

Cop Lane C of E Primary School – PE Overview 2026-2027

	Autumn Term - Curriculum Focus		Spring Term - Curriculum Focus		Summer Term - Curriculum Focus	
PE Whole school festivals	Handball Festival 16.10.26	Dance Festival 20.11.26	Inclusion Festival 05.02.27	Wellbeing Festival 22.03.27	Tennis Festival 21.05.27	Golf/Cricket Festival 14.07.27 Dr Bike 15.6.27 a.m.
YST My Personal Best	Self-motivation	Respect	Trust	Co-operation	Resilience	Encouragement
EYFS Physical Development Gross Motor skills – PE skills (not necessarily in specific terms – worked on throughout units)	Induction period, children attend school part time initially and we will carry out fine and gross motor assessments and orientation of the hall, including using the GetSet4PE active blasts and GoNoodle and similar activities to introduce the children to movement in the school setting. We will then begin Fundamentals 1 when we feel the children are ready to move to this next stage. Fundamentals 1 In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner. Physical skills:	Fundamentals 1 (Continued) In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner. Physical skills: Balance, run, jump, hop, change direction. Social skills: Support others, work safely, take turns. Emotional skills: Honesty, determination. Thinking skills: Decision making, comprehension, select and apply. Fundamentals 2 In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'.	Dance 1 In this unit 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. Physical skills: Actions, dynamics, space. Social skills: Work safely, respect, collaboration. Emotional skills: Independence, confidence. Thinking skills: Select and apply actions, creativity, exploration, recall, provide feedback. Dance 2 In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how	Gymnastics 1 In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. Physical skills: Shapes, balances, jumps, rocking, rolling, travel. Social skills: Work safely, collaboration, share and take turns. Emotional skills: Determination, confidence. Thinking skills: Comprehension, creativity, select and apply. Gymnastics 2 In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk'	Games 1 In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. Physical skills: Run, balance, change direction, throw, catch. Social skills: Work safely, communication, co-operation, support and encourage others. Emotional skills: Confidence, honesty, determination, manage emotions. Thinking skills: Comprehension, decision making. Games 2 In this unit children will practise and further develop	Ball skills 1 In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner. Physical skills: Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick. Social skills: Work safely, collaboration, co-operation, support others. Emotional skills: Perseverance, independence, honesty. Thinking skills: Use tactics, comprehension. Ball skills 2 In this unit children will

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	Balance, run, jump, hop, change direction. Social skills: Support others, work safely, take turns. Emotional skills: Honesty, determination. Thinking skills: Decision making, comprehension, select and apply.	Children will develop 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 and understand how to follow rules and instructions. They work independently and with a partner to complete tasks. Physical skills: Run, jump, hop, balance, change direction, travel Social skills: Work safely, support others, share and take turns, co-operation. Emotional skills: Perseverance, honesty, determination, confidence, acceptance. Thinking skills: Comprehension, creativity, select and apply, exploration.	to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. Physical skills: Actions, dynamics, space. Social skills: Work safely, respect, collaboration. Emotional skills: Independence, confidence. Thinking skills: Comprehension, provide feedback, select and apply actions, creativity.	and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. Physical skills: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling. Social skills: Work safely, collaboration, share and take turns, support others. Emotional skills: Determination, confidence. Thinking skills: Comprehension, creativity, select and apply.	their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules. Physical skills: Run, change direction, throw, catch, strike. Social skills: Communication, help others, respect, take turns, co-operation. Emotional skills: Perseverance, honesty, determination, manage emotions. Thinking skills: Comprehension, decision making, select and apply, reflection.	develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics. Physical skills: Roll, track, throw, dribble with hands, dribble with feet, kick, catch. Social skills: Co-operation, take turns, work safely, communication. Emotional skills: Perseverance, independence, determination, honesty. Thinking skills: Use tactics, comprehension. South Ribble Coach – Tots on Tyres Coaching South Ribble Coach – Dance From The Heart Session
Y1	Fundamentals In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to	Sending and Receiving In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given	Target Games In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering	Athletics In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance,	Gymnastics In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create	Team Building In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and

