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EYFS	Unit Overview & Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn *How can they move sensible and safely in a space?* *How can they move safely and sensibly with control?* *How can they use equipment safely?*	**Introduction to PE:** Children will develop fundamental movement skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.	• Revise and refine the fundamental movement skills they have already acquired: • Rolling, crawling, walk, jumping, running, hopping, skipping, climbing etc. • Develop their core body strength by taking part in a range of activities.	• To know that you need to change direction to avaoid others. • To know how to take small steps to help yo stop. • To know the importance of good listening in PE. • To know how and why you put equipment down before freezing. • To know that you need to look in the direction you move.	Direction, change, safely, sensible, space, avoid, moving, stopping, control, balance, position, feet, small, steps, stop, equipment, responsibly, listen, carefully, freezing, different, travel, look, co-operatively, together, instructions steady, speed, shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward's roll travelling, counts, actions, copying actions, sequence, counting, timing, performance, respect, co-ordination, exaggerated movements, routine
Spring *Can they use different travel actions?* *Can they work with others?* *Can they follow copy and lead a partner?*	**Dance:** Children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	• Move confidently in a range of ways. • Explore space and how to use space safely. • Explore travelling movements, shapes and balances. • Begin to count in time to music. • Copy, repeat and remember actions. • Choose your own actions in response to a stimulus. • Use counting to help them keep in time with the music. • Explore dance through the world around them. • Observing and providing feedback.	• To know that you need to change direction to avaoid others. • To know how to take small steps to help yo stop. • To know the importance of good listening in PE. • To know how and why you put equipment down before freezing. To know that you need to look in the direction you move. • To know that you need to change direction to avaoid others. • To know how to take small steps to help yo stop. • To know the importance of good listening in PE. • To know how and why you put equipment down before freezing. To know that you need to look in the direction you move.	
Summer *Can they use different travel actions?* *Can they work with others?* *Can they follow copy and lead a partner?*	**Gymnastics:** To copy and create short sequences linking actions together with the opportunity to use apparatus.	• Handle equipment effectively. • Move confidently in a range of ways. • Safely negotiate space. • Talk about ways to keep healthy and safe. • Know the importance for good health and physical exercise. • Know and explore basic movements, creating shapes, balances, jumps and rolls. • Begin to develop an awareness of space and how to use it safely. • Know how to perform basic skills on both floor and apparatus. • Know how to copy, create, remember and repeat short sequences. • Begin to understand using levels and directions when traveling and balancing.		

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YEAR 1	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *What skills will you need to develop to be able to sequence different rolls and balances?*	**Gymnastics** The children will learn different movements including balances and rolls and develop a sequence of movements.	• Remember and repeat actions and shapes. • Make their body tense, relaxed, stretched and curled. • Show an awareness of space when travelling. • Perform balances with developing stability and control • Use apparatus safely. • Explore and develop basic gymnastic actions on the floor and using low apparatus. • Use basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. • Understand the use of levels and shapes when travelling and balancing.	• To know how I can travel using different part of my body. • To know I can travel at different levels. • To know how to hold a shape by pointing my hands and toes and tensing mt body. • To know how to push off from my feet and land by bending my knees. • To know to extend my arms and focus on a spot when balancing. • To know how to hold a straddle, star, pike, tuck and dish shape. • To know how to perform a barrel roll. • To know how to perform a straight roll.	Balance, jump., hop, skip, gallop, side step, stretch, narrow, repeat, demonstrate, observe, evaluate, squat, muscles, curl, tensing, levels,
Autumn 2 *What skills will you need to develop to be able to work with others?*	**Team Building:** Use developed communication skills to solve a set challenge in a group.	• Follow instructions. • Listen to others. • Work co-operatively with a partner. • Communicate simple instructions. • Suggest ideas to solve problem. • Move safely. • To know holding arms out helps with balance. • To know keeping your head up helps with balance. • To know to bend their knees when they land. • To know to look ahead when you land. • To know they move their arms faster and run on the balls of their feet. • To know how to bend knees and push off from their feet when changing direction. • To know that they hop by focusing on a spot, bending their knees and swinging arms upwards.	• To know why I need to warm up. • To know what a balance is. • To know why I need to warm up. • To know how to keep myself and others safe. • To know the rules of the game	Communication, confidence, trust, planning, problem solving, inclusion, encouraging and supporting, confidence, using tactics, providing instructions
Spring 1 *How can we make a dance routine interesting and exciting?*	**Dance:** Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	• Use different parts of the body in isolation and together. • Explore pathways. • Some sense of dynamic and expressive qualities in dance. • Explore travelling actions, movement skills and balances. • Vary the way they use space. • Recognise changes in my body when they do exercise. • Know why it is important to count to music and use this in their dances. • Copy and repeat actions linking them together to make short dance phrases. • Work individually and with a partner.	• To Know that a count of 8 can help you to stay in time with music. • To know that if I change direction and use speed it will make my dance interesting. • To know how to use actions to help tell a story. • To know to use expression to show the emotions of the dance. • To know to use levels (high, medium and low).	Travel, action, space, shape, perform, level, copy, counts canon, expression, timing, pathway
Spring 2 *What skills do you need to be able to send a ball with a racket?*	**Net and Wall** Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good	• hit a ball using a racket. • throw a ball to land over the net and into the court area. • track balls and other equipment sent to me. • use a ready position to move to the ball • recognise changes in my body when I do exercise. • show honesty and fair play when playing against an opponent.	To Throw and push a ball in a variety of ways. • To Sometimes catch a beanbag and a medium-sized ball. • To Track balls and other equipment sent to me. • Throw and hit a ball in a variety of ways. • To Recognise changes in my body when I do exercise. • To Recognise how to score points.	Team, catch, throw, space, safely, bounce, forward, backward, receive, ready position, partner, net, underarm, score, points.

