children improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, children achieve this by hitting opponents with a ball whilst avoiding being hit. Children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Children are given opportunities to evaluate and suggest improvements to their own and others' performances. In this tennis unit, children will need to develop their tactical awareness hen playing individually and with a partner.	In this athletics unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this athletics unit children learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put. In this netball unit, children will develop their understanding of the principles of invasion games. I they maintain possession and move the ball towards the goal to score. In this football unit, children will develop their understanding of the principles of invasion games. I they maintain possession and move the ball towards the goal to score.	
Links to prior learning	Links to previous units about these sports		Builds on existing skills and knowledge regarding these sports		Builds on existing ball skills and applies ball skills in a new situation Builds on prior swimming lessons	
Links to national curriculum	This fitness unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. This gymnastics unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance. This basketball unit links to the following strands of the NC: 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.		This badminton unit links to the following strands of the NC: 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. This dodgeball unit links to the following strands of the NC: 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. This handball unit links to the following strands of the NC: 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. This tennis unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, and apply basic principles for attacking and defending.	These netball and football units link to the following strands of the NC: use running and jumping, throwing and catching in isolation and combination, Children should have met the requirements of the national curriculum for swimming by the end of year 6.	