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	identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas. <u>National Curriculum link:</u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. <u>Physical skills:</u> Balance, jump, hop, run, speed, agility, dodge, skip, coordination. <u>Social skills:</u> Collaboration, work safely, support others. <u>Emotional skills:</u> Determination, self-regulation, honesty, perseverance. <u>Thinking skills:</u> Comprehension, select and apply skills. <u>Ball skills</u> In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using coordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and	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 to keep themselves and others safe. <u>National Curriculum link:</u> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. <u>Physical skills:</u> Roll, throw, catch, track, kick, receive with feet, send with racket. <u>Social skills:</u> Support others, communication. <u>Emotional skills:</u> Determination, honesty, independence. <u>Yoga</u> In this unit, pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, coordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils	the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills. <u>National Curriculum link:</u> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. <u>Physical skills:</u> Underarm throw, overarm throw. <u>Social skills:</u> Collaboration, leadership, work safely, encourage others. <u>Emotional skills:</u> Perseverance, honesty. <u>Thinking skills:</u> Comprehension, select and apply, creativity. <u>Invasion games</u> In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types	competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. <u>National Curriculum link:</u> Master basic movements including running, jumping and throwing. Develop balance, agility and coordination, and begin to apply these in a range of activities. <u>Physical skills:</u> Run, balance, agility, co-ordination, hop, jump, leap, throw. <u>Social skills:</u> Work safely, collaboration. <u>Emotional skills:</u> Perseverance, independence, honesty, determination. <u>Thinking skills:</u> Reflection, comprehension, select and apply skills. <u>Dance</u> In this unit, 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.	movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. <u>National Curriculum link:</u> Master basic movements as well as developing balance, agility and co-ordination. <u>Physical skills:</u> Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll. <u>Social skills:</u> Respect, collaboration, sharing, work safely. <u>Emotional skills:</u> Confidence, self-regulation, perseverance. <u>Thinking skills:</u> Comprehension, select and apply action, creativity. <u>Net and Wall games</u> In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and	problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success. <u>National Curriculum link:</u> Participate in team games, developing simple tactics. <u>Physical skills:</u> Run, jump, hit, balance, coordination. <u>Social skills:</u> Trust, communication, inclusion. <u>Emotional skills:</u> Determination, confidence. <u>Thinking skills:</u> Identify, comprehension, reflection, planning. <u>Striking and Fielding</u> In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games. <u>National Curriculum link:</u> Master basic movements including throwing and catching. Participate in team games, developing simple
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	small groups. Pupils will be able to explore their own ideas in response to tasks. <u>National Curriculum link:</u> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. <u>Physical skills:</u> Dribble with hands, roll, throw, catch, dribble with feet, track. <u>Social skills:</u> Communication, support others, co-operation. <u>Emotional skills:</u> Perseverance, honesty, determination. <u>Thinking skills:</u> Exploration, make decisions, comprehension, use tactics.	work independently, with a partner and small group. <u>National Curriculum link:</u> Master basic movements as well as developing balance, agility and co-ordination. <u>Physical skills:</u> Balance, strength, flexibility, co-ordination. <u>Social skills:</u> Move safely, listen to others, collaborate. <u>Emotional skills:</u> Concentration, focus, identify feelings. <u>Thinking skills:</u> Observation, copy and repeat, recognise, create, select and apply. <u>Thinking skills:</u> Comprehension, select and apply skills.	of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. <u>National Curriculum link:</u> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. <u>Physical skills:</u> Dribble, throw, catch, kick, receive, run, jump, change direction, change speed. <u>Social skills:</u> Supporting others, communication, co-operation, kindness. <u>Emotional skills:</u> Perseverance, confidence, honesty. <u>Thinking skills:</u> Comprehension, identifying strengths and areas for development, select and apply.	<u>National Curriculum link:</u> Perform dances using simple movement patterns. <u>Physical skills:</u> Actions, dynamics, space, relationships. <u>Social skills:</u> Respect, work safely, collaboration, communication. <u>Emotional skills:</u> Empathy, confidence, acceptance, determination, kindness. <u>Thinking skills:</u> Creativity, select and apply actions, copy and repeat actions, provide feedback, recall.	begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. <u>National Curriculum link:</u> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. <u>Physical skills:</u> Throw, catch, hit a ball, track a ball. <u>Social skills:</u> Support others, work safely, communication, cooperation. <u>Emotional skills:</u> Perseverance, independence, determination. <u>Thinking skills:</u> Comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making.	tactics for attacking and defending. <u>Physical skills:</u> Underarm throw, overarm throw, catch, track, bat. <u>Social skills:</u> Communication, collaboration, support and encourage others, kindness. <u>Emotional skills:</u> Manage emotions, honesty, perseverance. <u>Thinking skills:</u> Comprehension, use tactics, select and apply, decision making. <u>South Ribble Coach – Dance From The Heart Session</u>
Y2	<u>Fundamentals</u> In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work	<u>Fitness</u> In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for	<u>Athletics</u> In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to	<u>Dance</u> In this unit it pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.	<u>Gymnastics</u> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and	<u>Team Building</u> In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. 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. They also begin to use basic map skills.

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	collaboratively with others, taking turns and sharing ideas. <u>National Curriculum link:</u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. <u>Physical skills:</u> Run, speed, agility, dodge, balance, jump, hop, skip. <u>Social skills:</u> Collaboration, respect, take turns, communication, encourage others. <u>Emotional skills:</u> Determination, honesty, perseverance. <u>Thinking skills:</u> Comprehension, make decisions, creativity, use tactics, recall. <u>Ball Skills</u> In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.	longer periods of time. <u>National Curriculum link:</u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. <u>Physical skills:</u> Run, stamina, skip, co-ordination, agility, strength, balance. <u>Social skills:</u> Encourage others, communication. <u>Emotional skills:</u> Determination, perseverance. <u>Thinking skills:</u> Comprehension, identify strengths and areas for improvement. <u>Invasion Games</u> In this unit pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. <u>National Curriculum link:</u> Master basic movements including throwing and	develop. <u>National Curriculum link:</u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. <u>Physical skills:</u> Run, jump for distance, jump for height, throw for distance, throw for accuracy. <u>Social skills:</u> Communication, work safely, support others. <u>Emotional skills:</u> Determination, independence. <u>Thinking skills:</u> Comprehension, observe and provide feedback, explore ideas, select and apply skills. <u>Target Games</u> In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe,	They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. <u>National Curriculum link:</u> Perform dances using simple movement patterns. <u>Physical skills:</u> Actions, dynamics, space, relationships. <u>Social skills:</u> Respect, collaboration, work safely, communication. <u>Emotional skills:</u> Independence, confidence, perseverance, determination. <u>Thinking skills:</u> Provide feedback, comprehension, reflection, observation, creativity. <u>Yoga</u> In this unit pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group. <u>National Curriculum link:</u> Master basic movements as well as developing balance, agility and co-ordination.	directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. <u>National Curriculum link:</u> Master basic movements as well as developing balance, agility and co-ordination. <u>Physical skills:</u> Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll. <u>Social skills:</u> Leadership, work safely, respect. <u>Emotional skills:</u> Confidence, independence. <u>Thinking skills:</u> Select and apply actions, creativity. <u>Net and Wall Games</u> In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their	<u>National Curriculum link:</u> Participate in team games, developing simple tactics. <u>Physical skills:</u> Balance, jump, run, co-ordination. <u>Social skills:</u> Support and encourage others, communication, inclusion, trust, kindness. <u>Emotional skills:</u> Perseverance, confidence, determination, accepting. <u>Thinking skills:</u> Comprehension, identify strengths and areas for development, problem solving. <u>Striking and Fielding</u> In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games. <u>National Curriculum link:</u>
