

# Chilthorne Domer Church School KS1 & KS2 Physical education curriculum plan



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# Our curriculum

All of our curricula share the same set of principles that guide our curriculum design to ensure our curricula are high-quality. They are:

## Knowledge and vocabulary rich

Lessons and units are knowledge and vocabulary rich. Pupils will build on what they already know to develop deep knowledge and apply this knowledge in the form of skills.

## Sequenced and coherent

Careful sequencing and attention to building coherence via vertical threads so that pupils build on prior knowledge and make meaningful connections.

## Flexible

Our flexible curriculum enables schools to tailor our content to their curriculum and context.

## Accessible

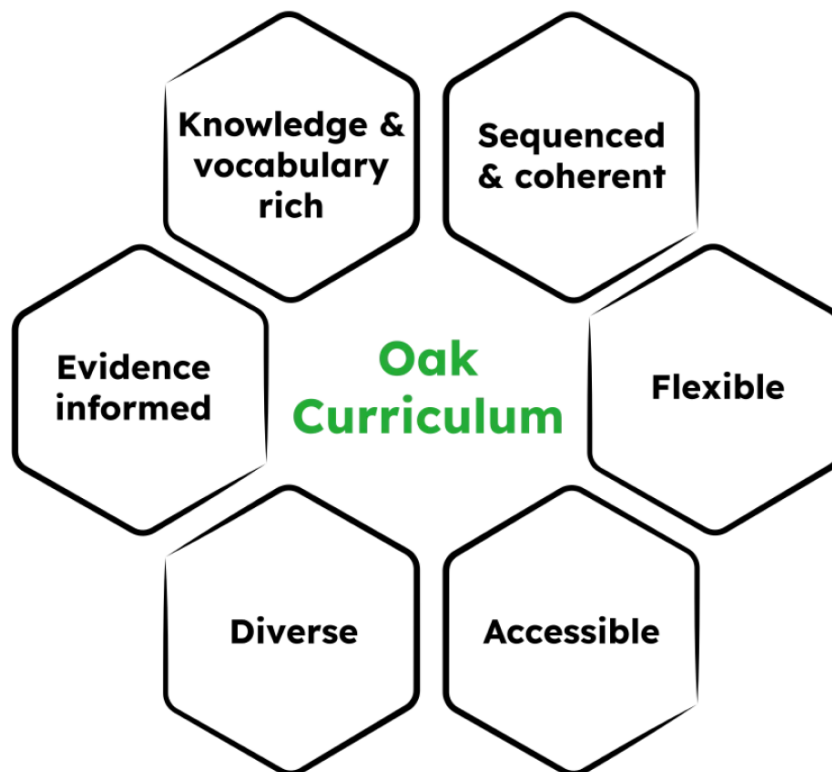
Creating an accessible curriculum that addresses the needs of all pupils and meets accessibility guidelines and requirements.

## Diverse

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

## Evidence-informed

We take an evidence-informed approach applying the science of learning and subject-specific research.



# Threads

## **What are threads?**

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We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps us bring to mind the visual concept of a thread weaving through the curriculum.

## **How to use threads**

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1. Familiarise yourself with all of the threads relating to the subject
2. Identify the unit you will be delivering
3. Review the threads associated with the unit
4. Audit where pupils have and will learn about these threads in your existing curriculum sequence.
5. Ensure you understand how the thread relating to your new unit has been framed in prior and future units
6. Review how the thread works within the unit you will be delivering
7. Teach and iterate your framing of the thread within the unit and across your curriculum sequence

## **Threads in subject**

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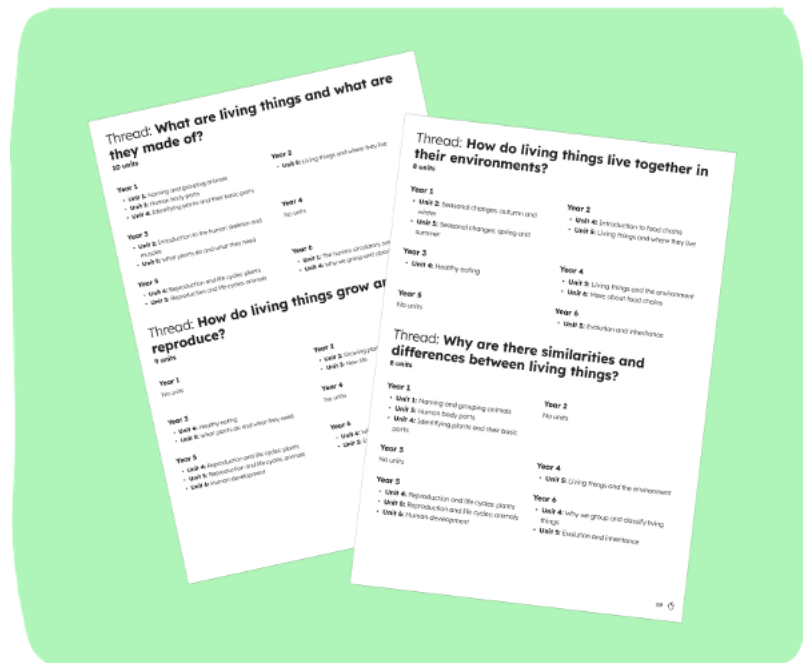
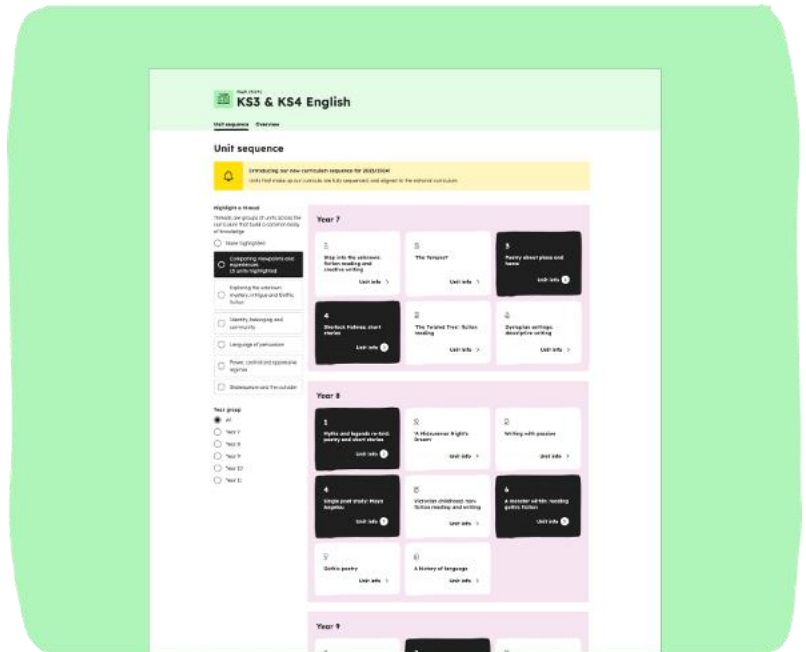
- Connect: cultural and ethical awareness
- Connect: teamwork and leadership
- Feel: engagement and enjoyment
- Feel: personal and emotional
- Move: application of tactics, strategies and compositional ideas
- Move: movement competence
- Move: performance and competition
- Move: physical fitness
- Think: decision making, problem solving and creative thinking
- Think: evaluation, analysis and reflection
- Think: knowledge of healthy, active living
- Think: knowledge of rules, tactics, strategies and compositional ideas

# Tools for using threads

## Online curriculum

Our interactive tool enables you to visualise how threads are sequenced across our curriculum plans.

[Go to online curriculum](#)



## Threads in this document

The appendix displays the threads and their related units.

[Go to threads appendix](#)

# Physical education curriculum explainer

## Aims and purpose

### What are the aims and purpose of our curriculum?

This curriculum develops pupils' physical, psychological, social and emotional wellbeing. Competence and confidence are built alongside a focus on being active across a diverse range of sports and physical activities. Pupils' enjoyment and motivation encourages lifelong participation and healthy, active lifestyle choices.

## Oak curriculum principles

### What overarching curriculum principles inform the design of our curriculum?

#### Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. Knowledge is developed across four PE strands: 'Move' focuses on pupils' ability to enact movements, 'think' develops pupils' knowledge of the why and how, 'feel' builds characteristics including self-belief, resilience and confidence and 'connect' develops aspects such as leadership, teamwork and wider cultural elements of physical education. We identify and map vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. New vocabulary, called keywords, are signalled in bold in our lesson materials to indicate their importance. Over time, pupils are exposed to increasingly complex definitions, for example, the term 'energy' evolves as pupils develop their understanding of movement, muscular contractions and nutrition.

#### Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. For example, we teach gymnastics from key stage 1 through to key stage 4 to ensure that the development of knowledge and skills is coherent and progressive. Knowledge and skills are built across year groups, for example, futsal in year 7, leads to football in year 8 and then Gaelic football in year 9. Coherent vertical threads also enable the development of concepts such as 'teamwork and leadership' or 'knowledge of healthy, active living' throughout the primary and secondary curricula.

#### Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive

load theory and Mayer’s principles of multimedia learning whilst our lesson design draws on Rosenshine’s principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level our curriculum is grounded in Sport England’s ‘move, think, feel and connect’ framework.

### **Flexible**

Our flexible approach enables schools to use our resources in a way that fits their contents and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. Our resources are adaptable so that, for example, teachers can adapt the lesson to fit the space available, can edit or add checks for understanding, or adapt practice tasks to better reflect the prior knowledge of their pupils. At key stage 4 teachers and pupils can select a core PE pathway or pathways aligned to the most frequently used exam board specifications for GCSE PE: AQA, Edexcel or OCR.

### **Diverse**

Our commitment to breadth and diversity has driven our choice of sports and physical activities. For example our curriculum features tchoukball, martial arts, pickleball and couch to 5k, alongside more traditional sports such as swimming, netball and cricket. Across our key stage 4 lessons and resources, the choice of individuals, teams, sports and role models celebrate and promote diversity within sport, encouraging all pupils to partake.

### **Accessible**

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos. For practical PE lessons, C-STEP guidance provides suggestions for adapting the communication, space, task, equipment and people in lessons to meet the needs of pupils and contexts.

## **Oak subject principles**

### **What subject specific principles inform the design of our curriculum?**

**The PE curriculum focuses on the knowledge and skills specific to physical education, taught through safe practical and theoretical units, including:**

- **Foundational movements and physical activity;**
- **How pupils connect with each other and feel about physical activity with an emphasis on positive experiences and self-reflection;**
- **Health and the encouragement of lifelong active lifestyles;**
- **Rules, tactics and strategies in a range of sports and other activities.**

Foundational movement is taught in key stage 1 in units such as ‘Locomotion’ and revisited through the ‘move’ strand of all future units. Declarative knowledge such as knowledge of the rules, tactics and strategies is a focus in each lesson. The ‘feel’ and ‘connect’ strands highlight

life skills such as self-belief, resilience, teamwork and collaboration. With specific units focused on health and wellbeing such as martial arts and couch to 5K, and explicit development of these four strands, our curriculum will motivate and inspire all pupils to lead healthy, active lifestyles.

### **Ensures sustained movement for the majority of curriculum time.**

Our resources ensure sustained movement. For example, we have included tips for making our quizzes practical in our lesson guides and our checks for understanding include 'show me' activities where pupils have an opportunity to physically demonstrate their prior knowledge and understanding.

### **Promotes inclusive and purposeful competition.**

All PE lessons include specific adaptations that can be used to appropriately challenge and engage all pupils, for example, in netball adding a defender to increase pressure on the attack, or changing the ball used and goal area to ensure scoring is achievable for all. Lessons include opportunities for competition, with a focus on enjoyment and collaboration. Primary PE lessons frequently include competitive games to help pupils learn new skills and ideas while still 'playing' with peers.

## **National curriculum**

### **How does our curriculum reflect the aims & purpose of the national curriculum?**

There are four aims of the national curriculum. First, is that all pupils should 'develop competence to excel in a broad range of physical activities'. Our curriculum exposes pupils to a breadth of activities, such as netball, hockey, football and swimming, also including less traditional activities such as pickleball and korfball.

The second aim is that all pupils should be 'physically active for sustained periods of time'. Our curriculum acknowledges the importance of being physically active by maximising the time that pupils spend practising in lessons alongside teaching the knowledge necessary for safe and successful practice.

The third aim is that all pupils should 'engage in competitive sports and activities'. We include purposeful competition in lessons from key stage 1 through to key stage 4 to increase enjoyment, engagement and understanding of rules, tactics and strategies. These begin as fun activities such as 'muddy monsters' and 'stepping stones' and develop into full-sided competitive sports which provide opportunities for participation, leadership, and officiating.

The final aim is that pupils 'lead healthy, active lifestyles'. Our curriculum teaches health, fitness and wellbeing from key stage 1 through to key stage 4. The curriculum is designed to build knowledge and skills over time to increase pupil confidence in their performance. Pupils experience a range of activities in the curriculum in the hope that they find an activity they enjoy and strive to learn outside school and when they leave education.

# Curriculum delivery

## What teaching time does our curriculum require?

Our curricula for key stages 1-3 are designed for 36 weeks of curriculum time across the school year, leaving time for other activities both within and beyond the curriculum such as assessments or school trips. At key stage 4, year 10 also has 36 weeks of curriculum time, but year 11 has only 24 weeks (approximately 2 terms) to recognise that schools will not be teaching new content in the run up to the GCSE exams.

In PE, following the DfE's non-statutory guidance published in March 2024, our curriculum provides two lessons per week of approximately one hour across key stages 1-3. At key stage 4 we offer two lessons per week for the statutory core PE pathway and an additional two lessons per week for the GCSE pathways. We understand that exact time dedicated to PE can vary between schools due to differences in curriculum planning, resource allocation and school-specific priorities. Therefore we fully expect and encourage teachers to adapt our curriculum and resources to best suit their needs and available curriculum time.

# Curriculum coherence

## What are 'threads'?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than concepts, themes or big ideas, because it helps to bring to mind the visual concept of a thread weaving through the curriculum.

Our PE threads that weave through both our primary and secondary curricula are:

- Move: movement competence
- Move: physical fitness
- Move: application of tactics, strategies and compositional ideas
- Move: performance and competition
- Think: knowledge of rules, tactics, strategies and compositional ideas
- Think: knowledge of healthy, active living
- Think: decision making, problem solving and creative thinking
- Think: evaluation, analysis and reflection
- Feel: personal and emotional
- Feel: engagement and enjoyment
- Connect: teamwork and leadership
- Connect: cultural and ethical awareness

These threads reflect Sport England's 'move', 'think', 'feel' and 'connect' framework, which is embedded throughout the curriculum. These threads align with the aims of the PE national curriculum to develop both the knowledge associated with PE and the whole pupil, not just their physical ability. For example, pupils engage with the thread 'Connect: teamwork and leadership' in outdoor adventure activities units in key stage 2 whilst learning about collaboration and communication, and then in more depth in key stage 3, learning about developing trust, their awareness of others and how to problem solve as a team. These threads support pupils to become motivated, confident, habitual movers and potential sports performers. Common

threads across our primary and secondary curricula can enable more effective transition, helping pupils to bridge their knowledge and understanding from primary to secondary.

## **Recommendations from subject specific reports**

### **How does our curriculum address and enact recommendations from subject specific reports (e.g. EEF guidance reports & Ofsted Research Review)?**

Our curriculum addresses the recommendations in Ofsted's recent PE subject report which focuses on enabling pupils to 'know more and do more'. We have aligned our 'move', 'think', 'feel' and 'connect' framework to the three pillars of progression; motor competence; rules, tactics and strategies; and 'healthy participation'. All units build on the development of fundamental movement skills and have been sequenced to allow progression and repetition of knowledge; this increases competence and therefore confidence. Precise timings have not been given to lessons or activities to ensure teachers progress through learning cycles and lessons at a pace appropriate for their pupils. In line with recommendations, our resources are supported by powerful demonstrations, feedback and include purposeful competition. We provide practical ideas for quizzes and make 'practice' the main focus of lessons which enables pupils to be physically active for up to 80% of the lesson.

