| EYFS | KS1 | KS2 |
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| Early Learning Goals - Children at the expected level of development will:<br><br>○ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary<br>○ Express their ideas and feelings about their experiences using full sentences<br>○ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly<br>○ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.<br>○ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge<br>○ Explain the reasons for rules, know right from wrong and try to behave accordingly<br>○ Work and play cooperatively and take turns with others<br>○ Negotiate space and obstacles safely, with consideration for themselves and others;<br>○ Demonstrate strength, balance and coordination when playing<br>○ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.<br><br>**Pupils should be taught to:**<br><br>○ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities<br>○ participate in team games, developing simple tactics for attacking and defending<br>○ perform dances using simple movement patterns. | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.<br><br>**Pupils should be taught to:**<br><br>○ use running, jumping, throwing and catching in isolation and in combination<br>○ play competitive games, modified where appropriate[for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending<br>○ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br>○ perform dances using a range of movement patterns<br>○ take part in outdoor and adventurous activity challenges both individually and within a team<br>○ compare their performances with previous ones and demonstrate improvement to achieve their personal best |

| Purpose of study: | Aims: |
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| A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. | The national curriculum for physical education aims to ensure that all pupils:<br>○ develop competence to excel in a broad range of physical activities<br>○ are physically active for sustained periods of time<br>○ engage in competitive sports and activities<br>○ lead healthy, active lives. |

TEAM KICK START

| EYFS | Lesson Objectives | Overview | Key Skills | | Key success criteria |
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| Playing fair | - To work with a partner and grow in confidence<br>- To show an awareness of others and keep myself safe<br>- To persevere with new challenges<br>- To work with others and take turns<br>- To work in a team in order to try and hit a target<br>- To keep trying, even though the skills are new and challenging for me<br>- To be brave and continue to try new activities | Our 'Playing fair' unit aims to develop the social skills needed to play cooperatively and take turns, along with the bravery and curiosity that comes with trying new things. These are important aspects of whole child development in PE.<br><br>Within this unit, children will have lots of opportunities to work together and develop the key skills needed in order to participate and thrive in PE. These skills will be the fundamental building blocks along their movement journeys. | HEAD | Tactics, strategy, formation, game plan, forward thinking | - Understand that PE is practice<br>- Be kind to others when you win<br>- Praise the other team/person when you lose<br>- Enjoy the game regardless of the outcome<br>- Use the skills you learn during playtime<br>- Play fair, share equipment and choose kind words |
| | | | HEART | Perseverance, collaboration, cooperation, honesty, teamwork, work safely, bravery, leadership, support others, determination, independence | |
| | | | HANDS | Roll, control a rolling ball, throw, bounce, catch, dribble in a variety of ways, pass | |
| Exploring games together | - To develop running and stopping<br>- To explore different ways of running past defenders<br>- To challenge myself and try the more difficult option<br>- To understand that in some games I will get caught and I can use this to help me improve<br>- To understand more difficult rules of the game<br>- To explore different ways to travel whilst using equipment | Our 'Exploring games together' theme places special emphasis on children's fundamental movement skills. Children will develop their understanding around when, how and why to move in order to evade and eliminate defenders.<br><br>Within this theme, children will have lots of opportunities to work on attacking and defending with the hope of transferring these skills into more complicated Invasion games. It will provide children with the opportunity to develop their understanding of space, whilst working on their speed and direction | HEAD | Creativity, decision making, exploration, understanding, rules, discussions | - Understand that other children's happiness is as important as yours<br>- Laugh lots and enjoy getting better<br>- Keep going when your task gets difficult<br>- When you get something right, share the secret to success with your friends<br>- Share and explain your ideas to each other |
| | | | HEART | Honesty, determination, respect, collaboration, cooperation, confidence, understanding, | |
| | | | HANDS | Run, jump, hop, balance, agility, throw, catch, pass, hop, dodge, leap | |
| Practising different movements | - To move safely with and around others<br>- To take turns with my group ensuring we all have fun | Our 'Practising different movements' unit places special emphasis on developing children's fundamental movement skills. Children will have | HEAD | Comprehension, creativity, decision making, select and apply, reflection | - Use different body parts to travel on |

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| | - To be able to create shapes whilst on apparatus<br>- To use my own ideas of fun ways to travel around, over and through equipment<br>- To create a short sequence using different actions<br>- To work with a partner and create a short sequence | the opportunity to develop their understanding of simple fun gym shapes, actions, and sequences.<br><br>Within this unit, children will work in small groups and explore different floor exercises, work on body management and have the opportunity to explore different equipment. | HEART | Work safely, collaboration, share and take turns, determination, confidence, communication, work safely, cooperation, leadership, independence, perseverance, confidence | - Use different levels when travelling<br>- Listen to your partner and use their ideas<br>- Be brave when performing your sequence<br>- Be creative when making your shapes |
| | | | HANDS | Shapes, balances, jumps, rocking, rolling, rock and roll, progressions of a forward roll, travelling | |
| Passing and moving skills | - To aim when throwing and practise keeping score<br>- To share equipment and work nicely with my team<br>- To work co-operatively as a team<br>- To support and encourage my teammates whether we win or lose<br>- To work with others whilst playing team games<br>- To throw, catch and score with my teammates | Our 'Passing and moving skills' unit places special importance on developing children's hand eye coordination. Children will be encouraged to work in collaboration with their classmates in a variety of activities that involve sending and receiving an object, with the skills of when, why and how at the forefront. Within this unit, children will have lots of opportunities to develop an understanding of how to play games with different rules, challenges and equipment. Games played will put children into situations where success will be defined by how well they connect with classmates in order to reach a common goal. | HEAD | Comprehension, decision making, reflection | - Understand that ideas take time to develop<br>- Encourage your teammates to try their best<br>- Keep going when things get difficult<br>- Experiment new ideas in order to make progress<br>- Listen and respect your classmates' ideas<br>- Understand that a mistake is one step closer to success |
| | | | HEART | Perseverance, honesty, determination, manage emotions, Communication, help others, respect, take turns, cooperation | |
| | | | HANDS | Run, balance, change direction, throw, catch, strike | |
| Sharing equipment (Games) | - To share equipment and play nicely with our classmates<br>- To work in small groups with limited equipment<br>- To make up a game with our partner<br>- To explore different skills needed when hitting a ball with a racket<br>- To choose and use different equipment with our classmates<br>- To decide which equipment we like best and show our skills | Our 'Sharing equipment' theme hopes to give children ownership of their learning. They will have the opportunity to choose and use different equipment and then work on their skills in order to improve performance.<br><br>Within this unit, children will build on prior learning whilst exploring skill development and progress. | HEAD | Select and apply actions, comprehension, reflection, make decisions, creativity | - Be kind and play with a smile on your face<br>- Use kind words<br>- Share small spaces with others<br>- Be safe when using new equipment<br>- Be creative when playing |
| | | | HEART | Independence, perseverance, confidence, honesty, confidence, perseverance, determination | |
| | | | HANDS | Run, jump, hop, crawl, throw, balance, catch | |