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	National Curriculum link: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Roll, track, dribble with feet, kick, throw, catch, dribble with hands. Social skills: Inclusion, communication, collaboration, leadership. Emotional skills: Independence, honesty, perseverance, determination. Thinking skills: Comprehension, select and apply skills, use tactics.	catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Dribble, throw, catch, kick, receive, run, jump, change direction, change speed. Social skills: Communication, kindness, support others, co-operation, respect, collaborate. Emotional skills: Empathy, perseverance, honesty, integrity, independence. Thinking skills: Creativity, select and apply, comprehension, problem solving, provide feedback.	learn how to score points and use simple tactics. National Curriculum link: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Roll, overarm throw, underarm throw, strike, dodge, jump. Social skills: Congratulate, support others, co-operation, kindness. Emotional skills: Manage emotions, honesty. Thinking skills: Identify areas of strength and areas for development, select and apply, comprehension, decision making.	Physical skills: Balance, flexibility, strength, co-ordination. Social skills: Respect, leadership, work safely, collaboration. Emotional skills: Confidence, perseverance, honesty, focus, identify feelings. Thinking skills: Create, select and apply, comprehension, decision making, reflection.	own games, showing respect and kindness towards their teammates and opponents. National Curriculum link: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Throw, catch, hit, track Social skills: Co-operation, respect, support others. Emotional skills: Perseverance, honesty. Thinking skills: Select and apply, reflection, decision making, comprehension.	Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Underarm throw, overarm throw, catch, track, bowl, bat. Social skills: Communication, encourage others, collaboration. Emotional skills: Honesty, perseverance, determination, acceptance. Thinking skills: Use tactics, comprehension, select and apply, decision making. South Ribble Coach – Dance From The Heart Session
Y3	Fundamentals 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	Gymnastics 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. National Curriculum link: Develop flexibility, strength,	Dance In this unit 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. National Curriculum link: Perform dances using a range of movement patterns.	Athletics 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. National Curriculum link:	Netball 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	Cricket 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

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	for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. <u>National Curriculum link:</u> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. <u>Physical skills:</u> Balance, run, dodge, hop, jump, skip. <u>Social skills:</u> Respect, collaboration, support and encourage others. <u>Emotional skills:</u> Determination, perseverance, honesty. <u>Thinking skills:</u> Select and apply, observation, provide feedback, comprehension. <u>Yoga</u> In this unit pupils learn to discover how yoga can help them to develop balance, strength and flexibility. Pupils learn and explore yoga poses that will challenge each of these and work independently and with others to create their own yoga flows with consideration to how the poses are sequenced. <u>National Curriculum link:</u> Develop flexibility, strength, technique, control and balance.	technique, control and balance. <u>Physical skills:</u> Point and patch balances, jumps, straight roll, barrel roll, forward roll. <u>Social skills:</u> Work safely, collaboration, supportive. <u>Emotional skills:</u> Perseverance, confidence, independence. <u>Thinking skills:</u> Observe and provide feedback, creativity, select and apply skills. <u>Ball Skills</u> 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. <u>National Curriculum link:</u> Use running, jumping, throwing and catching in isolation and in combination.	<u>Physical skills:</u> Actions, dynamics, space, relationships. <u>Social skills:</u> Share ideas, respect, collaboration, inclusion, leadership, work safely. <u>Emotional skills:</u> Confidence, acceptance, sensitivity, perseverance. <u>Thinking skills:</u> Select and apply actions, creativity, observe and provide feedback. <u>Dodgeball</u> 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. <u>National Curriculum link:</u> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <u>Physical skills:</u> Throw, catch, dodge, jump. <u>Social skills:</u> Respect, communication, collaboration. <u>Emotional skills:</u> Honesty, perseverance. <u>Thinking skills:</u>	Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. <u>Physical skills:</u> Sprint, jump for distance, push throw, pull throw. <u>Social skills:</u> Collaborate, work safely. <u>Emotional skills:</u> Perseverance, determination. <u>Thinking skills:</u> Observe and provide feedback, comprehension, explore technique. <u>Tag Rugby</u> 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. <u>National Curriculum link:</u> 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.	as evaluating their own and others' performances. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Throw, catch, change direction, change speed, shoot. <u>Social skills:</u> Communication, collaboration, support others. <u>Emotional skills:</u> Honesty and fair play, persevere, confidence. <u>Thinking skills:</u> Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply. <u>Swimming</u> 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	fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier. <u>Social skills:</u> Collaboration and communication, respect. <u>Emotional skills:</u> Perseverance, honesty, determination. <u>Thinking skills:</u> Observing and providing feedback, applying strategies. <u>Swimming</u> 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