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	sportsmanship and show respect towards others.			
Summer 1 *What skills do you need to develop to be able to play an invasion game?*	**Invasion Games:** Play uneven and even sided games and learn how to score points in these types of games and how to play to the rules. Work independently, with a partner and in a small group and begin to self- manage their own games, showing respect and kindness towards their teammates and opponents.	• Beginning to dribble a ball with my hands and feet. • Know who is on my team. • Send and receive a ball. • Stay with another player when defending. • Know how to dodge. • Know how to find space. • Know how to help their team to score. • Recognise changes in their body when they do exercise.	• To be able to keep the ball close to your feet by using soft touches. • To be able to pass a ball using hands and/or feet. • To understand that you need to move into space, both with and without the ball. • To be able to keep head up to see what you are doing. • To be able to call for the ball when you are free.	Throwing, catching, dribbling, dodging, attacking defending, sending, receiving
Summer 2 *Can we discover ways to connect our body and our mind through exercise?* *What activities/techniques do we need to do to relax?*	**Yoga:** Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation.	• Recognise how yoga makes me feel physically and mentally • Remember and repeat actions, linking poses together. • Give feedback on someone else's yoga positions and flow. • Show an awareness of space when moving and travelling. • Work with others to create poses.	• To be able to use your body to create basic yoga poses. • To be able to breathe as you hold a pose to help stretch and stay balanced.	Breathe, relax, balance, flexibility, strength, calmness, focus.

YEAR 2	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *What skills do you need to develop to be able to work as part of a team?*	**Team building:** Develop their communication and problem-solving skills. They work individually, in pairs and in small groups. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	• Follow instructions. • Work with a partner and begin to work in a small group. • Share my ideas and help to solve tasks. • Listen to others. • Reflect on when they were successful at solving challenges. • Show honesty and fair play. • Co-operate and communicate in a small group to solve challenges. • Plan with a group to solve the challenges. • Communicate effectively and develop trust.	• To know how to keep myself safe in PE. • To know what an instruction is. • To know that a team is more than one person. • To know how to hold and throw a ball correctly. • To know that games have rules.	Travelling, jumping, balancing, communication. Listening, leading, trust, inclusion, planning, problem solving.
Autumn 2 *What skills do you need to develop to be able to take part in ball games? How might these skills help you in PE and sport when you are older?*	**Ball skills/ Striking and fielding:** Develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.	• Roll a ball to hit a target. • Developing underarm and overarm throwing skills. • Score points and remember the score. • Track a ball and stop it. • Apply skills in a variety of simple games. • Use some simple tactics. • Understand the roles of batter, bowler and fielder. • Describe how my body feels during exercise.	• To be able to use knees to bend low when rolling a ball. • To be able to let go of the ball when your hand is pointing at the target. • To always keep eyes on the ball. • To be able to move feet quickly into position to be able to receive the ball. • To be able to use different parts of your feet to move and control the ball. • To be able to swing the inside of your foot towards the target. • To be able to place hands together to catch the ball with two hands. • To start to use correct timing to dribble a ball, bouncing it up and down.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball.
Spring 1 *What skills do you need to develop to be able to send and receive a ball?*	**Sending and Receiving/ Invasion:** Develop sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and	• Know how to dribble a ball with their hands and feet. • Know who is on their team and attempt to send the ball to them. • Know how to move with a ball towards goal. • Dodge and find space away from the other team.	• To know how to use knees to bend low when rolling a ball. • To know to let go of the ball when your hand is pointing at the target. • To know to always keep eyes on the ball.	Underarm throwing, overarm throwing, fielding, batting, tracking a ball, retrieving a ball,