## **Subject-specific needs**

### **How does our curriculum deal with elements that arise from the specific needs of the subject?**

#### **What activities are taught in our curriculum?**

Our PE curriculum teaches a diverse and substantial range of activities:

- Locomotion
- Invasion games: hockey, tag rugby, futsal, netball, football, rugby union, handball, tchoukball, softball, korfball
- Dance: thematic dance, street dance, contemporary, capoeira,
- Gymnastics: floor, flight, parkour and trampolining
- Health and wellbeing: fitness, mindfulness, meditation, yoga, pilates, martial art/self-defence
- Outdoor adventure activities: teambuilding, orienteering, problem solving
- World games: kabaddi, American football league, flag football
- Athletics (including Sports Education)
- Swimming and water safety
- Net and wall games: pickleball, rounders, tennis, cricket, badminton, tennis, volleyball, table tennis
- Inclusive sports: seated volleyball, boccia, goalball
- Target games: golf, kubb

Where a school may not have the necessary space or equipment, our curriculum is easily adapted. For example, ball skills could be taught through the medium of netball or football.

## **How do the curriculum resources support practical PE taught outside of the classroom?**

Our curriculum resources in PE are printable and adaptable lesson guides that have been expertly designed to support good teaching in PE. These lesson guides contain important lesson information such as key learning points, chunk the lesson into learning cycles, give suggestions on how to explain the knowledge or skills and check for understanding, and describe the practice pupils should do. Our curriculum resources also include high quality demonstration clips to accompany every practical lesson which are housed on the lesson media page. These will support teachers in how to set up and demonstrate techniques, run practice activities, highlight specific knowledge or skills and provide feedback to correct misconceptions.

## **How does the curriculum address the need to warm up and cool down in practical PE lessons?**

All practical lessons will include a warm up with a 'show what you know' assessment of prior knowledge and a cool down with an opportunity for reflective questioning and reinforcement of key learning.

## **How does the curriculum address swimming?**

Swimming resources will sit outside of year group specific resources and will be presented by swimming stage, in line with the Swim England school swimming and water safety pathway.

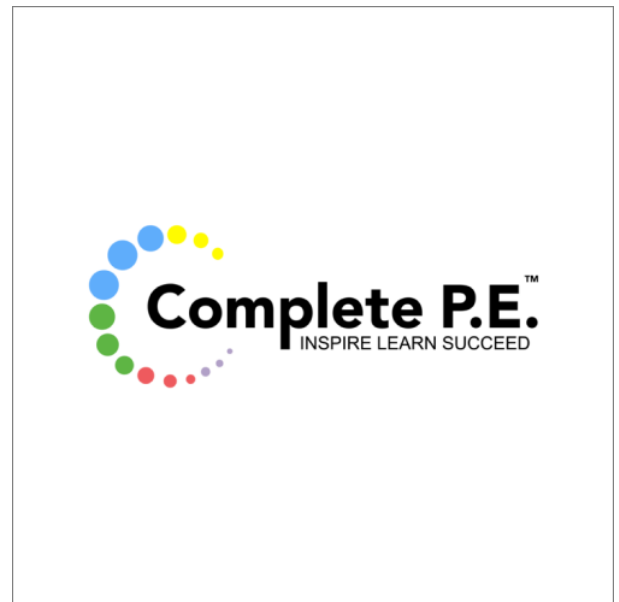
## **Our curriculum partners**

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PE Scholar was established in 2010 and has built a strong reputation for bridging the research-practice gap to ensure Physical Education stands for Positive Experiences for all by offering the latest insight, outstanding resources, expert-led courses, professional development and consultancy.



PE Scholar are working in partnership with Complete PE, whose mission is to equip every teacher with the knowledge and tools to confidently enjoy delivering high-quality physical education.



# Swimming and water safety units (all years)

Swimming and water safety units should be selected based on the ability and experience of your pupils.

[View interactive sequence online](#) 

**1**

**Swimming: pre-swimming familiarisation, activation and water safety**

**2**

**Swimming: an introduction to core aquatic skills and survival swimming**

**3**

**Swimming: strokes, distance and safe self rescue**

**4**

**Swimming: water polo, artistic swimming and rookie lifeguard**

# 1. Swimming: pre-swimming familiarisation, activation and water safety

Swimming and water safety (all years)

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## Threads

- Move: physical fitness
- Think: knowledge of healthy, active living

## Unit description

The unit provides an initial introduction to swimming, focussing on water safety and pool rules through non-pool-based activities. This unit ensures pupils have a basic understanding of the skills they will need on their first swimming lesson including simple entry, exit and floatation skills.

## Why this, why now?

This unit is the first in a series of four swimming units. This initial swimming unit is ideal for beginner swimmers who have had no prior experience of swimming or water safety. This unit is taught in school, before any visits to the pool take place. Pupils will gain the confidence needed to attend the swimming pool for the first time. This unit is then followed by core aquatic skills and survival swimming, where pupils will develop their front and back paddle and streamlining. Pupils will further develop their understanding of health, active lifestyles when learning about aquatic fitness.

## Lessons in unit

1. Getting ready to swim
2. Entry and exits regaining feet, balance and movement
3. Floating, kicking, front paddle arm action
4. Aquatic breathing, rotations
5. Water safety code and beach flags
6. Retaining heat: heat escape lessening position and huddle position

## 2. Swimming: an introduction to core aquatic skills and survival swimming

Swimming and water safety (all years)

[Go to unit resources](#) 

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### Threads

- Move: physical fitness
- Think: knowledge of healthy, active living

### Unit description

The unit provides an introduction to core aquatic skills by teaching buoyancy, floating and moving through water on their fronts and backs, whilst increasing physical fitness in the water. It develops pupils' ability to rotate in the water and teaches them how to breathe whilst swimming.

### Why this, why now?

This swimming unit is the second in a series of four swimming units and is the first pool-based unit. This unit starts to develop pupils' ability to move through the water, ensuring confidence is being built and familiarity with the swimming pool is developed. Having already learnt the basic knowledge on land for arm and leg actions, this unit introduces the movement in the water. It builds on their knowledge of healthy, active lifestyles in the previous unit and begins to prepare them for competitive swimming in the next, by developing both stroke technique and physical fitness.

### Lessons in unit

1. Entry and exits, travel, buoyancy and balance
2. Push and glides, streamlining
3. Front paddle and floating
4. Back paddle and floating
5. Rotations whilst floating and travelling with coordination
6. Aquatic breathing, health and fitness

### 3. Swimming: strokes, distance and safe self rescue

Swimming and water safety (all years)

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#### Threads

- Feel: personal and emotional
- Move: movement competence

#### Unit description

The unit will develop pupils' swimming competence so they can swim at least 25m. Pupils will start to apply a range of swimming strokes (front crawl, backstroke and breaststroke), learning how to motivate themselves and others. Pupils will learn to perform safe self-rescue in a range of situations.

#### Why this, why now?

This unit is the third in a series of four units and builds on the foundational understanding pupils have already achieved in swimming. This unit will take pupils from beginner swimmers, to more competent swimmers, as it develops their movement competence in more advanced strokes. This unit will prepare pupils for the final swimming unit, which will build upon and develop their safe rescue skills. Learning how to support and motivate others will enable pupils to improve their teamwork and communication in all areas of PE.

#### Lessons in unit

1. Range of skills, alternating strokes front crawl and backstroke, floating
2. Range of strokes, treading water and signalling for help
3. 25m competently, confidently and proficiently, rotations, fall in entry
4. Selecting appropriate stroke for intended purpose including survival strokes
5. Safe self rescue circuit, swimming using different survival strokes
6. Safe self rescue and selecting appropriate actions during emergencies

## 4. Swimming: water polo, artistic swimming and rookie lifeguard

Swimming and water safety (all years)

[Go to unit resources](#) 

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### Threads

- Feel: personal and emotional
- Move: movement competence

### Unit description

The unit will enhance pupils' swimming competence beyond the expectations typical of primary education. Pupils will be challenged to increase their swimming distances and enjoy exploring more complex water based learning such as artistic swimming routines and how to be a rookie lifeguard.

### Why this, why now?

This unit is the last in a series of four, and challenges pupils to develop their swimming competence beyond the skills covered in previous swimming units. This unit will prepare pupils for swimming activities outside of school, contributing to a healthy active lifestyle. The unit goes further and prepares pupils for club based activity and continued leisure swimming and aquatic participation. Exposure to artistic swimming, and rookie lifeguard activities may also inspire pupils to participate in these activities beyond school.