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	Physical skills: Balance, flexibility, strength, co-ordination. Social skills: Collaboration, share ideas, work safely, support others. Emotional skills: Honesty, confidence, awareness of others, perseverance. Thinking skills: Comprehension, select and apply, identify areas of strength and areas for development, reflection.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Physical skills: Track, throw, catch, dribble, kick. Social skills: Communication, work safely, collaboration. Emotional skills: Perseverance, personal challenge, calmness, fairness. Thinking skills: Provide feedback, tactics, comprehension, reflection, make decisions.	Comprehension, make decisions, select and apply skills.	Physical skills: Throw, catch, run, change direction, change speed. Social skills: Support others, inclusion, communication, collaboration, respect. Emotional skills: Determination, honesty, independence, perseverance. Thinking skills: Decision making, comprehension, select and apply, reflection, identify strengths and areas for development.	skills and how to stay safe around water. National Curriculum link: All schools must provide swimming instruction either in key stage 1 or key stage 2. Physical skills: Submersion, float, glide, front crawl, backstroke, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. Social skills: Communication, support and encourage others, keep myself and others safe, collaboration. Emotional skills: Confidence, honesty, determination, independence, perseverance. Thinking skills: Comprehension, observe and provide feedback, tactics, select and apply skill.	to some personal survival skills and how to stay safe around water. National Curriculum link: All schools must provide swimming instruction either in key stage 1 or key stage 2. Physical skills: Submersion, float, glide, front crawl, backstroke, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. Social skills: Communication, support and encourage others, keep myself and others safe, collaboration. Emotional skills: Confidence, honesty, determination, independence, perseverance. Thinking skills: Comprehension, observe and provide feedback, tactics, select and apply skill. South Ribble Coach – Dance From The Heart Session
Y4	Gymnastics 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	Dance In this unit 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.	Hockey 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	Golf In this unit pupils develop 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 both co-operative and competitive	Athletics 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	Tennis 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

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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. <u>National Curriculum link:</u> Develop flexibility, strength, technique, control and balance. <u>Physical skills:</u> Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand. <u>Social skills:</u> Work safely, determination, collaboration, communication, respect. <u>Emotional skills:</u> Confidence, perseverance. <u>Thinking skills:</u> Observe and provide feedback, select and apply actions, creativity, evaluate and improve. <u>Swimming</u> 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	Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. <u>National Curriculum link:</u> Perform dances using a range of movement patterns. <u>Physical skills:</u> Actions, dynamics, space, relationships. <u>Social skills:</u> Co-operation, communication, inclusion, collaboration. <u>Emotional skills:</u> Confidence, empathy, determination. <u>Thinking skills:</u> Observe and provide feedback, select and apply skills, creativity, comprehension. <u>Swimming</u> 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	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. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Dribble, pass, receive, intercept, run, shoot. <u>Social skills:</u> Communication, collaboration, work safely, respect. <u>Emotional skills:</u> Honesty, perseverance, determination. <u>Thinking skills:</u> Decision making, select and apply, comprehension, identifying strengths and areas for development. <u>Swimming</u> 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	environments. 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. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Balance, co-ordination, striking. <u>Social skills:</u> Work safely, support and encourage others, collaboration, respect, communication. <u>Emotional skills:</u> Perseverance, determination, honesty. <u>Thinking skills:</u> Comprehension, observation, provide feedback, select and apply skills. <u>OAA</u> 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	learn how to persevere to achieve their personal best. <u>National Curriculum link:</u> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. <u>Physical skills:</u> Pace, sprint, jump for distance, throw for distance. <u>Social skills:</u> Collaboration, leadership. <u>Emotional skills:</u> Perseverance, determination, honesty. <u>Thinking skills:</u> Reflection, observing and providing feedback, exploring ideas, comprehension. <u>Football</u> In this unit pupils develop their understanding of the attacking and defending principles of invasion. 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	honest whilst playing to the rules. <u>National Curriculum link:</u> Use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <u>Physical skills:</u> Throwing, catching, forehand, backhand, rallying. <u>Social skills:</u> Co-operation, support and encourage others, collaboration, respect. <u>Emotional skills:</u> Perseverance, honesty, determination <u>Thinking skills:</u> Identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics. <u>Rounders</u> 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