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	receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules of a game.	• Stay with another player to try and prevent them from getting the ball. • Describe how their body feels during exercise. • Know how to score points and remember a score.	• To know how to move feet quickly into position to be able to receive the ball. • To know how their body feels during exercise. • To know how to score points and remember a score. • To know to use different parts of your feet to move and control the ball. • To know to use an underarm and overarm throw technique. • To know to place hands together to catch the ball with two hands.	attackers, defenders, attacking, defending
Spring 2 *What skills do you need to develop to be able to play a striking and fielding game?*	**Striking and Fielding:** Learn how to play against an opponent and be able to hit the ball over a net.	• Roll a ball to hit a target. • Developing underarm and overarm throwing skills. • Score points and remember the score. • Track a ball and stop it. • Apply skills in a variety of simple games. • Use some simple tactics. • Understand the roles of batter, bowler and fielder. • Describe how my body feels during exercise.	• To be able to move feet quickly into position. • To be able to meet the ball with hands out ready to catch. • To be able to bring the ball towards the body slightly when catching. • To keep a still head and eyes watching the ball. • To be able to demonstrate an effective underarm/overarm throwing technique.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball.
Summer 1 *How can we make a dance routine interesting and exciting?*	**Dance:** Create a short dance phrase with a partner to express an idea, mood or feeling with clear changes of speed on the theme rainforest.	• Explore the counting of 8 in time with the music. • Develop coordination and control. • Use mirroring and unison. • Explore space and how their body can move to express and idea, mood or feeling. • Expand their knowledge of travelling actions and use them in relation to a stimulus. • Build on their understanding of dynamics and expression. Explore pathways, levels, shapes, directions, speeds and timing.	• To be able to use level and direction changes when travelling. • To be able to use an 8 count to stay in time. • To be able to use a variety of shapes within a routine. • To be able to use a variety of expressions to show emotion or to portray different characters. • Show control and balance when completing a dance routine.	Travel, action, space, shape, perform, level, copy, counts
Summer 2 *Can we discover ways to connect our body and our mind through exercise?* *What activities/techniques do we need to do to relax?*	**Yoga:** Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses.	• Begin to provide feedback using key vocabulary. • Copy, remember and repeat yoga shapes and flows. • Describe how my body (physically and mentally) feels during exercise. • Begin to consider how breath can be used to move between poses. • Work with others to create simple flows, showing some control.	• To be able to show control of breathing. • To show an understanding of how to order poses so that they flow from one to another. • To be able to work with a partner, sharing and listening to ideas.	Breathing, balance, flexibility, strength, calmness, patience, create, focus, feedback, mindfulness.

Year 3	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *What skills do you need to develop to be able to play ball games?*	**Net and wall ball skills:** Develop their accuracy and consistency when tracking a ball. Explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games.	• Return a ball to a partner. • Use basic racket skills. • Develop returning the ball using a forehand groundstroke. • Use and develop two handed back hand. • Learn the rules of a game and begin to use them. • Throw with some accuracy and catch with some consistency. • Understand the aim of the game. • Understand why it is important to warm up. • Identify when they are successful.	• To know how top track a ball. • To know how to throw a ball. • To know how to catch a ball. • To know how to pass a ball. • To know how to kick a ball. • To know why I need to warm up. • To know how position my hands to catch a ball. • To know that tracking means you follow the line of the ball. • To know two hands are needed to pick up a rolled ball. • To know you need to swing, step, roll when collecting a ball.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball.