### Lessons in unit

1. Front crawl over increasing distance
2. Backstroke over increasing distances and safe entry into the pool
3. Breaststroke, increasing distance, artistic swimming routines
4. Peer assessment, competitive swimming, advanced safe self-rescue circuit
5. Swim safe outdoors
6. Rookie lifeguard

# Year 1 units – Year A

[View interactive sequence online](#) 

**1**

**Locomotion: running and jumping**

**2**

**Health and wellbeing: the effects of exercise**

**3**

**Dance: my moves, my brilliant body**

**4**

**Ball skills: sending, receiving and dribbling**

**5**

**Gymnastics: individual movements and balances**

**6**

**Outdoor adventurous activities: working as a team** – Forest School

**7**

**Dance: my moves, my journeys**

**8**

**Ball skills: pushing and striking**

# 1. Locomotion: running and jumping

Year 1

[Go to unit resources](#) 

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## Threads

- Feel: personal and emotional
- Move: movement competence

## Unit description

The unit will increase pupils' motor competence when running, providing an understanding of where we run and why. Pupils will show self belief, exploring jumping in different directions, at different speeds, heights and distances. Pupils will learn how and why we jump with the correct technique.

## Why this, why now?

This is the first unit that pupils experience in year 1. The unit introduces pupils to locomotion skills that can be developed and applied in a wide range of upcoming units. Building on their foundational movement skills from early years, pupils will develop motor competence when learning how to run and jump. This progresses into the application of these skills in games and through the athletic lens of running fast and jumping far. This learning equips pupils with the knowledge to understand where we move and why, before combining this understanding with a ball or in gymnastics and dance.

## Lessons in unit

1. Running
2. Running in a game
3. Running at different speeds
4. Accelerating when running
5. Running as a team
6. Running in a competitive game
7. Jumping
8. Jumping far
9. Jumping high
10. Hopping & skipping
11. Hopping & skipping in games
12. Jumping in a game

## 2. Health and wellbeing: the effects of exercise

Year 1

[Go to unit resources](#) 

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### Threads

- Move: physical fitness
- Think: knowledge of healthy, active living

### Unit description

This unit will teach pupils to identify changes in their heartbeat and breathing when they exercise. Pupils will begin to understand how exercise makes them feel both physically and mentally. Pupils will develop their knowledge of the positive impact exercise has on our bodies and lifestyles.

### Why this, why now?

During their locomotion unit, pupils may have experienced the effects of exercise, but this unit is the first time pupils will be challenged to think about why we move and how important movement is for our bodies. Introducing words such as exercise and wellbeing will teach pupils to the different ways we can exercise through PE and physical activity. The unit will prepare pupils for all future learning through PE and encourage pupils to have a positive experience of movement as they start their journeys to understanding the impact exercise has on leading healthy, active lifestyles.

### Lessons in unit

1. Movement and exercise
2. Effect of exercise on our heartbeat
3. Effect of exercise on our breathing
4. Playing games to make our heartbeat and breathing faster (warming up)
5. Happy heart happy mind
6. Playing together to make our heartbeat and breathing faster

# 3. Dance: my moves, my brilliant body

Year 1

[Go to unit resources](#) 

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## Threads

- Connect: cultural and ethical awareness
- Move: application of tactics, strategies and compositional ideas

## Unit description

A pure approach introduces Action-Space-Dynamics-Relationships and some constituent elements in each as a basis for future units. Pupils combine content making personal choices based on problem-solving, aesthetics and safety, providing opportunities to reflect and share opinions.

## Why this, why now?

Pupils will already know the key knowledge essential for dance alongside opportunities to connect physical, linguistic and cognitive learning. Pupils will further develop their motor competence to complement their physical education experience in other aspects of PE whilst introducing opportunities to be expressive and respond to creative stimuli such as music. Skills learnt within this unit will be developed, extended and built upon the foundational movement skills and creative play introduced through the EYFS curriculum.

## Lessons in unit

1. Actions
2. Space
3. Dynamics
4. Relationships
5. My moves: actions, space, dynamics and relationship
6. My brilliant body: performing

# 4. Ball skills: sending, receiving and dribbling

Year 1

[Go to unit resources](#) 

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## Threads

- Feel: engagement and enjoyment
- Move: movement competence

## Unit description

The unit will explore and develop pupils' movement competence when sending and receiving a ball. They will develop and apply an understanding of how, where and why we send a ball, stop the ball and dribble the ball using our hands and feet effectively. Pupils will also explore working in teams.

## Why this, why now?

This will be the first unit using balls that pupils experience. The unit will introduce pupils to the movement skills and understanding required to send and receive accurately so that these skills can then be applied later on in simple activities. The introduction to dribbling will expand upon pupil's prior learning of moving into a space as they begin to move into space with a ball. Pupils will develop an understanding of how to apply these skills in simple games later in the unit, providing them with a basis to continue to develop teamwork and leadership skills in the future.

## Lessons in unit

1. Dribbling with hands
2. Dribbling and sending with hands
3. Moving with a ball using our feet
4. Develop moving with the ball using our feet (dribbling)
5. Dribbling with our feet in games
6. Kicking (passing)
7. Rolling and stopping
8. Rolling and stopping in games
9. Throwing (underarm)
10. Throwing and catching
11. Rolling (sending) and stopping skills to win a game
12. Throwing with accuracy to win a game

# 5. Gymnastics: individual movements and balances

Year 1

[Go to unit resources](#) 

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## Threads

- Move: movement competence
- Think: evaluation, analysis and reflection

## Unit description

This unit will introduce pupils to creating movements and balances whilst developing movement competence. Pupils will explore moving and balancing in high, low, wide, narrow and curled ways, on the floor and on apparatus. Pupils will add movements together and reflect on their ideas.

## Why this, why now?

This unit will build on the movement competence that will have taken place in their initial locomotion and dance units. Pupils will start to create movements and balances through gymnastics and be challenged to focus on the quality of each movement and to start to sequence these movements together. This unit will also introduce pupils to the idea of working together safely as they navigate the apparatus set up, being responsible for themselves and others, which is developed further in Year 2. This unit will give pupils the confidence to give self-and peer feedback in future units.

## Lessons in unit

1. High movements
2. High jumping
3. Low movements
4. Apparatus
5. High and low on apparatus
6. High, low, over and under
7. Wide movements
8. Narrow movements
9. Curled movements
10. The difference between wide, narrow and curled
11. Transition between wide, narrow and curled movements
12. Link two movements together

## 6. Outdoor adventurous activities: working as a team

Year 1

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### Threads

- Move: application of tactics, strategies and compositional ideas
- Think: decision making, problem solving and creative thinking

### Unit description

The unit will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to use and apply very simple tactics for attacking and defending in games. Pupils will develop their understanding of how, where and why to attack and defend in a game.

### Why this, why now?

This will be the first time pupils are introduced to the concept of creating simple tactics in order to beat an opponent. The unit will be a really good opportunity for pupils to use some of the simple skills they have gathered through their locomotion and first ball skills unit, to think tactically about how they can use these skills in teams. This unit will form the foundational knowledge required to develop an understanding of teamwork and how to problem solve collectively.

### Lessons in unit

1. Partner activities: taking turns
2. Partner activities: developing communication
3. Partner activities: solving problems
4. Partner activities: playing against each other
5. Partner activities: playing against another pair
6. Partner activities: scoring points with a partner
7. Team activities: playing fairly in groups
8. Team activities: developing communication
9. Team activities: solving problems
10. Team activities: thinking about tactics
11. Team activities: following the rules
12. Team activities: strategies in a competition

# 7. Dance: my moves, my journeys

Year 1

[Go to unit resources](#) 

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## Threads

- Connect: cultural and ethical awareness
- Move: application of tactics, strategies and compositional ideas

## Unit description

A narrative approach consolidates core learning of Action-Space-Dynamics-Relationships and introduces elements to expand dance knowledge. Pupils combine making artistic decisions by responding to creative tasks. When performing, pupils reflect, analyse and share ideas using simple terminology.

## Why this, why now?

The unit will reinforce key subject knowledge from prior learning, through narrative methodologies enabling pupils to imagine, create, interpret as well as connect physical, linguistic and cognitive learning from other curriculum areas. Pupils will continue to develop motor competence to complement their wider physical education experience whilst introducing opportunities to be expressive and respond to creative stimuli such as the spoken word and music. Later in this unit pupils will develop, extend and build upon the foundational movement teaching and creative play.