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| Inventing moves together (Dance) | - To explore different body parts and how they move<br>- To choose my own actions in response to a task<br>- To express and communicate ideas through movement<br>- To be brave when sharing ideas<br>- To create movements and adapt and perform simple dance patterns<br>- To move with control and coordination | Our 'Inventing moves together' theme places emphasis on children's social skills whilst playing whilst moving. Children will have the opportunity to invent and lead their own activities whilst also learning and understanding the importance of listening to others' ideas and following their lead.<br><br>Within this unit, children will benefit from working with a variety of partners and moving to different types of music. | HEAD | Comprehension, give feedback, observe, decision making, be creative, recall, independence, confidence | - Move in a way that makes you smile<br>- Move at the same time as your partner<br>- Share ideas and move in rhythm with the music<br>- Be respectful of your partner's ideas<br>- Praise your classmates for showing bravery |
| | | | HEART | Work safely, collaboration, confidence, independence, respect | |
| | | | HANDS | Mirror, sequence, actions, space, agility, balance coordination | |
| **Year 1** | | **Overview** | **Key Skills** | | **Key success criteria** |
| Fairness and respect (+) | - To apply motor skills and hand eye coordination<br>- To apply simple tactics for attacking and defending<br>- To develop our hand eye coordination during game play<br>- To work towards becoming better at losing and winning<br>- To understand that losing can help us to make progress<br>- To show kindness to others whether we win or lose | Our 'Fairness and Respect' theme develops fundamental movement skills through simple competitive and cooperative games. Pupils learn to follow rules, take turns and understand that winning and losing are part of learning. The unit builds confidence, physical competence and positive attitudes to participation, with a clear emphasis on kindness, respect and learning from mistakes. | HEAD | Rules and tactics, decision making, spatial awareness, recognising success and identifying how to improve | - Understand that PE is practice<br>- Be kind to others when you win<br>- Praise the other team/person when you lose<br>- Enjoy the game regardless of the outcome<br>- Use the skills you learn during playtime<br>- Play fair, share equipment and choose kind words |
| | | | HEART | Fairness, respect, honesty, kindness, perseverance, self-regulation and supporting others | |
| | | | HANDS | Running, changing direction, balance, agility, coordination, rolling, throwing, catching and object control | |

TEAM KICK START

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| Playing with others<br>(Invasion games) | - To Identify and apply the roles of attackers and defenders.<br>- To select the most effective passing option in different situations.<br>- To move the ball forward with control towards the goal.<br>- To support attacking play through effective movement and communication.<br>- To create and use space to maintain possession.<br>- To mark opponents effectively to regain possession. | Our 'Playing with others' unit aims to develop the children's hand eye coordination and gross motor skills. Children will work in collaboration with classmates to explore a variety of ways of sending and receiving different objects.<br><br>We aim to use this unit as a tool to introduce challenge, competition and collaboration, in the hope that children begin to understand PE is practice and making progress is paramount. | HEAD | Use tactics, comprehension, select and apply, decision making | - Understand that other children's happiness is as important as yours<br>- Laugh lots and enjoy getting better<br>- Keep going when your task gets difficult<br>- When you get something right, share the secret to success with your friends<br>- Share and explain your ideas to each other |
| | | | HEART | Honesty, perseverance, determination, acceptance, communication, encourage others, collaboration | |
| | | | HANDS | Underarm throw, overarm throw, catch, track, bowl, bat | |
| Moving with control<br>(Gymnastics) | - To explore travelling movements<br>- To develop and link travelling movements<br>- To try your hardest when performing and linking shapes<br>- To collaborate with a partner to create shapes<br>- To choose travelling actions and balances to link together<br>- To use what I know to make a sequence with a partner | The 'moving with control' unit will give children the opportunity to develop and enjoy different stability skills. Children will explore how and when to link these together whilst creating a performance.<br><br>Children will work individually and in small groups, in order to experiment with different stimuli, equipment and tasks. | HEAD | Comprehension, decision making, creativity | - Use different body parts to travel on<br>- Use different levels when travelling<br>- Listen to your partner and use their ideas<br>- Be brave when performing your sequence<br>- Be creative when making your shapes |
| | | | HEART | Confidence, self-regulation, perseverance, respect, collaboration, sharing, work safely | |
| | | | HANDS | Travelling actions, point balances, gym shapes, landing, turning, bending, hanging, stretching | |
| Ways to move<br>(Fundamentals) | - To explore balance, stability and landing safely<br>- To explore how the body moves differently when running at different speeds.<br>- To explore changing direction and dodging<br>- To explore jumping, hoping and skipping actions<br>- To explore coordination and combination jumps<br>- To explore combination jumping and skipping in a individual rope. | Our 'Ways to move' theme will give children the opportunity to work on developing their locomotor skills through a variety of team games. The aim is to build on children's ability to move well, alone or in relation to teammates. Team games will be the focus whilst placing paramount importance on everyone having a part to play.<br>Most games will require children to work together when moving and to solve challenges when defending or attacking. | HEAD | Comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making | - Understanding when and where to move when evading defenders<br>- Keep going when you're feeling tired<br>- Using a variety of jumps and landings<br>- Make a plan with your teammates<br>- Be positive and cheer on your teammates<br>- Demonstrate the difference between attack and defence |
| | | | HEART | Support others, work safely, communication, cooperation, perseverance, independence, determination | |
| | | | HANDS | roll, walk, run, leap, jump, dodge, gallop, skip, bounding, hopping | |