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			• To know you use a chest pass when passing quickly over a short distance. • To know you use a shoulder pass over a longer distance. • To know you use a bounce pass over a short distance. • To know when dribbling a ball, I keep my head up and keep the ball close. • To know the different parts of my foot I can use to dribble.	
Autumn 2 *What skills do you need to develop to be able to create an interesting dance routine?*	**Dance:** Create dances with a partner and in small groups in relation to an idea including historical, cultural and scientific sources.	• Use dance phrases that communicate ideas. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Use canon, unison, formation and levels in dance. • Develop their use of counting and rhythm. • Work individually, with a partner and in small groups.	• To know how to use a count of 8 to help you stay in time with a partner and the music. • To know how to use opposites such as forwards and backwards, left and right to create an interesting routine/motif. • To know how moves link together to make a smooth routine. • To know correct terminology • To know how to perform actions that represent machine parts	Canon, unison, formation, phrase, motif, stimulus, dynamics, pathways, direction
Spring 1 *What skills do you need to develop to be able to create an interesting gymnastics routine?*	**Gymnastics:** The first three lessons of this unit focus on developing the skills of balancing (point and patch), jumping and rolling, using them individually and in co-ordination. In lesson 4 children will gain an understanding of the ways in which we can move in and out of balances to ensure they flow, an element of gymnastics needed when performing. They will then build upon these skills as they develop their ability to create and perform sequences with a consideration for the quality and control. They will do so with a partner, exploring matching and contrasting sequences and also incorporating a range of equipment; whilst understanding the importance of respectful feedback when doing so.	• Complete actions with increasing balance and control. • Move in unison with a partner. • Develop stepping into shape jumps with control. • Choose and plan sequences of contrasting actions. • Choose actions that flow well into one another. • Adapt sequences to suit different types of apparatus. • With help, recognise how performances could be improved. • Know and understand the terms 'extension' and 'body tension.' • Develop the basic skills of rolling, jumping and balancing and use them individually and in combination. • Develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. • Develop performance skills considering the quality and control of their actions. • Move into and out of a balance. • With help, recognise how performances could be improved.	• To know that I can link moves together using rolls, spins and jumps to create a smooth routine. • To know that I must land with knees bent. • To know how hold point and patch balances of different levels with control. • To know that I should be looking straight ahead when jumping. • To know how to link moves together. • To know how to complete the following rolls: Barrel, Forward, Straight. • To know that I can change the level of my balance to make my performance more interesting. • To be able to think about how moves link together to make a smooth routine. • To know how to complete actions such as rolls, jumps, balances and travelling. • To know the difference between a matching and contrasting sequence. • To know how to hold balances of different levels that use different parts of the body. • To know how to incorporate equipment into a routine safely and effectively.	Individual point and patch balances, jump, roll, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, spin, rhythmic gymnastics using a hoop, extension, body tension, starting position, finishing position, balancing, combinations, control, tuck, straddle, pike, sequence, matching, contrasting, travel
Spring 2 *What skills do you need to develop to be able to play invasion games?*	**Invasion- Hockey:** Play uneven and even sided games and learn how to score points in these types of games and how to play to the rules. Work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	• Know how to dribble, pass, receive and shoot a ball with some control. • Know the rules of the game and begin to use them. • Know how to move with a ball towards goal with increasing control. • Know how to attack and defend. • Know why it is important to warm up. • Identify when they are successful.	• To be able to step forward with opposite foot when passing or shooting. • To be able to trap the ball by keeping the stick low to the ground. • To be able to use a reverse stick dribbling technique, rolling the stick over the top of the ball. • Begin to show an understanding of space both with and without the ball.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging
Summer 1 *How can we apply fundamental movements with throwing and catching*	**Invasion Dodgeball:** Play uneven and even sided games and learn how to score points in these types of games and how to play to the rules. Work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and	• Know how to dribble, pass, receive and shoot a ball with some control. • Know the rules of the game and begin to use them. • Know how to move with a ball towards goal with increasing control. • Know how to attack and defend. • Know why it is important to warm up. • Identify when they are successful.	• To be able to create a wide, stable base in order to throw towards a target. • To be able to use a range of throwing techniques to suit the context. • To be able to keep eyes on the ball at all times in order to catch and dodge. • To be able to select and apply tactics in order to outwit and eliminate opponents.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging

