

Y3	Overview	Key Skills	
<p><b>Athletics</b> Year 3</p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>This 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.</p>	Physical	Sprint, jump for distance, push throw, pull throw
		Social	Collaborate, work safely
		Emotional	Determination, perseverance
		Thinking	Observe and provide feedback, comprehension, explore technique
<p><b>Ball Skills</b> Year 3</p>	<p>In this unit pupils have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games.</p> <p>This 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.</p>	Physical	Track, throw, catch, dribble, kick
		Social	Respect, co-operation, communication
		Emotional	Perseverance, motivation, self-regulation, concentration, independence
		Thinking	Comprehension, select and apply, feedback, make decisions
<p><b>Basketball</b> Year 3</p>	<p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Working safely, collaboration, support and encourage others
		Emotional	Honesty, determination, perseverance
		Thinking	Exploration, identify areas of strength and areas for development, decision making, use tactics, reflection
<p><b>Cricket</b> Year 3</p>	<p>Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier
		Social	Collaboration and communication, respect
		Emotional	Perseverance, honesty, determination
		Thinking	Observing and providing feedback, applying strategies
<p><b>Dance</b> Year 3</p>	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p>	Physical	Actions, dynamics, space, relationships
		Social	Share ideas, respect, collaboration, inclusion, leadership, work safely
		Emotional	Confidence, acceptance, sensitivity, perseverance
		Thinking	Select and apply actions, creativity, observe and provide feedback

Y3	Overview	Key Skills	
<p><b>Dodgeball</b> Year 3</p>	<p>Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>This 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.</p>	Physical	Throw, catch, dodge, jump
		Social	Respect, co-operation, communication
		Emotional	Honesty, self regulation, confidence
		Thinking	Comprehension, select and apply, tactics
<p><b>Fitness</b> Year 3</p>	<p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> <p>This 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</p>	Physical	Agility, balance, co-ordination, speed, stamina, strength
		Social	Support others, work safely, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Identify areas of strength and areas for development
<p><b>Football</b> Year 3</p>	<p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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</p>	Physical	Dribble, pass, receive, track
		Social	Co-operation, respect, communication
		Emotional	Determination, honesty, persevere, independence
		Thinking	Decision making, comprehension, select and apply, use tactics
<p><b>Fundamentals</b> Year 3</p>	<p>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p> <p>This 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.</p>	Physical	Balance, run, dodge, hop, jump, skip
		Social	Respect, collaboration, support and encourage others
		Emotional	Determination, perseverance, honesty
		Thinking	Select and apply, observation, provide feedback, comprehension
<p><b>Golf</b> Year 3</p>	<p>Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments.</p> <p>Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.</p> <p>This 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.</p>	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration, respect, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Comprehension, observation, provide feedback, select and apply skills

Y3	Overview	Key Skills	
Gymnastics Year 3	<p>In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p>If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	Physical	Point and patch balances, jumps, straight roll, barrel roll, forward roll
		Social	Work safely, collaboration, supportive
		Emotional	Perseverance, confidence, independence
		Thinking	Observe and provide feedback, creativity, select and apply skills
Handball Year 3	<p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
		Social	Kindness, communication, co-operation
		Emotional	Honesty and fair play, determination, perseverance, confidence
		Thinking	Decision making, select and apply, problem solving, comprehension
Hockey Year 3	<p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Dribble, pass, receive, intercept, run, shoot
		Social	Communication, collaboration, work safely, respect
		Emotional	Honesty, perseverance, determination
		Thinking	Decision making, select and apply, comprehension, identifying strengths and areas for development
Netball Year 3	<p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, change direction, change speed, shoot
		Social	Communication, collaboration, support others
		Emotional	Honesty and fair play, persevere, confidence
		Thinking	Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply
OAA Year 3	<p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p>	Physical	Balance, co-ordination, run at speed, run over distance
		Social	Communication, co-operation, inclusion, collaborate
		Emotional	Determination, trust, confidence, honesty
		Thinking	Problem solving, evaluate, reflection, create, comprehension, select and apply