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| Throwing and catching games (Sending and receiving) | - To develop throwing towards a target<br>- To develop receiving and tracking skills<br>- To develop sending and receiving with your feet<br>- To develop throwing and catching skills over a short distance<br>- To develop throwing and catching over a longer distance<br>- To apply sending and receiving skills to small games. | Our 'Throwing and catching games' theme will allow children the opportunity to use prior learning along with their original ideas in order to create, play and compete in new games. We also want our children to feel confident enough to lead, develop and express those ideas to others.<br><br>Within this theme we hope to put the children into situations where they take ownership of their learning. Children will be able to experiment with different equipment, work with different children and also experience new games. | HEAD | Comprehension, identifying strengths and areas for development, select and apply | - Understand that ideas take time to develop<br>- Encourage your teammates to try their best<br>- Keep going when things get difficult<br>- Experiment new ideas in order to make progress<br>- Listen and respect your classmates' ideas<br>- Understand that a mistake is one step closer to success |
| | | | HEART | Perseverance, confidence, honesty ,supporting others, communication, cooperation, kindness | |
| | | | HANDS | Dribble, throwing, catching, kicking, receiving, striking, carrying, trapping, bouncing | |
| Teamwork makes the dreamwork (Team building) | - To cooperate with a partner to complete challenges<br>- To explore and develop working as a team<br>- To develop communicating, listening and sharing skills<br>- To communicate clearly and lead my partner during activities<br>- To plan with a partner/small group and complete challenges<br>- To use teamwork skills to work as a group to solve problems | Our 'Teamwork makes the dreamwork' learning theme will give the children the opportunity to explore the feelings attached to working with others and in small teams.<br><br>Within this unit we will place special emphasis on sharing equipment, working together and being a small part of a bigger team. | HEAD | Reflection, comprehension, decision making | - Be kind and caring<br>- Communicate positively<br>- Listen and learn<br>- When leading, think of your teammate's feelings<br>- Work together to achieve your goal<br>- Be open to trying new things |
| | | | HEART | Communication, honesty, determination, work safely, perseverance, collaboration | |
| | | | HANDS | Run, balance, agility, coordination, hop, leap, jump, throw, catch | |

| Year 2 | | Overview | Key Skills | | Key success criteria |
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| Fundamentals in games (Invasion Games) | - To understand possession and support a teammate<br>- To understand scoring as an attacking skill and explore ways to do it | Our 'Fundamentals in games' theme aims to develop children's understanding of attacking and defending strategies. We want our children to enjoy implementing these skills in our modified games. | HEAD | Creativity, select and apply, comprehension, problem solving, provide feedback | - Move into space and communicate with your teammates<br>- Be resilient and keep trying |

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| | - To understand that stopping goals is a defending skill and explore ways to do this<br>- To explore how to gain possession<br>- To understand marking an opponent as a defending skill<br>- To apply simple tactics for attacking and defending | The children will have the opportunity to develop their knowledge of invasion games and experiment with different game formats, rules and scoring systems. | HEART | Communication, kindness, support others, cooperation, respect, collaborate , empathy, perseverance, honesty, integrity, independence | - Learn from mistakes and use what you have learnt<br>- Pass and move<br>- When marking, be like super glue<br>- Be creative and try new things |
| | | | HANDS | Dribble, throw, catch, kick, receive, run, jump, change direction, change speed | |
| Practice makes better<br>(Striking and fielding games) | - To consider how much power to apply when aiming at a target<br>- To understand and explore different ways to score with your hands<br>- To develop striking towards a target<br>- To develop hitting a moving target<br>- To select and apply the appropriate skill in order to hit the target<br>- To use what I know to improve my chances of being successful | Our 'Practice makes better' theme aims to help children recognise the connection between understanding, repetition, enjoyment and progress.<br><br>The children will participate in a variety of activities which aim to improve their understanding of teamwork, striking and fielding and winning and losing. | HEAD | Balance, jump, run, coordination, throw, catch, hit, track | - Track your progress and be proud<br>- Cheer and clap when your classmates are successful<br>- Keep trying especially when you find things difficult<br>- Be brave and try new games<br>- Share ideas with your friends to make improvements<br>- Reflect on your PE journey and be happy with your skill level |
| | | | HEART | Congratulate, support others, cooperation, kindness, manage emotions, honesty | |
| | | | HANDS | Comprehension, identify strengths and areas for development, problem solve | |
| Simple movement patterns<br>(Gymnastics) | - To explore different movements that pupils can link together<br>- To develop the different movements that pupils can link together on apparatus<br>- To explore different ways you can perform a sequence, jump, roll and balance.<br>- To develop different ways you can perform a sequence on apparatus, jump, roll and balance<br>- To use what you know to create your own sequence<br>- To perfect and perform your sequence | Our 'Simple movement patterns' theme will allow children the opportunity to delve deeper into the fundamental ABC skills. Our aim is to allow the children to experiment with Gymnastics and movement in order to make progress with their agility, balance and coordination.<br><br>Children will work in small groups to explore different movements, solve different tasks and challenge each other to learn difficult sequenced movements. | HEAD | Select and apply, creativity, mirror, core strength, balance, agility, coordination | - Try the task alone before asking for help<br>- Be respectful when watching our classmates performance<br>- Work with a partner and share ideas<br>- Work safely around others<br>- Be confident when sharing ideas<br>- Share my ideas on how to make improvements |
| | | | HEART | Confidence, independence, Leadership, work safely, respect | |
| | | | HANDS | Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll | |

TEAM KICK START

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| Fundamental movement skills<br>(Athletics) | - To run fast and develop sprinting<br>- To develop jumping further<br>- To develop jumping higher<br>- To develop throwing for distance<br>- To develop for accuracy<br>- To select and apply knowledge and technique in an athletics carousel | Our 'Fundamental movement skills' theme aims to use a range of tag activities to support the development of movement speed, as well as children's basic understanding of simple tactics around defending and attacking.<br><br>Children will work in teams to develop their knowledge of movement, where the key elements are running, dodging and tagging. | HEAD | Observe and provide feedback, comprehension, explore technique | - Running as fast as you can<br>- Sharing small spaces with your classmates<br>- Encouraging others to run fast<br>- Trying your best and not giving up<br>- Jumping high and landing safely<br>- Throwing so your partner can catch<br>- Catching with your W hands or soup bowl hands |
| | | | HEART | Determination, perseverance, collaborate, work safely | |
| | | | HANDS | Sprint, jump for distance, push throw, pull throw dodge, side step, agility, balance, coordination | |
| Hands and feet<br>(Ball skills) | - To develop rolling to hit a target<br>- To understand how to score using overarm and underarm throws<br>- To develop dribbling a ball with your feet<br>- To develop dribbling with your hand<br>- To develop throwing and catching<br>- To develop kicking a ball | The 'hands and feet' unit aims to develop children's ball skills over a longer period of time. They will explore dribbling with different types of equipment and using different parts of their bodies to develop object control.<br><br>This focused approach allows pupils to identify any areas of interest and success and therefore transfer these skills into any given invasion game. | HEAD | Identify areas of strength and areas for development, select and apply, comprehension, decision making | - Stay calm and look for space<br>- Have fun and help others to have fun<br>- Use soft hands, soft knees, and soft feet<br>- Ask for help when needed and help others who are struggling<br>- Being open to trying new games<br>- Taking learning from PE into playtime |
| | | | HEART | Manage emotions, honesty, congratulate, support others, cooperation, kindness | |
| | | | HANDS | Dribbling, controlling, overarm throw, underarm throw, strike, dodge, jump | |
| Team games<br>(Team building) | - To understand and follow instructions, and work with others<br>- To cooperate and communicate in a small group to solve challenges<br>- To create a plan with my group to solve challenges<br>- To communicate effectively and develop trust | Our 'Team Games' theme develops communication, cooperation and trust through accessible team-building challenges.<br><br>Pupils learn to listen, share ideas, make simple plans and solve problems together. Physical challenges develop agility, balance, coordination and simple sending and receiving skills while helping pupils understand how their | HEAD | Problem solving, planning, decision making, following instructions, simple tactics and reflection | - Helping teammates and seeking help from teammates<br>- Sacrificing yourself to help the team<br>- Keeping self and others motivated<br>- Competing respectfully |
| | | | HEART | Communication, trust, cooperation, honesty, perseverance, encouragement, turn-taking and inclusion | |

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| | - To use teamwork skills to solve problems<br>- To work with my group to copy and create a map | contribution supports the success and safety of the whole team. | HANDS | Running, changing direction, balance, agility, coordination, throwing, catching and controlled movement | - Encouraging others to be the best version of themselves<br>- Taking turns, listening to each other and sharing ideas<br>- Leading and being led by others |

| Year 3 | | Overview | Key Skills | | Key success criteria |
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| Working together<br>(YOPPE) | - To work with a partner to reach your maximum speed<br>- To work together to choose a game, compete with each other, and win and lose gracefully<br>- To work collaboratively to chase and trap others in a tag game<br>- To work together to devise tactics and communicate while competing<br>- To work together with your teammates and opponents to play a competing team game fairly and resolve disputes<br>- To explore working as a team and following rules | Our 'Working Together' theme develops pupils' ability to collaborate and compete positively in increasingly challenging games. Pupils take on different roles, communicate ideas, devise simple tactics, follow agreed rules and resolve minor disputes fairly.<br><br>The unit builds a strong team ethic while developing movement, agility and game skills that pupils can apply in competitive and cooperative situations. | HEAD | Selecting and applying tactics, decision making, understanding roles and rules, problem solving and evaluating what works | - Sharing equipment and space with others<br>- Working with a range of different partners<br>- Taking turns, listening to each other and sharing ideas<br>- Playing fairly, keeping score and following rules<br>- Playing larger group games and devising tactics together<br>- Leading others and being led by others<br>- Competing against each other<br>- Resolving disputes |
| | | | HEART | Trust, resilience, respect, communication, cooperation, fair play, perseverance and valuing everyone's contribution | |
| | | | HANDS | Running, dodging, changing speed and direction, throwing, catching, moving into space and maintaining possession | |
| Challenging Yourself<br>(YOPPE) | - To work with a partner to adjust an activity to make it more challenging.<br>- To measure your own success and challenge yourself in a competitive game.<br>- To try to achieve a personal best as a team and recognise the effect of a team challenge on motivation and engagement. | Our 'Challenging Yourself' theme aims to focus on the attitude, skills and interactions needed to 'beat your own score' or 'achieve your personal best', either individually or as part of a team. A key part to this theme is also supporting and encouraging others to do the same.<br><br>This unit will build children's understanding around adjusting PE tasks to suit children's own level of confidence and perceived ability. We will also explore | HEAD | Observe and provide feedback, comprehension, find what works for you | - Making task more difficult<br>- Creating and using a scale of different difficulty levels<br>- Measuring a personal best score and demonstrating improvement |
| | | | HEART | Determination, perseverance, collaborate, work together | |

TEAM KICK START

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| | - To support each other to choose more difficult options.<br>- To design a scoring system which challenges you to try harder tasks.<br>- To achieve a personal best as an individual within a team game. | how feelings like excitement, focus, boredom, determination and fulfilment change when we have the autonomy to amend the level of difficulty. | **HANDS** | Sprint, jump, push, throw, pull throw | - Being brave and trying something more difficult<br>- Challenging yourself in competitive games<br>- Achieving a personal best as an individual within a team<br>- Supporting each other to choose more difficult options |
| Individual and Group Challenges | - To be able to create interesting point and patch balances<br>- To develop stepping into shape jumps with control<br>- To develop the straight, barrel and forward roll<br>- To be able to transition smoothly into and out of balances<br>- To create a sequence with matching and contrasting actions and shapes<br>- To create a partner sequence using equipment | Our 'Individual and Group Challenges' theme will allow children the opportunity to set targets and work on achieving their goal within a gymnastics context.<br><br>Children will enjoy a variety of activities ranging from climbing, balancing on equipment and sequences. The purpose of this theme is to encourage children to find joy in having ownership of their learning, whilst also understanding how their choices affect others' experience. | **HEAD** | Observe and provide feedback, creativity, decision making | - Share ideas and work on a plan to achieve a goal<br>- Being creative as an individual and as part of a team<br>- Sharing ideas and sharing equipment<br>- Communicating positively<br>- Leading and being led with a positive mindset<br>- Taking responsibility of our own learning |
| | | | **HEART** | Perseverance, confidence, independence, work safely, collaboration | |
| | | | **HANDS** | Point balances, jumps, rolls, core strength, climbing, agility, coordination | |
| Running Throwing and Catching Skills<br>(Athletics, ball skills, YOPPE | - To run, jump and dodge over and around moving objects<br>- To develop change over techniques in relay events<br>- To develop jumping technique in a range of approaches and take off positions.<br>- To develop throwing for distance and accuracy<br>- To develop throwing for distance in a pull through<br>- To develop tracking and catching skills | Our 'Running, throwing and catching skills' theme aims to develop children's running, throwing and catching skills within the context of modified games. The focus of each lesson will be to allow lots of repetition whilst putting the children in situations where they have to make decision around the how, when and why in game situations.<br><br>Running, throwing and catching are key movements in children's physical activity journey. Within this unit children will have the opportunity to work on these skills within the context of games where the picture is continuously changing. | **HEAD** | Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply | - Changing speed and direction accordingly<br>- Being ready, reacting fast<br>- Throwing for accuracy<br>- Catching on the move and in space<br>- Catching whilst being defended<br>- Throwing into space so a teammate can gather the ball<br>- Throwing and catching in pressurised situations |
| | | | **HEART** | Determination, honesty, independence, support others, perseverance, include others, communicate, collaboration, respect | |
| | | | **HANDS** | Throw, catch, change direction, change speed, shoot, dribble, pass, receive, intercept, run | |