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to compete in dodgeball scenarios?	kindness towards their teammates and opponents.			
Summer 2 *What skills do you need to develop to be able to play striking and fielding games?*	**Striking and fielding- Cricket:** Play games/matches independently following the rules of the game and work collaboratively with a partner and compete against others.	• Use overarm and underarm throwing, and catching skills. • Begin to strike a bowled ball. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations. • Understand the aim of the game. • Use the rules of the game. • Understand why it is important to warm up. • Identify when they are successful.	• To be able to point throwing hand in the direction of the target. • To be able to step forward with opposite foot for balance and power. • To understand what an effective grip of the bat feels like. • To be able to move in line with the ball when it is coming towards you in the field.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball

Year 4	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *What skills do you need to develop in order to solve a variety of problems?*	**Team Building OAA:** Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	• To develop cooperation and teamwork skills. • To develop trust and team work. • To be able to follow and give instructions. • To develop planning and problem-solving skills. • To involve all team members in an activity and work towards a collective goal. • To develop trust and accept support. • To be able to identify objects on a map. • To be able to draw and follow a simple map. • To draw a route using directions. • To be able to orientate a map and navigate around a grid.	• To know the importance of team work. • To know that teamwork comes from both sharing ideas and listening to others. • To know to be clear and descriptive with your instructions. • To know that reflecting and making changes is sometimes necessary for success. • To know how to read a map accurately	Communicate, teamwork, ideas, share, respect, listen, co-operation, determination, challenge problem, trust, relay, symbol
Autumn 2 *What skills and tactics do you need to develop to be able to play invasion games?*	**Invasion- Basketball:** To apply defending and attacking principles and skills in a tournament.	• Know how to dribble, pass, receive and shoot the ball with increasing control. • Know the rules of the game and begin to use them. • Know how to help their team keep possession and score goals when they play in attack. • Know how to defend and prevent the other team scoring. • Know how to use simple tactics to help their team score or gain possession. • Understand the rules of the game and use them most of the time. • Explain what happens in their body when they warm up. • Know how to Identify when they are successful and what they need to do to improve.	• To know how to dribble consistently by pushing the ball back down at the top of its bounce • To know to use wide fingers to control the ball • To know defensive strategies to protect the ball; arm out, knees bent; low • To know how to make improvements and changes to performance • To know the rules of the game • To know how to help their team keep possession and score goals when they play in attack • To know how to defend and prevent the team scoring • To know what happens to their body when they exercise • To know when and where to pass	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping
Spring 1 *Can we discover ways to connect our body and our mind through exercise?* *What activities/techniques do we need to do to relax?*	**Yoga:** Learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. Improve well-being by building strength, flexibility and balance. Pupils will work independently and with others to create their own yoga flows.	• Describe how yoga makes my bond and mind feel, discussing the health benefits of yoga. • Link poses together to create a yoga flow. • Transition from pose to pose in time with breath. • Work collaboratively and effectively with others. • Be able to show clear and distinct shapes through yoga poses. • Show increasing control and balance when moving from one pose to another.	• To know that I need to breathe in and out slowly when in a yoga pose. • To know how to move fluidly between yoga poses. • To know that I use body tension and extension to control my movement. • To know how to co-ordinate my breathing with my body movements. • To know that I can squeeze my muscles to stay strong and controlled in my yoga poses. • To know that I can calm my mind and body by controlling my breathing. • To know that I need to move slowly and with control so that I am stable when balancing. • To know that I can focus on something stationary to maintain my balance. • To know that I can use a range of breathing techniques to get rid of unwanted energy. • To be able to use tension and extension to control the bodies movements.	Breathing, balance, flexibility, strength, coordination, calmness, focus, poses, flows, gratitude