## Lessons in unit

1. Travelling and stopping: journey by bus or train
2. Turning and directions: journey by bus or train
3. Linear/curved pathways: journey by foot
4. Irregular pathways: journey by foot
5. Speeds: transport
6. Journeys: performing

## 8. Ball skills: pushing and striking

Year 1

[Go to unit resources](#) 

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### Threads

- Connect: teamwork and leadership
- Move: movement competence

### Unit description

The unit will challenge pupils to keep control of a ball using a racket or bat. Pupils will explore and develop their movement competence when striking or pushing a ball accurately. Pupils will be able to apply their understanding of accuracy and space whilst engaging in a variety of games.

### Why this, why now?

This unit will build on their initial understanding of how to move with a ball into space as well as the knowledge of why we have to be accurate. This unit will form the basic underlying knowledge necessary to access other units that require striking skills in later years. Pupils will also start to develop an understanding of the meaning of aiming and power; knowing how to utilise these movement skills in order to be successful will increase enjoyment and engagement in future games units.

### Lessons in unit

1. Pushing a ball with a racket/bat
2. Pushing a ball using a racket/bat with control
3. Pushing a ball with a racket/bat into space
4. Striking and pushing a ball with a racket/bat towards a target
5. Striking a ball using a racket/bat with power
6. Striking a ball using a racket/bat with accuracy

# Year 2 units – Year B

[View interactive sequence online](#) 

**1**

**Locomotion: running, jumping and dodging**

**2**

**Health and wellbeing: agility, balance and coordination** \*B

**3**

**Dance: my world, weather**

**4**

**Ball skills: passing, dribbling and scoring**

**5**

**Gymnastics: linking movements and balances** \*B

**6**

**Outdoor adventurous activities: team building** – Forest School

**7**

**Ball skills: hitting and striking** \*B

**8**

**Dance: my world, how we dance**

\*B = taught to beech Class but not Maple

# 1. Locomotion: running, jumping and dodging

Year 2

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## Threads

- Feel: engagement and enjoyment
- Move: movement competence

## Unit description

This unit will increase pupils' motor competence when dodging and jumping. Pupils will understand when and why we dodge and apply this knowledge showing self belief in simple games. Pupils will use their jumping skills in games too and use this understanding to jump in combination by linking jumps.

## Why this, why now?

The unit will use pupils' prior knowledge of how to run and jump, developing pupils' motor competence linked to dodging and jumping. In this unit pupils will be challenged to use and apply dodging skills in games and jump in combination rather than just in isolation. Pupils will also be able to use their prior learning from ball skills and team games to be able to successfully apply their initial jumping and dodging skills in this unit. Foundations are then laid for subsequent units on ball skills as pupils will already have a strong understanding of the movement skills required.

## Lessons in unit

1. Dodging
2. Dodging in simple games
3. Dodging when attacking and defending
4. Dodging in teams
5. Where and why to dodge in game situation
6. Dodging in competitive games
7. Jumping higher
8. Skipping and jumping in games
9. Linking jumping
10. Jumping combinations
11. Jumping combinations: hop, step, jump
12. Jumping competitions

## 2. Health and wellbeing: agility, balance and coordination

Year 2

[Go to unit resources](#) 

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### Threads

- Feel: personal and emotional
- Move: physical fitness
- Think: knowledge of healthy, active living

### Unit description

This unit of work will introduce pupils to agility, balance and coordination; understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding of how these elements are crucial in a variety of fitness activities.

### Why this, why now?

This unit builds on pupils' prior understanding of exercise, physical activity and why we need to move our bodies. By exploring agility, balance and coordination, throughout the unit, pupils will further develop their ability to understand the effects exercise has on our bodies. Later in the unit pupils will begin to apply their agility, balance and coordination through circuits and games, where they will be honest with their scores as they strive to improve their own performance and physical fitness. This will prepare pupils for all upcoming practical units.

### Lessons in unit

1. Agility
2. Balance
3. Coordination
4. Agility circuit
5. Balance circuit
6. Coordination circuit

# 3. Dance: my world, weather

Year 2

[Go to unit resources](#) 

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## Threads

- Connect: cultural and ethical awareness
- Move: performance and competition

## Unit description

A thematic approach reinforces Action-Space-Dynamics-Relationships introducing further constituents to expand dance knowledge. Pupils apply imagination, creativity and skill when making artistic decisions with others. Performance opportunities support reflection and allow interpretation.

## Why this, why now?

Pupils will utilise key subject knowledge through a language-based stimuli with opportunities to create and interpret movement in a literal or abstract manner, making concrete connections between other curriculum areas. Pupils apply placement, alignment, extension and focus to performance, demonstrating refinement of balance, control, coordination and personal style. Collaboration supports a wider movement vocabulary and range of ideas leading to the development of methods and aesthetic sensibilities. Pupils offer justification and interpretations of their choreography.

## Lessons in unit

1. Weather: gestures, turns, travel and jumps
2. Sunshine and rain: size and levels
3. Snow and ice: contrast and mirroring
4. Storms: speed and force
5. Wind and clouds: travel and size
6. Weather conditions: performing as a duet/trio

# 4. Ball skills: passing, dribbling and scoring

Year 2

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## Threads

- Move: movement competence
- Think: knowledge of rules, tactics, strategies and compositional ideas

## Unit description

This unit will challenge pupils to use their dribbling, passing and receiving skills to keep possession and score. Pupils will develop their accurate underarm throwing and explore throwing overarm. Pupils will apply these skills in a variety of activities as they develop their motor competence.

## Why this, why now?

This unit of work will develop pupils' motor competence of moving with a ball using their hands and feet, while introducing pupils to more advanced skills such as throwing over arm. This unit is essential in order to fully prepare pupils for the application of their ball skills in more advanced games. The introduction of scoring in this unit will also embed more complex skills and rules which are necessary for pupils to access the following games units.

## Lessons in unit

1. Dribbling and keeping possession using our hands
2. Dribbling to score a point using our hands
3. Passing and receiving using our hands
4. Passing, receiving and dribbling to score a point using our hands
5. Dribbling and keeping possession using our feet
6. Passing and receiving using our feet
7. Dribbling to score a point in game activities using our feet
8. Combine dribbling, passing and receiving with our hands
9. Application and understanding of underarm throwing
10. Underarm throwing to beat an opponent
11. Overarm throwing
12. Overarm throwing to win a game

# 5. Gymnastics: linking movements and balances

Year 2

[Go to unit resources](#) 

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## Threads

- Move: performance and competition
- Think: evaluation, analysis and reflection

## Unit description

This unit will challenge pupils to explore linking movements and balances together incorporating flow. Pupils will create and perform sequences on apparatus focussing on jumps, rolls and balances. Pupils will reflect on how to link movements and balances while travelling along a variety of pathways.

## Why this, why now?

This unit continues to develop pupil's knowledge and application of creating movements and balances, covered previously. Pupils will build upon and further develop their ability to sequence movements together by including effective flow. Pupils will be challenged to explore additional compositional components such as pathways and learn to execute their movements sequences while considering a variety of pathways. The unit will fully prepare pupils for the next steps in sequence design which will include pair and group work.

## Lessons in unit

1. Linking
2. Linking on apparatus
3. Jump, roll, balance sequences
4. Jump, roll, balance on apparatus
5. Creation of sequences
6. Completion of sequences and performance
7. Zigzag pathways
8. Zigzag pathways on apparatus
9. Curved pathways
10. Curved pathways on apparatus
11. Creation of pathway sequences
12. Completion of pathway sequences and performance

## 6. Outdoor adventurous activities: team building

Year 2

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### Threads

- Move: application of tactics, strategies and compositional ideas
- Think: decision making, problem solving and creative thinking

### Unit description

This unit will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role.

Pupils will begin to develop and apply simple strategies to solve problems with a focus on applying effective collaboration skills when working as part of a team.

### Why this, why now?

Pupils have already experienced working together and know why we need to collaborate to beat an opponent. Pupils have developed an understanding of using simple tactics in games. Through this unit they will deepen their understanding of creating tactics and applying these in games. By challenging collaboration skills, pupils will gain a deeper understanding and appreciation for their teammates; preparing them for every aspect of their future learning.