TEAM KICK START

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| Team challenges (OAA) | - To develop cooperation and teamwork skills<br>- To develop trust and teamwork<br>- To involve all team members to work towards a shared goal<br>- To develop trust whilst listening to others and following instructions<br>- To identify objects, draw and follow simple maps<br>- To draw a route using directions, orientate a map and navigate around a grid | Throughout this learning theme, pupils will develop their teamwork, communication and problem-solving skills through a variety of engaging outdoor and adventurous activities. Working independently, in pairs and as part of a small group, they will plan, explore, test ideas and reflect on their experiences to solve a range of practical challenges. As they progress through the unit, pupils will learn the importance of cooperation, trust and inclusion, recognising how these qualities contribute to successful teamwork.<br><br>Children will also develop their orienteering skills by learning how to interpret simple maps, recognise key map features and use directional language to plan and follow routes. They will gradually build confidence in orientating maps, navigating around a grid and making informed decisions while working collaboratively to complete challenges. | HEAD | Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply | - Communicates and collaborates effectively to solve challenges.<br>- Demonstrates trust and cooperation within a team.<br>- Contributes positively towards a shared team goal.<br>- Follows instructions and adapts strategies effectively.<br>- Plans and follows routes using simple maps.<br>- Navigates confidently using maps and directional skills. |
| | | | HEART | Honesty, fair play, persevere, confidence, communication, collaboration, support others | |
| | | | HANDS | Balance, coordination, run, change direction, change speed, run over distance | |
| Around The World | - To try to achieve a personal best as an individual within a team game<br>- To improve my personal best by using effective movement and decision making<br>- To work cooperatively while learning a game from another culture<br>- To improve teamwork and communication during Tapu ae<br>- To learn and apply basic rules of Kabaddi<br>- To use simple attacking and defending skills in kabaddi | Our 'Around the world' theme was designed in order to introduce children to new and exciting games they may never have played before. Helping children to understand how and why different games are played in different parts of the world.<br><br>Within this unit, we will be focusing on an invasion game called Tchoukball, a fast paced game which originated in Switzerland. Children will develop their movement on a games field, their throwing for accuracy and their catching whilst finding space. We will also be working on gaining a deeper understanding of rules, strategy and tactics | HEAD | Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply | - Respecting other cultures<br>- Being open to trying new games<br>- Doing your own research on where games originated from<br>- Helping each other to understand that other areas of the world have contributed to the fun games we play<br>- Exploring equality, equity and ethics in team competition<br>- Finding joy in games we wouldn't normally play |
| | | | HEART | Communicate, collaboration, support others, honesty, play fair, be brave, give feedback, decision making | |
| | | | HANDS | Throw, catch, change direction, change speed, maintain possession, mark, dictate play | |

| Year 4 | Overview | Key Skills | Key success criteria |
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| Evaluating success | - To understand that different situations require different speed, skill and decisions<br>- To demonstrate effective defensive strategy<br>- To plan and implement different strategies and discuss how successful they were<br>- To work with your team in order to be successful<br>- To explore the most successful way of using your superpower<br>- To work with others and help them to achieve their personal best | Our 'Evaluating Success' theme teaches pupils to observe performance, recognise strengths and identify specific next steps for improvement. Pupils plan and apply strategies, compare outcomes, respond to feedback and practise purposefully before evaluating again. Through team games and movement challenges, they learn that improvement comes from reflection, repetition, resilience and making informed changes. | HEAD | Observation, comparison, evaluation, feedback, target setting, selecting strategies and identifying next steps | - Planning tactics and strategy<br>- Reviewing and reflecting, then trying again<br>- Transferring learning from one context to another<br>- Understanding the connection between failure and success<br>- Feeling joy when beating your personal best<br>- Understanding that the only comparison to make is with yourself<br>- Aim high and work hard |
| | | | HEART | Resilience, honesty, motivation, confidence, cooperation and responding positively to feedback | |
| | | | HANDS | Running, dodging, acceleration, deceleration, changing direction and applying movement skills with increasing control | |
| Exploring Physical Education (b+) | - To explore leading and being led then reflect on how each feel<br>- To plan and implement strategy during invasion games<br>- To consider other people's wants and needs when designing a game<br>- To apply skills and knowledge to compete in a tournament<br>- To create and remember a parkour routine<br>- To try to learn a new game and reflect on this experience<br>- To develop confidence and strength through arm balance | Our 'Exploring Physical Education' themes aims to help children find their own unique and individual meaning in movement. This in turn will contribute to PE's overall goal of helping children to become adults who move voluntarily.<br><br>In this unit children will consider their own feelings and personal reflections in a variety of different game contextsss. Children will participate in a mix of individual challenges and team or group games. We will also explore the main components of PE In the hope that children can identify the contexts and environments in which they feel most comfortable and confident. | HEAD | Problem solving, evaluate, reflect, select and apply, comprehension, creativity | - Exploring the subject of PE<br>- Reflecting on our PE journey so far<br>- Considering what makes you good at PE<br>- Exploring what movements make you happy<br>- Experiencing a variety of different game contextsss and reflecting on enjoyment and engagement<br>- How can we help our friends to enjoy PE more<br>- Be open to trying new games |
| | | | HEART | Determination, trust, confidence, honesty, communication, cooperation, inclusion, collaboration | |
| | | | HANDS | Running, sending and receiving, keeping possession, balance, agility, coordination, striking, catching, control | |
| Running and Jumping Skills (Athletics combo) | - To develop stamina and an understanding of space and pace in relation to distance<br>- To build momentum and power in the triple jump<br>- To develop technique when jumping for distance | Running and Jumping' are key movement in so much physical activity and in so many different sports. Within this theme, together we will consider what is really meant by running and jumping skills, and how we can explore different activities to help our children understand and apply them. | HEAD | Observing and providing feedback, select and applying, comprehension | - Being ready to move<br>- Practising fast acceleration and deceleration<br>- Changing speed and direction to get past defenders<br>- Using a variety of jumps and landings, including hopping |
| | | | HEART | Support others, confidence, concentration, determination, collaboration, communicate | |