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Spring 2 *What skills do you need to develop to be able to create an interesting dance routine?*	**Dance:** Perform dances clearly and fluently by creating characters and narrative through movement and gesture to structure dance phrases on my own, with a partner and in a group. Narrative theme – a trip to… e.g. the moon.	• Use characterisation and narrative through movement and gesture. • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns. • Use formation, canon and unison and levels. • Refine, repeat and remember dance phrases and dances. • Use a range of stimulus, working individually, in pairs and small groups. • Know how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	• To be able to change direction or pathway to make work interesting. • To be able to choose appropriate actions to represent a character or emotion. • To count with a partner to copy a set choreography.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space
Summer 1 *What skills and tactics do you need to develop to be able to play invasion games?*	**Invasion- Handball:** Select and apply skills of throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team.	• Know how to dribble, pass, receive and shoot the ball with increasing control. • Know the rules of the game and begin to use them. • Know how to help their team keep possession and score goals when they play in attack. • Know how to defend and prevent the other team scoring. • Know how to use simple tactics to help their team score or gain possession. • Understand the rules of the game and use them most of the time. • Explain what happens in their body when they warm up. • Know how to Identify when they are successful and what they need to do to improve.	• To show an awareness of teammates by selecting the most appropriate pass. • To be able to use soft hands when catching. • To be able to point your hand in the direction that you want the ball to go. • To be able to use a change of speed and/or direction to outwit opponents. • To be able to use a forward step to help generate power. • To be able to run into space to intercept a pass.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping
Summer 2 *What skills and tactics do you need to develop to be able to play net/wall games?*	**Net and wall- Tennis:** Use simple tactics in a game to outwit an opponent and to demonstrate honesty and fair play when competing against others in matches.	• Play a continuous game. • Use a range of basic racket skills. • Return to the ready position to defend their own court. • Understand the rules of the game and use them often. • Throw with some accuracy at a target. • Catch with increasing control. • Use simple tactics. • Explain what happens in their body when they warm up. • Identify when they are successful and what they need to do to improve.	• To be able to direct shots by hitting the ball when the racket is facing your partner. • To be able to move the racket in a low to high pathway. • To be able to move your feet to get in line with the ball. • To consistently adopt a ready position in-between shot. • To demonstrate tactical understanding of width and depth by hitting the ball away from opponents.	Underarm, catching, forehand, backhand, ready position, tactics

Year 5	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *Can you perform a sequence individually, with a partner, or small group using a range of performance elements?*	**Gymnastics:** To create a partner sequence with matching and mirroring, using apparatus.	• Use strength and flexibility to improve the quality of a performance. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Create longer sequences individually, with a partner and a small group. • Develop performance skills considering the quality and control of their actions. • Create and perform sequences using apparatus, individually and with a partner. • Perform symmetrical and asymmetrical balances. • Develop the straight, forward, straddle and backward roll • Use canon and synchronisation, and matching and mirroring when performing • Use matching and mirroring using actions both on the floor and on apparatus. • Perform a cartwheel safely and with increased confidence and speed. • Work cooperatively to evaluate and improve	• To know how to use tension to balance • To be know how to build momentum to in order to roll • To know the term canon and how it can be applied in a sequence • To know the term synchronisation and how it can be used in gymnastics. • To know how to vary the level, speed, and direction used in your sequence. • To know how to perform a cartwheel and handstand • To know that giving and receiving feedback can improve performance • To know the term symmetrical and asymmetrical and how this applies in sequences • To know how to perform a forward roll/backward roll/straddle roll safely • To know how to make improvements and changes to performance	Symmetrical balance, asymmetrical balance, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand, sequences, bridging, matching and mirroring
Autumn 2 *What skills do you need to develop to be able to*	**Dance:** Create, perform and observe dances in a range of themes from historical and cultural origins. Perform these different styles of dance clearly and fluently and	• Adapt and refine the way they use actions, dynamics and relationships in their dance. Recognise and comment on dances, showing an understanding of style. • Develop an awareness of the historical and cultural origins of different dances. • Lead a partner through short warm-up routines.	• To be able to use a count of 8 to stay in time. • To be able to use changes in level, direction and pathway to create interesting dance motifs. • Select a range of actions that flow smoothly from one to the other. • To be able to use canon and unison within a routine. • To be able to select the appropriate facial expressions to suit the stimulus.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion,