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opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water. <u>National Curriculum link:</u> All schools must provide swimming instruction either in key stage 1 or key stage 2. <u>Physical skills:</u> Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <u>Social skills:</u> Communication, support and encourage others, keep myself and others safe, collaboration. <u>Emotional skills:</u> Confidence, honesty, determination, independence, perseverance. <u>Thinking skills:</u> Comprehension, observe and provide feedback, tactics, select and apply skill.	and how to stay safe around water. <u>National Curriculum link:</u> All schools must provide swimming instruction either in key stage 1 or key stage 2. <u>Physical skills:</u> Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <u>Social skills:</u> Communication, support and encourage others, keep myself and others safe, collaboration. <u>Emotional skills:</u> Confidence, honesty, determination, independence, perseverance <u>Thinking skills:</u> Comprehension, observe and provide feedback, tactics, select and apply skill.	introduced to some personal survival skills and how to stay safe around water. <u>National Curriculum link:</u> All schools must provide swimming instruction either in key stage 1 or key stage 2. <u>Physical skills:</u> Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. <u>Social skills:</u> Communication, support and encourage others, keep myself and others safe, collaboration. <u>Emotional skills:</u> Confidence, honesty, determination, independence, perseverance. <u>Thinking skills:</u> Comprehension, observe and provide feedback, tactics, select and apply skill.	symbols and drawing and following a route. <u>National Curriculum link:</u> Take part in outdoor and adventurous activity challenges both individually and within a team. <u>Physical skills:</u> Balance, run at speed, run over distance, co-ordination. <u>Social skills:</u> Communication, co-operation, collaboration. <u>Emotional skills:</u> Determination, resilience, honesty, trust, confidence. <u>Thinking skills:</u> Problem solving, evaluation, reflection, create, select and apply. <u>Swimming</u> 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. <u>National Curriculum link:</u> All schools must provide swimming instruction either in key stage 1 or key stage 2.	others' performances. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Dribble, pass, receive, track. <u>Social skills:</u> Co-operation, respect, communication. <u>Emotional skills:</u> Determination, honesty, persevere, independence. <u>Thinking skills:</u> Decision making, comprehension, select and apply, use tactics.	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. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat. <u>Social skills:</u> Collaboration, communication, co-operate, support and encourage others. <u>Emotional skills:</u> Honesty, fair play, confidence, determination. <u>Thinking skills:</u> Comprehension, select and apply skills, tactics, make decisions. South Ribble Coach – Scoot Safe
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				Physical skills: Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. Social skills: Communication, support and encourage others, keep myself and others safe, collaboration. Emotional skills: Confidence, honesty, determination, independence, perseverance. Thinking skills: Comprehension, observe and provide feedback, tactics, select and apply skill.		South Ribble Coach – Dance From The Heart Session
Y5	<u>Netball</u> 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. <u>National Curriculum link:</u> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate	<u>Dodgeball</u> 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. <u>National Curriculum link:</u> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles	<u>Football</u> 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. <u>National Curriculum link:</u> 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.	<u>Dance</u> In this unit 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. <u>National Curriculum link:</u> Perform dances using a range of movement patterns.	<u>Tag Rugby</u> 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. <u>National Curriculum link:</u> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games,	<u>Cricket</u> 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. <u>National Curriculum link:</u>