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| | - To develop my own and others sprinting technique<br>- To develop technique in relay changeovers<br>- To work collaboratively in a team to develop the officiating of measuring, timing and recording. | The aim of this theme is to introduce the children to age-appropriate athletics, gymnastics and team games in order to understand the importance of both skills and help children to know when and how to use both skills in different context. | HANDS | Pace, sprint, changeovers, relay, jumping for height, jumping for distance, push throw, pull throw, speed bounce, teamwork | - Jumping for distance and accuracy<br>- Timing of jumps to clear moving obstacles<br>- Landing softly, and being ready to go again<br>- Deciding when and where to run and jump |
| Moving together<br>(Gymnastic) | - Explore and perform individual and partner balances with control and stability.<br>- Perform rotation jumps with controlled take-offs and landings.<br>- Develop rolling techniques using straight, barrel, forward and straddle rolls.<br>- Link gymnastic actions smoothly to create fluent sequences.<br>- Build strength and confidence through inverted movements.<br>- Create and perform a partner sequence using learnt skills and apparatus | Throughout this learning theme, pupils will develop their gymnastics skills by improving their balance, coordination, strength and control through a range of individual and partner activities. They will explore a variety of rolls, jumps, balances and inverted movements before combining these skills into increasingly complex sequences using both floor and apparatus.<br><br>Working independently and collaboratively, pupils will create, refine and perform sequences while demonstrating safe working practices and respect for others. They will evaluate performances, giving and receiving constructive feedback to improve the quality, fluency and control of their movements | HEAD | Planning, selecting and linking, observing, feedback, spatial awareness, decision making, creativity, problem solving | - Explore and perform individual and partner balances with control and stability.<br>- Perform rotation jumps with controlled take-offs and landings.<br>- Develop rolling techniques using straight, barrel, forward and straddle rolls.<br>- Link gymnastic actions smoothly to create fluent sequences.<br>- Build strength and confidence through inverted movements.<br>- Create and perform a partner sequence using learnt skills and apparatus |
| | | | HEART | Confidence, trust, respect, communication, resilience, determination, self-belief | |
| | | | HENDS | Balance, control, coordination, jumping, landing, strength, flexibility, | |
| Throwing and Catching Skills<br>(Netball) | - To develop attacking skills within the rules of the game<br>- To use a variety of passes to move towards a goal<br>- To develop movement to lose a defender<br>- To defend an opponent and try to win a ball<br>- To develop attacking skills to score goals | 'Throwing and Catching' are key skills in so much physical activity and in so many different sports. Within this theme, children will explore how to throw and catch and also make decisions based on where, when and why to throw and catch.<br><br>The underlying premise behind activities in this theme is that throwing and catching can be learnt together within the context of modified games. The key factor in learning throwing and catching is the number of high-quality | HEAD | Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas of development | - Being ready, reacting fast<br>- Throwing and catching with a racket or bat<br>- Throwing so that someone else can catch it<br>- Throwing for accuracy and/or distance<br>- Knowing when and why to use an underarm throw versus an overarm throw |
| | | | HEART | Collaboration, communication, cooperation, respect, honesty and fair play, confidence, perseverance | |

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| | - To apply skills and knowledge to play games using netball rules | repetitions that each child experiences and doing this in games provides the perfect environment. | HANDS | Run, throw, jump, catch, shoot, attack, combine | - Catching: eyes on object; moving to adjust to the flight<br>- Throwing and catching in a variety of different game situations<br>- |
| Around The World<br>(YOPPE) | - To throw objects so they are easy to catch and to be quick with your hands<br>- To try to achieve a personal best as an individual within a team game<br>- To develop our understanding of Kabaddi and explore how games are played and enjoyed in different cultures<br>- To work together with your teammates and opponents to play a competitive team game fairly and resolve issues yourself<br>- To learn and play Tchoukball while exploring how different sports encourage teamwork, respect and fair play<br>- To reflect on previous lessons and play your favourite game | Our 'Around the world' theme was designed in order to introduce children to new and exciting games they may never have played before. Helping children to understand how and why different games are played in different parts of the world.<br><br>Within this unit, we will be looking at a variety of games from India, Switzerland, New Zealand (Maori) and Zimbabwe | HEAD | Analysis, select and apply skills | - Respecting other cultures<br>- Being open to trying new games<br>- Doing your own research on where games originated from<br>- Helping each other to understand that other areas of the world have contributed to the fun games we play<br>- Exploring equality, equity and ethics in team competition<br>- Finding joy in games we wouldn't normally play |
| | | | HEART | Perseverance, self regulation, patience, honesty | |
| | | | HANDS | Throw, catch, run, block, shooting, maintain possession | |

| Year 5 | | Overview | Key Skills | | Key success criteria |
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| Including everyone (+) | - To collaborate effectively with teammates using a variety of passes | Our 'Including Everyone' theme develops pupils' ability to apply game skills and tactics while ensuring every teammate can participate and contribute. Pupils learn to recognise differences, use space effectively, adapt rules or roles where appropriate and make decisions that support both individual | HEAD | Understanding and using space, tactical decision making, adapting games, applying rules and evaluating how to include others | - Using the rules of the game to help others<br>- Adjusting activities so everyone can feel involved |