### Lessons in unit

1. Working as a team
2. Working together including everyone
3. Trust and communication
4. Roles and responsibilities
5. Cooperation and communication
6. Showing respect through listening
7. Showing respect by supporting and encouraging others
8. Helping my teammates
9. Using simple strategies
10. Collaborating to win simple games
11. Working together and competing as a team
12. Collaborating in teams

# 7. Ball skills: hitting and striking

Year 2

[Go to unit resources](#) 

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## Threads

- Move: movement competence
- Think: evaluation, analysis and reflection

## Unit description

This unit will enable pupils to refine their understanding of how they can develop their motor competence of hitting and striking to send the ball into space in order to win a game. Pupils will reflect on why hitting into space is essential in order to score points against the opposing team.

## Why this, why now?

This unit builds on pupils' understanding of hitting and striking skills through the opportunities pupils will have to apply this understanding in order to win a game. This builds on pupils' understanding of how to use a racket or a bat to control a ball and send a ball accurately. Foundations are laid for the formal introduction to net and wall and striking and fielding games as pupils will know why certain skills and knowledge are essential within competitive games.

## Lessons in unit

1. Striking the ball using a racket or bat with accuracy
2. Combine hitting/striking a ball with accuracy and power
3. Hitting/striking a ball with accuracy and power to beat an opponent
4. Hitting/striking a ball into a space
5. Hitting/striking the ball with intent
6. Striking the ball into space to beat an opponent

# 8. Dance: my world, how we dance

Year 2

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## Threads

- Connect: teamwork and leadership
- Move: application of tactics, strategies and compositional ideas

## Unit description

A stylistic approach applies Action-Space-Dynamics-Relationships in combination to cultural, historic and geographic factors. Pupils learn key features of different dance genres e.g. stance and formations as a stimulus for devising motifs and developing awareness of commonality between cultures.

## Why this, why now?

Pupils are introduced to new actions through dances from other times and places.

Applying subject knowledge as an analytical tool to encode and decode established vocabularies and support cultural appreciation. This develops musicality and relationship as well as developing coordination, sensitivity to others and projection skills. Collaborating in small groups, pupils discuss ideas; select, order or combine them; review success and consider refinements prior to sharing and observing work, offering further analysis.

## Lessons in unit

1. American line dancing
2. Traditional Greek dance
3. South African gumboot dance
4. Salsa dance
5. Hula dance
6. Kathak dance

# Year 3 units – Year A

[View interactive sequence online](#) 

**1**

**Outdoor adventurous activities: team challenges** – Forest School

**2**

**Invasion games: principles of attack and defence through ball games**

**3**

**Dance: my word links to language**

**4**

**Invasion games: principles of attack and defence in netball**

**5**

**Net and wall games: tactics and strategies to overcome an opponent**

**6**

**Gymnastics: movements, balances and sequence composition**

**7**

**Health and wellbeing: mindfulness and meditative balances**

**8**

**Athletics: athletic challenges** – *taught in Year B*

**9**

**Striking and fielding games: fielding vs batting**

# 1. Outdoor adventurous activities: team challenges

Year 3

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## Threads

- Connect: teamwork and leadership
- Move: application of tactics, strategies and compositional ideas

## Unit description

The unit of work will explore what makes an effective team through different problem-solving tasks and challenges. Throughout the unit, there will be a focus on pupils developing their communication skills, essential to working within a team to complete the challenges successfully.

## Why this, why now?

Throughout KS1, pupils explored the idea of teamwork and began to develop and apply simple strategies to solve problems while developing their ability to collaborate in teams. This is the first unit that pupils will experience in KS2 and so it is essential that this unit prepares pupils for all future learning experiences that centre around working together in teams. Communication is an integral aspect of team work and so by focusing on this throughout the unit of work, pupils will gain the necessary undertaking of communication, to be able to use and apply this knowledge in all later units.

## Lessons in unit

1. Create and use simple tactics through team challenges
2. Leadership
3. Communication
4. Communicating as a team
5. Collaborate effectively as a team
6. Communicating to create tactics as a team

## 2. Invasion games: principles of attack and defence through ball games

Year 3

[Go to unit resources](#) 

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### Threads

- Feel: engagement and enjoyment
- Move: application of tactics, strategies and compositional ideas

### Unit description

The unit of work will introduce pupils to the principles of attack and defence, with a particular focus on passing, moving and scoring. Pupils will show integrity as they learn to keep possession and eventually score in order to win a modified game. The unit will focus on games using hands and feet.

### Why this, why now?

In KS1, pupils will have explored basic dribbling, passing and receiving skills as well as underarm and overarm throwing. Pupils already have a developing understanding of where and why we pass and dribble and why we need to be accurate when we throw. This will be the first time pupils are exposed to an invasion games unit of work, where pupils will develop an understanding of the basic principles of attack and defence. The unit will take a broad look at ball games, enabling the skills and strategic learning to be fully transferable across multiple sporting contexts.

### Lessons in unit

1. Passing and receiving skills
2. Passing and creating space
3. Passing and moving to create space
4. Scoring
5. Defending and the concept of marking
6. Attacking and defending in small sided games

# 3. Dance: my word links to language

Year 3

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## Threads

- Feel: personal and emotional
- Move: application of tactics, strategies and compositional ideas

## Unit description

A pure approach deepens understanding of Action-Space-Dynamics-Relationships and how to create, develop and analyse ideas, motifs and dances. Pupils select and combine key elements to create effects, drawing parallels between communication methods and illustrate how artistic processes are applied.

## Why this, why now?

Pupils will respond to clearly scaffolded stimuli, allowing a broader and deeper text-based experience linking to the year 2 unit on the Weather, applying the use of spatial elements such as size, level and direction as well as the accuracy of placement and emphasis. Working independently and collaboratively pupils create, perform and analyse dances employing focus, extension, flexibility, control, coordination, stamina and balance, and introduces pupils to form and structure supporting their choreographic knowledge of composing short dances using motifs effectively and accurately.

## Lessons in unit

1. Actions: upper and lowercase letter shapes
2. Commas and full stops: pauses and stillness
3. A combination of actions: writing short sentences
4. Curving, linear and irregular pathways: letters
5. Directions and levels: movement
6. Location and level: paragraphs
7. Force: exclamation marks
8. Dynamics: fronted adverbial
9. Force and dynamics: exclamation marks and fronted adverbials
10. Formations and contrast: prepositions
11. Question and answer: dialogue
12. Formations, contrast and question and answer: performing

# 4. Invasion games: principles of attack and defence in netball

Year 3

[Go to unit resources](#) 

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## Threads

- Move: movement competence
- Think: knowledge of rules, tactics, strategies and compositional ideas

## Unit description

The unit will introduce pupils to the principles of attack and defence, with a particular focus on passing, moving and scoring in netball. Pupils will learn how to keep possession and score in order to win a modified game. The unit will also focus on the basic rules of the game to aid understanding.

## Why this, why now?

This unit continues to develop pupils' understanding of invasion games. Previously, pupils developed a basic understanding of the principles of attack and defence through generic ball games. This essential prior learning is fully transferable into this second invasion unit. Pupils will take a closer look at some of the more sport specific skills in netball, such as developing their motor competence in passing and moving and footwork. Later, pupils will also consider new strategies linked to the basic positions that they haven't explored in the generic unit.

## Lessons in unit

1. Passing and receiving in games
2. Passing and moving: creating space
3. Passing, moving and scoring
4. Footwork
5. Defending and the concept of marking a player
6. Attacking and defending in small sided netball games

# 5. Net and wall games: tactics and strategies to overcome an opponent

Year 3

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## Threads

- Feel: personal and emotional
- Move: application of tactics, strategies and compositional ideas

## Unit description

The unit of work will introduce pupils to the basic principles of attacking and defending in net based games. Pupils will explore where, when and why we throw the ball on a mini court, in order to win a game. Pupils will show resilience as they start to use rackets in order to control the ball.

## Why this, why now?

This unit introduces pupils to net based games by exploring beating an opponent on a mini court. In KS1, pupils will have already developed an understanding of how to use a racket or a bat to control a ball and send a ball accurately into space and so this unit takes that next step into the basic application of these skills. Beginning the unit by using their hands, pupils will aim at space and try to use their accurate throwing skills in order to beat an opponent. Later, pupils will have the opportunity to progress onto using a racket or bat and show resilience as they develop their technique.

## Lessons in unit

1. Throwing with accuracy
2. Throwing with accuracy towards space
3. Outwitting an opponent
4. Creating space to win a point
5. How to win a game
6. Rackets and paddles

# 6. Gymnastics: movements, balances and sequence composition

Year 3

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## Threads

- Move: performance and competition
- Think: evaluation, analysis and reflection

## Unit description

The unit of work introduces pupils to the idea of changes in levels and direction when creating and performing sequences in pairs and in groups. Pupils will reflect on the best way to create their sequences, combining both changes in level and direction, with balances and using a range of apparatus.