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create an interesting dance routine?	use their movements to explore and communicate ideas and issues, and their own feelings and thoughts. Final theme – rock n roll.	• Create, perform and observe dances in a range of themes. • Know how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.		matching, mirroring, transitions
Spring 1 *What skills and tactics do you need to develop to be able to play invasion games?*	**Invasion - Handball:** To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.	• Know how to dribble, pass, receive and shoot the ball with some control under pressure. • Know how to use different skills for different situations. • Know how to move into space to help their team. • Know the rules of the game and use them. • Know that different skills are needed for different situations and begin to use them. • Know what position they are playing in and how to contribute when attacking and defending. • Recognise their own and others strengths and areas for development and suggest ways to improve. • Know how to lead a partner through short warm-up routines.	• To know to grip the ball using wide fingers. • To know how to finish with your hand pointing where you want the ball to go. • To know how to change direction at speed. • To know how to control when dribbling the ball by not allowing the ball to bounce above waist height. • To know to close down the angle of an attacking player. • To know to jump high into the air to gain a bigger scoring opportunity. • To know to communicate well with my teammates while under pressure from the opponents.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping
Spring 2 *What skills and tactics do you need to develop to be able to play invasion games?*	**Invasion- Basketball:** To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.		• To be able to put your non dribbling arm out to protect the ball from your opponent. • To be able to move into space both with and without the ball. • To use a change of pace and/or direction to lose an opponent. • To be able to make effective decisions including when to pass. • To be able to shoot effectively by adopting: - Stable base - Elbow under the ball - Eyes looking at the target - Following through with your shooting hand.	
Summer 1 *How can we apply fundamental movements with throwing and catching to compete in dodgeball scenarios?*	**Invasion - Dodgeball:** To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.		• To be able to create a wide, stable base in order to throw with accuracy towards a target. • To be able to use a range of throwing techniques to suit the context. • To be able to keep eyes on the ball at all times in order to catch and dodge. • To be able to select and apply tactics in order to outwit and eliminate opponents.	
Summer 2 *What skills and tactics do you need to develop to be able to play a striking and fielding game?*	**Striking and fielding- :** Work collaboratively with a partner to compete against others using tactics to outwit opponents.	• Strike a bowled ball. • Developing a wider range of skills and begin to use them under some pressure. • Use the skills they prefer with increasing consistency. • Understand the need for tactics and begin to choose and use them effectively. • Understand the rules of the game and use them to play fairly. • Understand there are different skills for different situations. • Lead a partner through short warm-up routines. • Recognise their own and others strengths and areas for development and suggest ways to improve. • Bowl a ball with consistent accuracy.	• To be able to cushion the ball into your body when catching. • To be able to step forward with the opposite foot to your throwing arm. • To be able to grip a bat with the dominant hand below the other on the handle. • To be able to field the ball using either a one handed or two-handed pick up.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball.

YEAR 6	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *What skills do you need to develop to get your team out of a potentially dangerous situation?*	**OAA:** Create plans and strategies to solve problems by deciding on roles in a team to collaboratively navigate around a course.	• Work effectively with a partner and a group. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Orientate a map efficiently to navigate around a course. • Develop navigational skills and map reading. • Build communication and trust whilst showing an awareness of safety. • Cooperate and teamwork skills.	• To know how to be inclusive of others. • To know how to share job roles and lead when necessary. • To know how to orientate a map efficiently to navigate around a course. • To know how to pool ideas within a group, selecting and applying the best method to solve a problem. • To know how to apply critical thinking skills to form ideas and strategies to solve challenges.	Stamina, running, communication, teamwork, trust, inclusion, listening, confidence, planning, thinking,