TEAM KICK START

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| | - To understand the importance of communication during team games<br>- To communicate with my team, move into space and take the ball towards goal<br>- To work collaboratively to create scoring opportunities under pressure<br>- To develop team strategies to maintain possession<br>- To work collaboratively to achieve success as a team | and team success. The unit combines purposeful physical practice with empathy, respect and inclusive teamwork. | HEART | Empathy, respect, inclusion, patience, communication, collaboration and valuing different strengths | - Recognising and respecting difference<br>- Being patient and respectful with each other<br>- Trusting each other<br>- Helping others to improve<br>- Working hard to improve and inspiring others |
| | | | HANDS | Throwing, catching and receiving with control, moving into space, dodging, changing direction and applying skills under pressure | |
| Thinking of Others | - To work out ways to help other people succeed<br>- To throw the ball to each other so it's easy to catch<br>- To include your partner (or other players) on your team<br>- To consider how to use the superpower to protect others<br>- To include everyone on your team in game play<br>- To play a game with the main purpose being helping others (Spiderman) | Our 'Thinking of others' theme aims to continue to build on children's social skills whilst participating in games and sports. We want the children we work with to understand the importance of taking turns, playing fair and respecting their classmates opinions and abilities.<br><br>Within this unit, children will have the opportunity to take on leadership roles with special emphasise placed on 'thinking of others'. Gaining understanding around how to aid their classmates development through supporting and encourage others to find their purpose. | HEAD | Identify, creativity, decision making, observe and provide feedback | - Being patient and respectful with each other<br>- Recognising and embracing difference<br>- Noticing when someone needs help in a game<br>- Using the rules of the game to help teammates<br>- Helping each other to improve and encouraging each other<br>- Appreciating the help of others<br>- Making sure we include everyone<br>- Adjusting activities so everyone can be involved |
| | | | HEART | Respect, collaboration, determination, think of others | |
| | | | HANDS | Balance, strength, flexibly, coordination, | |
| Attacking and defending skills | - To create and use space effectively when attacking.<br>- To combine passing and movement to maintain possession.<br>- To apply attacking skills to create scoring opportunities. | Our 'Attacking and Defending Skills' learning theme develops pupils' understanding of the principles that underpin successful play in team games. Pupils will learn how to create and use space, maintain possession, support teammates and combine skills to create scoring opportunities. They will also develop their ability to mark, | HEAD | Identify, creativity, decision making, observe and provide feedback | - Move into space and provide a passing option for teammates<br>- Pass, receive and move with control to help maintain possession.<br>- Use changes of speed, direction and movement to |
| | | | HEART | Respect, collaboration, kindness determination, think of others | |

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| | - To use defensive skills to deny space and regain possession.<br>- To work collaboratively to defend effectively as a team.<br>- To select and apply attacking and defending tactics in competitive games. | close space, intercept and regain possession when defending.<br><br>Across the unit, pupils will apply these skills in increasingly challenging game situations. They will be encouraged to recognise what is happening in a game, make effective decisions, communicate with teammates and adapt tactics in response to opponents. Pupils will experience both attacking and defending roles and develop an understanding that successful team performance depends upon players working together, applying rules fairly and responding positively to success and setbacks. | HANDS | Tackle, intercept, close space, work as a team, show one way, support, dictate play | lose a defender and create opportunities.<br>- Stay between an attacker and their target, closing space under control<br>- Anticipate play and look for opportunities to intercept or regain possession<br>- Communicate and work with teammates to select and adapt attacking and defending tactics. |
| Sending and receiving skills | - To send and receive under pressure.<br>- To select appropriate skills to move towards the goal, move away from defenders and create space<br>- To combine attacking skills to create shooting opportunities.<br>- To use defensive skills to gain possession.<br>- To defend effectively as a team by denying space and regaining possession.<br>- To apply rules, tactics, skills and game principles when participating in a tournament. | Throughout this learning theme, Year 5 pupils will develop their sending and receiving skills by applying them confidently in increasingly challenging game situations. They will learn to pass, receive, dribble and shoot with greater control under pressure, while making effective decisions about when to move into space, attack the goal and retain possession. As their confidence grows, pupils will begin to combine these skills to create scoring opportunities and support their teammates.<br><br>Alongside their attacking play, pupils will develop a greater understanding of defensive strategies, learning how to work both individually and as part of a team to deny space, regain possession and prevent scoring opportunities. Throughout the unit, they will apply rules, tactics and teamwork in competitive games and tournaments, while demonstrating effective communication, leadership, fair play and the ability to reflect on feedback to improve their performance | HEAD<br>HEART<br>HANDS | Decision making, problem solve, reflect, evaluate, identify key areas of strengths and weaknesses<br>Listen, lead, support, cooperate, respect, determination<br>Dribble, shoot, pass, combine, decision making, dictate play, overload, throw, catch | - Attack spaces where there are fewest defenders<br>- Catch defenders off-guard with quick, creative and disguised movements<br>- Get past defenders while they are distracked<br>- Make space between and around opponents<br>- Spread out and use more of the area<br>- Keep the ball, play forward when possible, and try to score |
| Problem Solving | - To solve problems together within a fast-moving game | This theme gives children the opportunity to explore and reflect on how to solve problems in games. We want our children to feel confident enough and have the language to | HEAD | Observe, provide feedback, decision making, assess | - Seeking and gathering relevant information |

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| | - To pause, change or adapt the game to make it more difficult for your partner<br>- To think about our own thinking in games<br>- To recognise changes in the game and to adjust strategies accordingly<br>- To observe the game as it happens and take in important information about your team and your opponent's team<br>- To observe the game as it happens and take in important information about your team and your opponent's team | collaborate and communicate with their classmates, in order to reach a common goal.<br><br>Within this unit, children will participate in pair and team games focused around playing, exploring and refining. Games will allow children to connect, build confidence, explore different choices and recognise that everybody's contribution is valued | HEART<br>HANDS | Work together, communicate, honesty, determination<br><br>Run, jump, throw, catch, kick, dodge, leap, strike, bowl | - Defining the problem and making a plan<br>- Sharing and explaining ideas to each other<br>- Including everyone and actively listening<br>- Being creative and trying new things<br>- Solving problems on the go<br>- Setting problems for others<br>- Thinking about how we solve problems |
| Competing as a team | - To work effectively with my teammates to solve problems and achieve a shared goal.<br>- To communicate clearly and positively to support my team during activities and games.<br>- To make good decisions that help my team keep possession and create opportunities.<br>- To use passing and movement to help my team attack.<br>- To apply attacking and defending strategies to improve my team's performance.<br>- To evaluate my own contribution and encourage others to help my team improve together.<br>- | Throughout our lives, we play important roles in many different teams. During our 'competing as a team' theme, we aim to help children recognise and consider the teams they are part of. This could of course be as part of a recognised sports team, but we also explore our responsibilities as part of a family, group, a member of a class or school, and as part of a community or of wider society. | HEAD<br>HEART<br>HANDS | Problem solve, evaluate, reflect, decision making, map reading, identify clues and cues<br><br>Communicate, listen to others, lead others, determination, work together<br><br>Balance, coordination, run at speed, run over a distance, throw and catch in combination, control, attack, defend | - Recording team scores and setting targets<br>- Comparing performances with previous ones and demonstrating improvements<br>- Keeping self and others motivated<br>- Being determined and overcoming setbacks<br>- Understanding responsibility and loyalty when competing as a team<br>- Competing respectfully |