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and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Physical skills: Throw, catch, change direction, change speed, shoot. Social skills: Communication, collaboration, respect. Emotional skills: Honesty and fair play, pride, empathise, persevere. Thinking skills: Select and apply, decision making, comprehension. Yoga In this unit pupils learn poses that challenge their balance, flexibility and strength. They learn how to use their breath to hold poses, move within poses and transition from pose to pose. Pupils explore how to link poses to create a flow and develop leadership skills to create, refine and lead their own flow. National Curriculum link: Develop flexibility, strength, technique, control and balance. Physical skills: Balance, strength, flexibility, co-ordination. Social skills: Collaboration, communication, share ideas. Emotional skills:	suitable for attacking and defending. Physical skills: Throw, catch, dodge, block. Social skills: Collaboration, respect, leadership, communication. Emotional skills: Honesty, determination, confidence. Thinking skills: Make decisions, select and apply tactics. Gymnastics 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. National Curriculum link: Develop flexibility, strength, technique, control and balance. Physical skills: Symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand.	Physical skills: Dribble, pass, receive, track, tackle. Social skills: Communication, respect, collaboration, co-operation. Emotional skills: Honesty, persevere, determination. Thinking skills: Assess, explore, decision making, select and apply. OAA In this unit pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes across a course. National Curriculum link: Take part in outdoor and adventurous activity challenges both individually and within a team. Physical skills: Balance, co-ordination, run at speed, run over distance. Social skills: Negotiation, communication,	Physical skills: Actions, dynamics, space, relationships. Social skills: Collaboration, consideration and awareness of others, inclusion, respect, leadership. Emotional skills: Empathy, confidence, perseverance. Thinking skills: Creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills. Handball 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. National Curriculum link: 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.	modified where appropriate and apply basic principles suitable for attacking and defending. Physical skills: Throw, catch, run, change direction, change speed. Social skills: Communication, support others, collaboration. Emotional skills: Honesty and fair play, confidence, determination, trust. Thinking skills: Decision making, comprehension, reflection, identify strengths and areas for development. Athletics 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. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay,	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. Physical skills: Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting. Social skills: Collaboration, communication, respect. Emotional skills: Honesty, perseverance. Thinking skills: Observation, provide feedback, select and apply skills, tactics, assessing. Badminton 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
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	Independence, confidence, perseverance, acceptance. Thinking skills: Comprehension, provide and use feedback, reflection, select and apply, creativity	Social skills: Work safely, support others, collaboration. Emotional skills: Confidence, perseverance, resilience, determination. Thinking skills: Observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences.	leadership, work safely. Emotional skills: Empathy, confidence, resilience. Thinking skills: Problem solving, reflect, critical thinking, select and apply, comprehension. South Ribble Coach – Dance From The Heart Training Session	Physical skills: Throw, catch, run, dribble, shoot, change direction, change speed. Social skills: Communication, kindness, respect, collaboration. Emotional skills: Confidence, honesty and fair play, determination, perseverance. Thinking skills: Select and apply, decision making, problem solving, comprehension, reflection.	triple jump, shot put and javelin. National Curriculum link: Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Physical skills: Pace, sprint, relay changeovers, jump for distance, push throw, pull throw. Social skills: Collaboration, negotiation, communication, supporting others. Emotional skills: Perseverance, confidence, concentration, determination. Thinking skills: Observing and providing feedback, selecting and applying, comprehension.	against. National Curriculum link: 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. Physical skills: Underarm clear, overarm clear, serving, rallying. Social skills: Collaboration, communication, respect, encouragement. Emotional skills: Perseverance, patience, honesty. Thinking skills: Using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection. South Ribble Coach – Dance From The Heart Training Session
Y6	Basketball 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	Gymnastics 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	Dance In this unit 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	Athletics 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	Golf 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	Tennis 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