Y3	Overview	Key Skills	
<p>Rounders Year 3</p>	<p>Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat
		Social	Collaboration, communication, co-operate, support and encourage others
		Emotional	Honesty, fair play, confidence, determination
		Thinking	Comprehension, select and apply skills, tactics, make decisions
<p>Swimming Developers</p>	<p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p>NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	Physical	Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position
		Social	Communication, support and encourage others, keep myself and others safe, collaboration
		Emotional	Confidence, honesty, determination, independence, perseverance
		Thinking	Comprehension, observe and provide feedback, tactics, select and apply skills
<p>Tag Rugby Year 3</p>	<p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, run, change direction, change speed
		Social	Support others, inclusion, communication, collaboration, respect
		Emotional	Determination, honesty, independence, perseverance
		Thinking	Decision making, comprehension, select and apply, reflection, identify strengths and areas for development
<p>Tennis Year 3</p>	<p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>This 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.</p>	Physical	Forehand, backhand, throwing, catching, rallying
		Social	Co-operation, collaboration, respect, support and encourage others
		Emotional	Honesty, perseverance
		Thinking	Comprehension, decision making, select and apply, understand rules, use tactics, reflection
<p>Yoga Year 3</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	Physical	Balance, flexibility, strength, co-ordination
		Social	Working safely, supporting others, sharing ideas, collaboration, respect
		Emotional	Confidence, determination, integrity, focus
		Thinking	Recall, creativity, selecting actions, providing feedback, reflection

Y4	Overview	Key Skills	
<p style="text-align: center;"><b>Athletics Year 4</b></p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>This 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.</p>	Physical	Pace, sprint, jump for distance, throw for distance
		Social	Collaboration, leadership
		Emotional	Perseverance, determination, honesty
		Thinking	Reflection, observing and providing feedback, exploring ideas, comprehension
<p style="text-align: center;"><b>Ball Skills Year 4</b></p>	<p>In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and 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 are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p>This 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.</p>	Physical	Track, throw, catch, dribble, kick
		Social	Communication, work safely, collaboration
		Emotional	Perseverance, personal challenge, calmness, fairness
		Thinking	Provide feedback, tactics, comprehension, reflection, make decisions
<p style="text-align: center;"><b>Basketball Year 4</b></p>	<p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Working safely, collaboration, support and encourage others
		Emotional	Honesty, determination, perseverance
		Thinking	Exploration, identify areas of strength and areas for development, decision making, use tactics, reflection
<p style="text-align: center;"><b>Cricket Year 4</b></p>	<p>Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier
		Social	Collaboration and communication, respect
		Emotional	Perseverance, honesty, determination
		Thinking	Observing and providing feedback, applying strategies

Y4	Overview	Key Skills	
Dance Year 4	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.	Physical	Actions, dynamics, space, relationships
	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	Social	Co-operation, communication, inclusion, collaboration
	This unit links to the following strand of the NC: perform dances using a range of movement patterns	Emotional	Confidence, empathy, determination
		Thinking	Observe and provide feedback, select and apply skills, creativity, comprehension
Dodgeball Year 4	Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Physical	Throw, catch, dodge, jump
	This 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.	Social	Respect, communication, collaboration
		Emotional	Honesty, perseverance
		Thinking	Comprehension, make decisions, select and apply skills
Fitness Year 4	In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	Physical	Agility, balance, co-ordination, speed, stamina, strength
	This 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.	Social	Support others, work safely, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Identify areas of strength and areas for development
Football Year 4	Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Physical	Dribble, pass, receive, track
	This 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.	Social	Co-operation, respect, communication
		Emotional	Determination, honesty, persevere, independence
		Thinking	Decision making, comprehension, select and apply, use tactics
Fundamentals Year 4	In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	Physical	Balance, run, dodge, hop, jump, skip
	This 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.	Social	Respect, collaboration, support and encourage others
		Emotional	Determination, perseverance, honesty
		Thinking	Select and apply, observation, provide feedback, comprehension

Y4	Overview	Key Skills	
Golf Year 4	<p>Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments.</p> <p>Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.</p> <p>This 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.</p>	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration, respect, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Comprehension, observation, provide feedback, select and apply skills
Gymnastics Year 4	<p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	Physical	Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand
		Social	Work safely, determination, collaboration, communication, respect
		Emotional	Confidence, perseverance
		Thinking	Observe and provide feedback, select and apply actions, creativity, evaluate and improve
Handball Year 4	<p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
		Social	Kindness, communication, co-operation
		Emotional	Honesty and fair play, determination, perseverance, confidence
		Thinking	Decision making, select and apply, problem solving, comprehension
Hockey Year 4	<p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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</p>	Physical	Dribble, pass, receive, intercept, run, shoot
		Social	Communication, collaboration, work safely, respect
		Emotional	Honesty, perseverance, determination
		Thinking	Decision making, select and apply, comprehension, identifying strengths and areas for development