| Year 6 | Overview | Key Skills | Key success criteria |
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| Being part of a team | - To explore how everyone in a team contributes to<br>- To consider the commitments we make to our teammates in team games<br>- To explore the positive behaviours of an effective team<br>- To consider what effective leadership looks like in team challenges<br>- To consider how to help your teammates score points<br>- To explore what a team is and what makes an effective team | Our 'Being Part of a Team' theme develops pupils' ability to contribute effectively within increasingly complex team games. Pupils apply communication, leadership, tactics and shared responsibility while learning how individual roles contribute to collective success. Physical learning focuses on combining sending, receiving and movement skills with control, making effective decisions and supporting teammates in pressured situations. | HEAD | Selecting and adapting tactics, decision making under pressure, understanding roles, leadership and evaluating team performance | - Helping teammates and seeking help from teammates<br>- Trusting each other<br>- Recognising our responsibility to our teammates<br>- Sacrificing yourself to help the team succeed<br>- Reminding each other of our commitment to the team<br>- Communicating positively<br>- Considering all the different teams we are part of, both in, and out of school<br>- Leading effectively |
| | | | HEART | Leadership, responsibility, resilience, respect, communication, trust and supporting teammates | |
| | | | HANDS | Throwing, catching and receiving in isolation and combination, controlled movement, creating space and applying skills fluently in games | |
| Exploring Physical Education | - To explore different gym shapes and match them with different roles<br>- To explore counter balances and counter tension<br>- To explore different jumps at different levels<br>- To explore inverted movements<br>- To use flight from hands over and through equipment<br>- To create a sequences, alone or with others | Our 'Exploring Physical Education' themes aims to help children find their own unique and individual meaning in movement. This in turn will contribute to PE's overall goal of helping children to become adults who move voluntarily.<br><br>In this unit children will consider their own feelings and personal reflections in a gymnastics and dance setting. Children will participate in individual and group activities to identify the contexts and environments in which they feel most comfortable and confident. | HEAD | Decision making, problem solve, reflect, evaluate, identify key areas of strengths and weaknesses | - Finding joy in different areas of PE<br>- Helping each other to understand the importance in different movements<br>- Being creative and trying new things<br>- Being brave and trying new things<br>- Communicating a plan and working together to implement the plan<br>- Respecting difference and trying your best |
| | | | HEART | Listen, lead, support, cooperate, respect, determination | |
| | | | HANDS | Gym shapes, sequence, mirror, rolling, matching, unison, canon, flow, levels, balances | |
| Defending Skills | - To work on my body shape so I can defend all areas | Within this 'Defending Skills' theme we hope to build on previous acquired knowledge by introducing children to attack v defence activities. We want our children to | HEAD | Identify, creativity, decision making, observe and provide feedback | - Protect the goal or the space that the attackers are trying to get to |

TEAM KICK START

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| | - To communicate and collaborate with my teammates and set traps<br>- To work with my teammates and achieve our goal<br>- To defend spaces and to work as a team to retrieve the balls quickly<br>- To explore the different triggers around pressing and dropping<br>- To work together to protect our base | experience the importance of defending and help them to realise the link between defending and attacking.<br><br>The children will have the opportunity to engage in a variety of activities whilst exploring defending. The activities in this theme will allow defenders to follow through on their success and build their attack whilst some players are in the rest defence position. | HEART | Respect, collaboration, kindness determination, think of others | - Be ready and react quickly when the attackers move or the ball moves<br>- Slow down or stop the attackers (in invasion games)<br>- Defend spaces to make it harder for the attackers<br>- Cover and support other defenders on your own team<br>- Apply pressure to the ball<br>- Anticipate what the attacker would like to do |
| | | | HANDS | Tackle, intercept, close space, work as a team, show one way, support, dictate play | |
| Attacking Skills | - To explore bowling and batting<br>- To collaborate with a teammate to score points<br>- To strike a bowled ball with increasing consistency<br>- To understand and apply tactics in games-based situations<br>- To explore where and how to send objects so they are hardest for the fielders to return<br>- To apply skills and knowledge to compete in a tournament | In our attacking skills unit, our focus will be to explore what attacking looks like in cricket. We want our children to expand on their knowledge of the different roles in cricket, and delve deeper into throwing, catching, and batting. We also want our children to have the freedom to be creative when learning and participating in our attacking games – children will take the lead on how they wish to be challenged and what roles they would like to take up.<br>We will continue to look at tactics and principles through a variety of activities that will help broker key discussions and explorations on attacking. | HEAD | Observe and provide feedback, select and apply actions, evaluate, decide how to improve | - Attack spaces where there are fewest fielders<br>- Bring the ball into your body when catching<br>- Step forward with the opposite foot to your throwing arm<br>- Make key decisions around when to attack and when you might need to defend<br>- Challenge yourself during activities<br>- Be brave and try something new |
| | | | HEART | Work safely, collaboration, communication, independence, honesty, bravery | |
| | | | HANDS | Throwing, catching, batting, running, decision making, | |
| Creating and Competing as a Team | - Creating teams<br>- Introducing the sport<br>- Team practice<br>- Friendlies<br>- Game play/roles/practice<br>- Game play/roles/practice<br>- Game play/roles/practice | Throughout our lives, we play important roles in many different teams. During our 'competing as a team' theme, we aim to help children recognise and consider the teams they are part of. This could of course be as part of a recognised sports team, but we also explore our responsibilities as part of a family group, a member of a | HEAD | Decision making, problem solve, discuss tactics, formation, and strategies, | - Experiencing and reflecting on a variety of playing and non-playing roles in competitive sport<br>- Exploring equality, equity and ethics in team competition<br>- Playing fair |
| | | | HEART | Listen, lead, support, cooperate, respect, determination, play fair | |

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| | - Game play/roles/practice<br>- Semi finals<br>- Final<br>- End of season tournament | class or school, and as part of a community or of wider society.<br><br>During this theme we help children to identify these roles through a Sport Education Model. We choose an invasion game for the children to participate in and start a season or tournament Children will then identify the roles they would like to carry out within their team. All children will compete but other roles range from managing a team, to being a referee or journalist | **HANDS** | Throw, catch, save, combine, attack, defend, maintain possession, build up play, shoot, run, jump | - Finding joy in different areas of sport, outside of playing.<br>- Respecting the referee's decision<br>- Taking responsibility for your own actions and encouraging teammates to do the same- |

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LEARN PLAY EAT LEARN PLAY EAT