## Why this, why now?

This unit builds on the strong foundation pupils will already have creating gymnastic movements and balances. Pupils already know how to link movements with flow and can do so using a range of different movements and balances. This foundation is essential as pupils will be challenged to improve their creative skills as they design sequences on a variety of apparatus. Pupils will learn to include more advanced skills such as changes in level and direction, working in pairs and groups to evaluate and improve their performances.

## Lessons in unit

1. Balances individually and in pairs
2. Application of learning onto apparatus
3. Sequence ideas
4. Sequence formation combining individual and pair balances
5. Changes in level
6. Changes in level on the apparatus
7. Changes in direction
8. Changes in direction on apparatus
9. Combine balances and movements to finalise sequences in pairs
10. Changes in level and direction to create sequences in groups using apparatus
11. Sequence completion and peer to peer review
12. Sequence completion and performance to peers

# 7. Health and wellbeing: mindfulness and meditative balances

Year 3

[Go to unit resources](#) 

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## Threads

- Feel: personal and emotional
- Move: physical fitness
- Think: knowledge of healthy, active living

## Unit description

The unit will explore how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn how to execute meditative balances while focusing, to help combat feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life.

## Why this, why now?

Pupils will already have a strong understanding of the importance of exercise and how we can keep our bodies healthy. This unit introduces pupils to a more indepth look at the importance of having a healthy mind. Exploring meditative balances and relaxation techniques will introduce pupils to an entirely new concept that will help to support their mental wellbeing and overall fitness. The skills learnt in this unit, will support pupils to feel calmer and focused in all subsequent learning.

## Lessons in unit

1. Relaxation techniques
2. Using relaxation techniques effectively
3. Performing meditative balances
4. Performing meditative balances in pairs
5. Using props to balance in meditative balances
6. Balancing skills in pairs using an imaginary prop

# 8. Athletics: athletic challenges

Year 3

[Go to unit resources](#) 

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## Threads

- Move: performance and competition
- Think: evaluation, analysis and reflection

## Unit description

The unit of work will focus on how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams to improve performance. Pupils will also begin to evaluate how to jump as far as possible and compare throwing accurately with throwing for distance.

## Why this, why now?

Pupils will already know how to run, jump, hop, skip and leap. Pupils will also have had the chance to apply these skills in games but also in simple athletic based competitions. This initial KS2 Athletics unit will be the first time that pupils start to explore these skills through a focused athletics lens. Pupils will be able to take their foundational understanding and expand this into a more detailed look at the specific techniques required in a range of athletic activities.

## Lessons in unit

1. Running for speed: sprinting
2. Sprinting: explore acceleration
3. Relay
4. Running for speed in a team
5. Throwing: accuracy vs distance
6. Jumping for distance: standing long jump

# 9. Striking and fielding games: fielding vs batting

Year 3

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## Threads

- Feel: engagement and enjoyment
- Move: movement competence

## Unit description

The unit introduces batting vs fielding. Pupils will develop an understanding of the purpose of each team and learn how to apply a variety of skills such as throwing and stopping the ball to keep the batter's score low as well as their competence in striking in order to score points when batting.

## Why this, why now?

This unit builds on pupils' understanding of using throwing, hitting and striking skills in order to win a game. By drawing on this prior knowledge and understanding from KS1, pupils will develop integrity as they take that first step in learning about striking and fielding games, developing their competence at executing a variety of skills. This initial unit will take a generic look at the batting and fielding before later starting to utilise these skills in more focused units later in KS2.

## Lessons in unit

1. Striking and fielding games
2. Throwing underarm with accuracy
3. Throwing overarm
4. Throwing overarm and underarm in striking and fielding games
5. Striking: focus on the batter
6. Game play: apply batting and fielding skills in competition

# Year 4 units – Year A

[View interactive sequence online](#) 

**1**

**Outdoor adventurous activities: solving problems** – Forest School

**2**

**Invasion games: maintaining possession and stopping an attack in ball games**

**3**

**Dance: traditional dance of the British Isles**

**4**

**Invasion games: maintaining possession and stopping an attack through basketball**

**5**

**Net and wall games: tactics to overcome an opponent through pickleball**

**6**

**Gymnastics: symmetry and asymmetry**

**7**

**Health and wellbeing: mindfulness, meditative balances and relaxation techniques**

**8**

**Athletics: athletic challenges developed**

**9**

**Striking and fielding games: tactics and strategies through racing rounders**

# 1. Outdoor adventurous activities: solving problems

Year 4

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## Threads

- Connect: teamwork and leadership
- Move: application of tactics, strategies and compositional ideas

## Unit description

The unit of work will develop pupils' ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as creating and applying effective tactics together.

## Why this, why now?

Pupils continue to develop their understanding of effective team work in this unit on problem solving. The unit requires pupils to apply their knowledge of communication to solve a variety of problems in the most efficient way possible. The problems pupils are exposed to will significantly vary in design, to really test pupil's developing understanding of creating and applying tactics as well as deepening their knowledge of what makes an effective team, enabling pupils to use this knowledge in the upcoming games units.

## Lessons in unit

1. Solving problems as a team using benches and mats
2. Create strategies to beat other teams with card based problems
3. Effective teamwork with a focus on collaboration and communication
4. Effective teamwork with a focus on collaboration, communication and motivation
5. Working together solving problems when caving
6. Effective team work when caving

## 2. Invasion games: maintaining possession and stopping an attack in ball games

Year 4

[Go to unit resources](#) 

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### Threads

- Connect: teamwork and leadership
- Move: application of tactics, strategies and compositional ideas

### Unit description

This unit will develop pupils' ability to apply the principles of attack vs defence, focussing on how to use their passing, moving and dribbling skills to create shooting opportunities as well as defensive principles to stop an attack. Pupils will work together in teams to create simple tactics.

### Why this, why now?

The unit will extend pupils' understanding of invasion games, developing the principles of attack and defence. This invasion unit builds on prior learning by looking at the application of dribbling in attack, as well as defending as a team to stop the opposition's attack. The focus will be through a ball skills lens as opposed to focusing on a specific sport to continue to enable the effective transfer of skills across multiple sports and activities. Later, pupils will have the opportunity to work together in teams to design tactics and strategies as they attempt to beat their opponents.

### Lessons in unit

1. Combine passing and receiving
2. Passing, receiving and creating space in games
3. Combine passing and moving to create shooting opportunities
4. Combine passing, moving and shooting
5. Defending to stop an attack
6. Game application of attack and defence

# 3. Dance: traditional dance of the British Isles

Year 4

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## Threads

- Move: performance and competition
- Think: evaluation, analysis and reflection

## Unit description

A stylistic approach develops Action-Space-Dynamics-Relationships to study dances from other times and places reviewing how and why motifs are repeated and developed. Pupils develop an understanding of the impact of accompaniment, landscape and other design features on action content.

## Why this, why now?

Pupils build on their prior learning of specific action content, alongside cross curricular links and cultural capital, progressing previous work on relationships. Clear movement language and stylistic features provide a framework from which pupils collaborate to create original dances, applying fundamental features of the selected style, developing their understanding of formations, motif development and stance. Pupils continue to respond to accompaniment. The content is typically energetic and so pupils develop stamina and strength alongside cooperation and team-work.

## Lessons in unit

1. Maypole dancing: England
2. Clog dancing: England
3. Barn dancing: England
4. Sword dancing: Scotland
5. Gay Gordons: Scotland
6. Strathspey: Scotland
7. Irish Dancing: Ireland
8. Musical structure: Ireland
9. Emphasis in dance: Ireland
10. Changing formations: Wales
11. Using props in dance: Wales
12. Contrasting dance: Wales

# 4. Invasion games: maintaining possession and stopping an attack through basketball

Year 4

[Go to unit resources](#) 

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## Threads

- Move: movement competence
- Think: knowledge of rules, tactics, strategies and compositional ideas

## Unit description

This unit will develop pupils' ability to apply the principles of attack vs defence through basketball. Pupils will develop their movement competence in passing, moving and dribbling and apply these skills to create shooting opportunities. When defending, pupils will learn how to stop an attack.