Y4	Overview	Key Skills	
<p>Netball Year 4</p>	<p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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</p>	Physical	Throw, catch, change direction, change speed, shoot
		Social	Communication, collaboration, support others
		Emotional	Honesty and fair play, persevere, confidence
		Thinking	Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply
<p>OAA Year 4</p>	<p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.</p> <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p>	Physical	Balance, run at speed, run over distance, co-ordination
		Social	Communication, co-operation, collaboration
		Emotional	Determination, resilience, honesty, trust, confidence
		Thinking	Problem solving, evaluation, reflection, create, select and apply
<p>Rounders Year 4</p>	<p>Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat
		Social	Collaboration, communication, co-operate, support and encourage others
		Emotional	Honesty, fair play, confidence, determination
		Thinking	Comprehension, select and apply skills, tactics, make decisions
<p>Swimming Developers</p>	<p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p>NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	Physical	Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position
		Social	Communication, support and encourage others, keep myself and others safe, collaboration
		Emotional	Confidence, honesty, determination, independence, perseverance
		Thinking	Comprehension, observe and provide feedback, tactics, select and apply skills
<p>Tag Rugby Year 4</p>	<p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, run, change direction, change speed
		Social	Support others, inclusion, communication, collaboration, respect
		Emotional	Determination, honesty, independence, perseverance
		Thinking	Decision making, comprehension, select and apply, reflection, identify strengths and areas for development

Y4	Overview	Key Skills	
Tennis Year 4	Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Physical	Throwing, catching, forehand, backhand, rallying
		Social	Co-operation, support and encourage others, collaboration, respect
	Emotional	Perseverance, honesty, determination	
	Thinking	Identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics	
Yoga Year 4	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows.	Physical	Balance, flexibility, strength, co-ordination
		Social	Working safely, supporting others, sharing ideas, collaboration, respect
	Emotional	Confidence, determination, integrity, focus	
	Thinking	Recall, creativity, selecting actions, providing feedback, reflection	
This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.			

Y5	Overview	Key Skills	
Athletics Year 5	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.	Physical	Pace, sprint, relay changeovers, jump for distance, push throw, pull throw
		Social	Collaboration, negotiation, communication, supporting others
	Emotional	Perseverance, confidence, concentration, determination	
	Thinking	Observing and providing feedback, selecting and applying, comprehension	
In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.			
This 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.			
Badminton Year 5	Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils 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. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm clear, overarm clear, serving, rallying
		Social	Collaboration, communication, respect, encouragement
	Emotional	Perseverance, patience, honesty	
	Thinking	Using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection	
This 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			
Basketball Year 5	Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Collaboration, communication, co-operation, respect
	Emotional	Honesty and fair play, confidence, persevere	
	Thinking	Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development	
This 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.			

Y5	Overview	Key Skills	
Cricket Year 5	<p>Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting
		Social	Collaboration, communication, respect
		Emotional	Honesty, perseverance
		Thinking	Observation, provide feedback, select and apply skills, tactics, assessing
Dance Year 5	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	Physical	Actions, dynamics, space, relationships
		Social	Collaboration, consideration and awareness of others, inclusion, respect, leadership
		Emotional	Empathy, confidence, perseverance
		Thinking	Creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills
Dodgeball Year 5	<p>Dodgeball is a target game. In this unit pupils 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, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>This 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.</p>	Physical	Throw, catch, dodge, block
		Social	Co-operation, respect, communication
		Emotional	Confidence, honesty, independence
		Thinking	Tactics, comprehension, observation, creativity
Fitness Year 5	<p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>This 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.</p>	Physical	Agility, balance, co-ordination, speed, stamina, strength
		Social	Support and encourage others, collaboration
		Emotional	Perseverance, determination
		Thinking	Observation, analysis, comprehension