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		• Use critical thinking to form ideas. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Reflect on when and how they were successful at solving challenges, and alter their methods in order to improve.	• To know how to work effectively with a partner and a group to solve challenges. • To know to work increasing accuracy, • To know how to reflect on when and how I have been successful at solving challenges and alter my methods in order to improve.	map reading, decision making, problem solving.
Autumn 2 *Can we discover ways to connect our body and our mind through exercise? What activities/techniques can help us to become more mindful?*	**Yoga:** Learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. Improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	• Exhibit confidence in leading others, demonstrating and teaching a yoga flow. • Use feedback to improve the quality of my work, explaining how work has improved. • Demonstrate a deeper understanding of how breath can be used to effectively transition between poses within a flow. • Use yoga poses to improve flexibility, strength and balance. • Carefully select poses which link from one to another. • Understand that there are different areas of fitness and how these can help me in different activities.	• To know how to be able to move through a yoga flow with control. • To know how to control breathing to help maximise performance.	Balance, strength, flexibility, coordination, observing.
Spring 1 *Can you perform a sequence individually, with a partner, or small group using a range of performance elements?*	**Gymnastics:** Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	• Understand what counter balance and counter tension is and can show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences using compositional devices to improve the quality. • Lead a small group through a short warm-up routine. • Develop counter balance and counter tension. • Perform the progressions of a headstand and a cartwheel. • Use flight from hands to travel over apparatus. • Understand what counter balance and counter tension is and can show examples with a partner. • Suggest changes and use feedback to improve a sequence.	• To be able use the body to gather momentum in order to roll. • To be able to keep strong body tension throughout a range of rolls. • To be able to show balance and stability whilst completing a range of gymnastic balances and movements. • To be able to vary the level, direction, speed, timing and pathway of your sequence.	Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balance, cartwheel, bridge, shoulder stand, handstand, headstand, vault, inverted movements, scorpion walk, balance, stability, level, direction, speed, timing, pathway, sequence, lunge position, inverted movements
Spring 2 *What skills do you need to develop to be able to create an interesting dance routine?*	**Dance:** Work on their own, in pairs and groups to perform dances fluently and with control by Creating and developing an idea or theme into dance choreography. Final theme – anti-bullying.	• Choreograph motifs and structure simple dances. • Adapt and refine the way they use actions, dynamics and relationships to improve dance. • Choreograph a dance using props. • Use formations, timing, dynamics fluently. • Lead a small group through a short warm-up routine. • Use movement to convey ideas. • Be able to develop an idea or theme into dance choreography. • Work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. • Know how to use movement to convey ideas. • Know 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.	• To be able to use tension and extension within actions. • To be able to convey emotion through a dance routine. • To be able to use a count of 8 to help stay in time. • To be able to use canon and unison within the choreography of a dance routine.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions

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		• Develop performance skills considering the quality and control of their actions.		
Summer 1 *What skills and tactics do you need to develop to be able to play invasion games?*	**Invasion- Handball:** Continue to develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence.	• Use different techniques for passing, controlling, dribbling and shooting the ball in games; • Apply basic principles of team play to keep possession of the ball; • Use marking, tackling and/or interception to improve their defence; • Play effectively as part of a team; • Recognise their own and others' strengths and weaknesses in games; • Know and understand positions that help attacking and defending positions within a game and be able to describe them • Lead others when called upon and act as a role model within a team	• To be able to grip the ball using wide fingers. • To be able to finish with your hand pointing where you want the ball to go. • To be able to change direction at speed. • To show control when dribbling the ball by not allowing the ball to bounce above waist height. • To be able to close down the angle of an attacking player.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping
Summer 2 *What skills and tactics do you need to develop to be able to play net/wall games?*	**Net and wall- Badminton:** Work collaboratively with a partner to compete against others in mini doubles matches. Pupils play in pairs. Pupils play against another pair for a set amount of time (3 – 5 mins approx).	• Use a wider range of skills in game situations. • Play cooperatively with a partner. • Select the appropriate action for the situation and make this decision quickly. • Use a wider range of skills with increasing control under pressure. • Use feedback provided to improve the quality of their work. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with their team and evaluate the effectiveness of these. • Work in collaboration with others so that games run smoothly. • Recognise their own and others strengths and areas for development and suggest ways to improve. • Compete competitively against an opponent.	• To be able to use the specialised footwork technique of 'chasse' to move around the court. • To be able to send the shuttlecock over the net using both forehand and backhand strokes. • To consistently adopt a ready position in the centre of the court when waiting for the return. • To be able to transfer weight from back to front as you hit the shuttlecock. • To demonstrate a tactical understanding of depth and width to outwit opponents.	Ready position, grip, forehand, backhand, serve, footwork, depth, width.
YEAR 7	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				
YEAR 8	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				
YEAR 9	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language

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Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				