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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. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Run, jump, throw, catch, dribble, shoot. <u>Social skills:</u> Collaboration, communication, co-operation, respect. <u>Emotional skills:</u> Honesty and fair play, confidence, persevere. <u>Thinking skills:</u> Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development. <u>Hockey</u> 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	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. <u>National Curriculum link:</u> Develop flexibility, strength, technique, control and balance. <u>Physical skills:</u> Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight. <u>Social skills:</u> Work safely, collaboration, communication, respect. <u>Emotional skills:</u> Independence, confidence, determination. <u>Thinking skills:</u> Observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences. <u>Yoga</u> In this unit 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	keeping others safe and will have the opportunity to lead others through short warm ups. <u>National Curriculum link:</u> Perform dances using a range of movement patterns. <u>Physical skills:</u> Actions, dynamics, space, relationships. <u>Social skills:</u> Share ideas, collaboration, support, communication, inclusion, respect, leadership. <u>Emotional skills:</u> Confidence, self-regulation, perseverance, determination, integrity, empathy. <u>Thinking skills:</u> Creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills. <u>Fitness</u> 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.	develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put. <u>National Curriculum link:</u> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. <u>Physical skills:</u> Pace, sprint, jump for distance, push throw, fling throw. <u>Social skills:</u> Negotiating, collaborating, respect. <u>Emotional skills:</u> Empathy, perseverance, determination. <u>Thinking skills:</u> Observing and providing feedback, comprehension. <u>Volleyball</u> 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	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. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Balance, co-ordination, striking. <u>Social skills:</u> Work safely, support and encourage others, collaboration. <u>Emotional skills:</u> Perseverance, self-regulation, patience, honesty. <u>Thinking skills:</u> Analysis, select and apply skills. <u>OAA</u> 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	whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying. <u>Social skills:</u> Support and encourage others, co-operation, collaboration, respect. <u>Emotional skills:</u> Honesty, perseverance. <u>Thinking skills:</u> Comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development. <u>Rounders</u> 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,
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	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. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Dribble, pass, receive, tackle, intercept, run, shoot. <u>Social skills:</u> Communication, collaboration, respect, support others. <u>Emotional skills:</u> Perseverance, honesty and fair play, determination. <u>Thinking skills:</u> Identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection.	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. <u>National Curriculum link:</u> Develop flexibility, strength, technique, control and balance. <u>Physical skills:</u> Balance, strength, flexibility, co-ordination. <u>Social skills:</u> Respect, co-operate leadership, communication, share ideas, work safely. <u>Emotional skills:</u> Focus, concentration, confidence, independence, determination. <u>Thinking skills:</u> Identify, create, select and apply actions, observe and provide feedback.	<u>National Curriculum link:</u> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. <u>Physical skills:</u> Agility, balance, co-ordination, speed, stamina, strength. <u>Social skills:</u> Support and encourage others, collaboration. <u>Emotional skills:</u> Perseverance, determination. <u>Thinking skills:</u> Observation, analysis, comprehension. South Ribble Coach – Dance From The Heart Training Session	people they play with and against. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Throw, catch, set, dig, serve, rally. <u>Social skills:</u> Communication, respect, support and encourage others. <u>Emotional skills:</u> Perseverance, honesty, determination. <u>Thinking skills:</u> Using tactics, select and apply skills, identify strengths and areas for development, reflection.	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. <u>National Curriculum link:</u> Take part in outdoor and adventurous activity challenges both individually and within a team. <u>Physical skills:</u> Balance, co-ordination, run at speed, run over distance. <u>Social skills:</u> Communication, collaboration, inclusion, leadership, work safely. <u>Emotional skills:</u> Confidence, honesty, trust. <u>Thinking skills:</u> Evaluation, reflection, problem solving, comprehension, select and apply.	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. <u>National Curriculum link:</u> 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. <u>Physical skills:</u> Throw, catch, bowl, bat, field. <u>Social skills:</u> Communication, collaboration, respect, co-operation. <u>Emotional skills:</u> Honesty, self-regulation, sportsmanship. <u>Thinking skills:</u> Select and apply skills, reflection, assess, tactics. <u>Swimming</u> This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their
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