Y5	Overview	Key Skills	
Football Year 5	<p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Dribble, pass, receive, track, tackle
		Social	Communication, respect, collaboration, co-operation
		Emotional	Honesty, persevere, determination
		Thinking	Assess, explore, decision making, select and apply
Golf Year 5	<p>Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course.</p> <p>This 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.</p>	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration
		Emotional	Perseverance, self regulation, patience, honesty
		Thinking	Analysis, select and apply skills
Gymnastics Year 5	<p>In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	Physical	Symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
		Social	Work safely, support others, collaboration
		Emotional	Confidence, perseverance, resilience, determination
		Thinking	Observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences
Handball Year 5	<p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
		Social	Communication, kindness, respect, collaboration
		Emotional	Confidence, honesty and fair play, determination, perseverance
		Thinking	Select and apply, decision making, problem solving, comprehension, reflection
Hockey Year 5	<p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Dribble, pass, receive, tackle, intercept, run, shoot
		Social	Communication, collaboration, respect, support others
		Emotional	Perseverance, honesty and fair play, determination
		Thinking	Identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection

Y5	Overview	Key Skills	
<p data-bbox="141 220 237 292">Netball Year 5</p>	<p data-bbox="331 132 1128 284">Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p data-bbox="331 316 1128 387">This 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.</p>	Physical	Throw, catch, change direction, change speed, shoot
		Social	Communication, collaboration, respect
		Emotional	Honesty and fair play, pride, empathise, persevere
		Thinking	Select and apply, decision making, comprehension
<p data-bbox="141 488 237 560">OAA Year 5</p>	<p data-bbox="331 422 1128 550">OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p data-bbox="331 582 1128 630">This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p>	Physical	Balance, co-ordination, run at speed, run over distance
		Social	Communication, co-operation, inclusion, collaboration
		Emotional	Determination, trust, confidence, honesty
		Thinking	Problem solving, evaluate, reflect, select and apply, comprehension, create
<p data-bbox="125 791 253 863">Rounders Year 5</p>	<p data-bbox="331 673 1128 880">Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p data-bbox="331 912 1128 984">This 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</p>	Physical	Throw, catch, bowl, bat, field
		Social	Communication, collaboration, respect, co-operation
		Emotional	Honesty, self regulation, sportsmanship
		Thinking	Select and apply skills, reflection, assess, tactics
<p data-bbox="103 1078 275 1150">Swimming Intermediate</p>	<p data-bbox="331 1024 1128 1176">This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p data-bbox="331 1208 1128 1224">NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	Physical	Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position
		Social	Support others, work safely, inclusion, communication, collaboration
		Emotional	Determination, work fairly, honesty, confidence, perseverance
		Thinking	Comprehension, creativity, make decisions, tactics
<p data-bbox="118 1337 259 1409">Tag Rugby Year 5</p>	<p data-bbox="331 1260 1128 1412">Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p data-bbox="331 1444 1128 1516">This 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.</p>	Physical	Throw, catch, run, change direction, change speed
		Social	Communication, support others, collaboration
		Emotional	Honesty and fair play, confidence, determination, trust
		Thinking	Decision making, comprehension, reflection, identify strengths and areas for development, plan

Y5	Overview	Key Skills	
Tennis Year 5	<p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>This 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.</p>	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
		Social	Encourage and support others, co-operation, collaboration, communication
		Emotional	Perseverance, honesty
		Thinking	Observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics
Volleyball Year 5	<p>Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Throw, catch, set, dig, serve, rally
		Social	Communication, respect, support and encourage others
		Emotional	Perseverance, honesty, determination
		Thinking	Using tactics, select and apply skills, identify strengths and areas for development, reflection
Yoga Year 5	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	Physical	Balance, strength, flexibility, co-ordination
		Social	Respect, co-operate leadership, communication, share ideas, work safely
		Emotional	Focus, concentration, confidence, independence, determination
		Thinking	Identify, create, select and apply actions, observe and provide feedback

Y6	Overview	Key Skills	
Athletics Year 6	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.</p> <p>This 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.</p>	Physical	Pace, sprint, jump for distance, push throw, fling throw
		Social	Negotiating, collaborating, respect
		Emotional	Empathy, perseverance, determination
		Thinking	Observing and providing feedback, comprehension
Badminton Year 6	<p>Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils 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. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Underarm clear, overarm clear, serving, rallying
		Social	Collaboration, communication, respect, encouragement
		Emotional	Perseverance, patience, honesty
		Thinking	Using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection

Y6	Overview	Key Skills	
Basketball Year 6	<p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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</p>	Physical	Run, jump, throw, catch, dribble, shoot
		Social	Collaboration, communication, co-operation, respect
		Emotional	Honesty and fair play, confidence, persevere
		Thinking	Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development
Cricket Year 6	<p>Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting
		Social	Collaboration, communication, respect
		Emotional	Honesty, perseverance
		Thinking	Observation, provide feedback, select and apply skills, tactics, assessing
Dance Year 6	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p>This unit links to the following strand of the NC: perform dances using a range of movement patterns</p>	Physical	Actions, dynamics, space, relationships
		Social	Share ideas, collaboration, support, communication, inclusion, respect, leadership
		Emotional	Confidence, self-regulation, perseverance, determination, integrity, empathy
		Thinking	Creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills
Dodgeball Year 6	<p>Dodgeball is a target game. In this unit pupils 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, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, dodge, block
		Social	Collaboration, respect, leadership, communication
		Emotional	Honesty, determination, confidence
		Thinking	Make decisions, select and apply tactics

Y6	Overview	Key Skills	
<p><b>Fitness Year 6</b></p>	<p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>This 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</p>	Physical	Agility, balance, co-ordination, speed, stamina, strength
		Social	Support and encourage others, collaboration
		Emotional	Perseverance, determination
		Thinking	Observation, analysis, comprehension
<p><b>Football Year 6</b></p>	<p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Dribble, pass, receive, track, tackle
		Social	Communication, respect, collaboration, co-operation
		Emotional	Honesty, persevere, determination
		Thinking	Assess, explore, decision making, select and apply
<p><b>Golf Year 6</b></p>	<p>Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course.</p> <p>This 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.</p>	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration
		Emotional	Perseverance, self regulation, patience, honesty
		Thinking	Analysis, select and apply skills
<p><b>Gymnastics Year 6</b></p>	<p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	Physical	Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight
		Social	Work safely, collaboration, communication, respect
		Emotional	Independence, confidence, determination
		Thinking	Observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

Y6	Overview	Key Skills	
Handball Year 6	<p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, run, dribble, shoot, change direction, change speed
		Social	Communication, kindness, respect, collaboration
		Emotional	Confidence, honesty and fair play, determination, perseverance
		Thinking	Select and apply, decision making, problem solving, comprehension, reflection
Hockey Year 6	<p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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</p>	Physical	Dribble, pass, receive, tackle, intercept, run, shoot
		Social	Communication, collaboration, respect, support others
		Emotional	Perseverance, honesty and fair play, determination
		Thinking	Identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection
Netball Year 6	<p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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</p>	Physical	Throw, catch, change direction, change speed, shoot
		Social	Communication, collaboration, respect
		Emotional	Honesty and fair play, pride, empathise, persevere
		Thinking	Select and apply, decision making, comprehension
OAA Year 6	<p>In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls.</p> <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p>	Physical	Balance, co-ordination, run at speed, run over distance
		Social	Communication, collaboration, inclusion, leadership, work safely
		Emotional	Confidence, honesty, trust
		Thinking	Evaluation, reflection, problem solving, comprehension, select and apply
Rounders Year 6	<p>Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>This 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.</p>	Physical	Throw, catch, bowl, bat, field
		Social	Communication, collaboration, respect, co-operation
		Emotional	Honesty, self regulation, sportsmanship
		Thinking	Select and apply skills, reflection, assess, tactics

Y6	Overview	Key Skills	
Swimming Intermediate	<p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	Physical	Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position
		Social	Support others, work safely, inclusion, communication, collaboration
		Emotional	Determination, work fairly, honesty, confidence, perseverance
		Thinking	Comprehension, creativity, make decisions, tactics
Tag Rugby Year 6	<p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This 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.</p>	Physical	Throw, catch, run, change direction, change speed
		Social	Communication, support others, collaboration
		Emotional	Honesty and fair play, confidence, determination, trust
		Thinking	Decision making, comprehension, reflection, identify strengths and areas for development, plan
Tennis Year 6	<p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner.</p> <p>This 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.</p>	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
		Social	Support and encourage others, co-operation, collaboration, respect
		Emotional	Honesty, perseverance
		Thinking	Comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development
Volleyball Year 6	<p>Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This 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.</p>	Physical	Throw, catch, set, dig, serve, rally
		Social	Communication, respect, support and encourage others
		Emotional	Perseverance, honesty, determination
		Thinking	Using tactics, select and apply skills, identify strengths and areas for development, reflection
Yoga Year 6	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p>	Physical	Balance, strength, flexibility, co-ordination
		Social	Respect, co-operate leadership, communication, share ideas, work safely
		Emotional	Focus, concentration, confidence, independence, determination
		Thinking	Identify, create, select and apply actions, observe and provide feedback