## Why this, why now?

Previously, pupils developed their passing, dribbling and shooting skills, without the focus on a particular sport or activity. This essential prior learning is now completely transferable into this second invasion unit that looks closer at using skills such as passing, dribbling and shooting through basketball. Pupils will be able to take a closer look at some of the more basketball specific rules and techniques such as how to shoot and the rules governing dribbling.

## Lessons in unit

1. Dribbling (hand)
2. Passing, receiving and creating space
3. Combine passing and dribbling to create space
4. Shooting and how to create shooting opportunities
5. Defending to stop the opposition's attack
6. Game application of attacking and defending

# 5. Net and wall games: tactics to overcome an opponent through pickleball

Year 4

[Go to unit resources](#) 

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## Threads

- Feel: engagement and enjoyment
- Move: movement competence

## Unit description

This unit will develop pupil's understanding of how to beat an opponent in net based games with a specific focus on pickleball. Pupils will enjoy learning how to create space to win points and develop their competence when using a paddle to play forehand and backhand shots.

## Why this, why now?

Pupils already know why we have to aim at space using accurate throwing skills in order to beat an opponent. In this unit, pupils have the opportunity to expand on their understanding of net based games and begin some basic paddle work as they develop forehand and backhand techniques with increasing competence. Once pupils can control a ball with a paddle, they will explore the concept of creating space for the next shot, in order to beat their opponent.

## Lessons in unit

1. Forehand (underarm shots) using paddles
2. Develop forehand (underarm shots) using paddles
3. Creating space to win a point using a paddle
4. Backhand
5. The forehand and backhand
6. The forehand and backhand in game situations

# 6. Gymnastics: symmetry and asymmetry

Year 4

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## Threads

- Move: performance and competition
- Think: decision making, problem solving and creative thinking

## Unit description

This unit will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create and perform sequences that incorporate symmetrical and asymmetrical balances on apparatus, applying flow. Pupils will learn how to include canon and unison in their sequence creation.

## Why this, why now?

Pupils have already learnt how to design sequences on apparatus by including movements and balances with changes in level and direction. In this unit, pupils will be challenged to now think about more complex themes such as Symmetry and asymmetry, which add new layers of thinking to their pair and group work. Pupils will also be introduced to canon and unison and have to think creatively about the design of their sequences to utilise these key components to ensure their sequences are highly creative and aesthetically pleasing.

## Lessons in unit

1. Symmetry
2. Asymmetry
3. Symmetrical and asymmetrical learning on apparatus
4. Sequence formation in pairs
5. Unison in sequences
6. Canon in sequences
7. Create sequences in unison on apparatus with symmetrical balances
8. Create sequences in canon on apparatus with symmetrical balances
9. Sequences on apparatus in pairs using symmetrical and asymmetrical balances
10. Sequence work in groups combining concepts
11. Sequence completion and peer review
12. Sequence completion and performance

# 7. Health and wellbeing: mindfulness, meditative balances and relaxation techniques

Year 4

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## Threads

- Move: physical fitness
- Think: knowledge of healthy, active living

## Unit description

This unit will focus on exploring positive and negative emotions and managing them through using mindfulness techniques such as visualisation, meditative balances, mime and deep breathing. Pupils will understand why these techniques are important for a healthy mind to support our overall wellbeing.

## Why this, why now?

This unit introduces pupils to new mindfulness techniques that develop the learning they have already experienced in previous units focused on meditative balances. This unit really supports pupils to discuss and explain their feelings and emotions, understanding why it is important to use mindfulness techniques in order to combat negative emotions. Throughout the unit, a focus on how these techniques align with our overall health and well being is essential in supporting pupils to take ownership of leading a healthy active lifestyle.

## Lessons in unit

1. Interpret music to create expressive movement
2. Create movement sequences to express emotions
3. Use mime to explore positive and negative emotions
4. Performing meditative balances incorporating mindfulness techniques
5. Combine and perform mime with meditative balances
6. Use mindfulness techniques to help manage emotions

# 8. Athletics: athletic challenges developed

Year 4

[Go to unit resources](#) 

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## Threads

- Feel: personal and emotional
- Move: performance and competition

## Unit description

This unit will challenge pupils' integrity and resilience when developing their sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the basics of triple jump.

## Why this, why now?

Pupils have developed a good understanding of running fast, jumping far and throwing far. In this unit, pupils will analyse their technique for sprinting and make decisions as to how to improve. For the first time, pupils will compare the difference between running for speed and running for distance, introducing the concept of pacing. Pupils will draw on their prior knowledge of jumping in combination and apply this understanding while learning about the triple jump. Later, pupils will have the opportunity to use their developing throwing skills and try throwing for distance using a javelin.

## Lessons in unit

1. Sprinting: running at speed
2. Sprinting: stride pattern
3. Introduction to pacing
4. Use tactics when running for distance
5. Throwing for distance: javelin
6. Jumping for distance: standing triple jump

# 9. Striking and fielding games: tactics and strategies through racing rounders

Year 4

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## Threads

- Move: application of tactics, strategies and compositional ideas
- Think: knowledge of rules, tactics, strategies and compositional ideas

## Unit description

The unit will develop pupils' ability to apply the principles of attack vs defence, focusing on racing rounders. Pupils will continue to develop and apply a variety of fielding skills and tactics to keep the batter's score low and learn where to bat the ball in order to score maximum points.

## Why this, why now?

This unit continues to develop pupil's understanding of batting and fielding and the skills and tactics required for both the batting and fielding team. In this unit, pupils will apply their learning so far through the game of racing rounders. By using this modified version of the full game, it enables pupils to consider further developing simple tactics and strategies to overcome an opponent as well as having specific rules and positions to adhere to.

## Lessons in unit

1. The concept of racing rounders
2. Fielding: bowling and backstop
3. Batting: technique
4. Batting: where and why
5. Basic fielding tactics
6. Game play: apply batting and fielding skills

# Year 5 units – Year B

[View interactive sequence online](#) 

**1**

**Outdoor adventurous activities: orienteering** – Forest School

**2**

**Invasion games: shooting, scoring and denying space in ball games**

**3**

**Invasion games: shooting, scoring and denying space through hockey**

**4**

**Net and wall games: tactics to overcome an opponent through tennis**

**5**

**Striking and fielding games: striking and fielding skills through cricket**

**6**

**Gymnastics: counter balance and counter tension**

**7**

**Gymnastics: flight**

**8**

**Dance: your tag, everyday art**

**9**

**Health and wellbeing: stamina, strength and flexibility**

**10**

**Athletics: enhanced athletic challenges**

# 1. Outdoor adventurous activities: orienteering

Year 5

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## Threads

- Connect: teamwork and leadership
- Move: application of tactics, strategies and compositional ideas

## Unit description

This unit will develop pupils' ability to orientate a map to locate points. Pupils will follow a set route and think strategically in order to reach as many points as possible in a set time. Pupils will develop their ability to collaborate with others and work as a team to complete the challenges.

## Why this, why now?

Pupils already have a strong understanding of how we can work effectively as a team and why this is important. So far, pupils have focused on solving problems in teams, so this unit challenges pupils to apply this understanding through the uniquely different lens of orienteering. The unit develops pupils' map reading skills alongside the development of communication and cooperation. Later, pupils have to apply their knowledge of orienteering and team work in competitive activities, where they will be challenged to think strategically, in order to be successful.

## Lessons in unit

1. Introduce maps working together
2. Using a map to follow a route
3. Orientating a map to locate points
4. Following a set route using a map
5. Collaborate effectively to complete a timed course
6. Orienteering competition

## 2. Invasion games: shooting, scoring and denying space in ball games

Year 5

[Go to unit resources](#) 

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### Threads

- Move: application of tactics, strategies and compositional ideas
- Think: decision making, problem solving and creative thinking

### Unit description

The unit will challenge pupils to enhance their attacking and defensive skills. Pupils will have a clear understanding of when, where and why to apply these skills during a game. Pupils will be able to develop effective tactics for both attacking and defending and apply these successfully in games.

### Why this, why now?

Pupils already know how to apply attacking skills such as passing and moving, dribbling and shooting as well as basic defensive skills in order to stop attacks. This unit will pull this prior learning together and challenge pupils to start to create and apply effective attacking and defensive tactics in a variety of ball games. Pupils will be further challenged to understand more complex defensive strategies such as how to deny space, in order to stop an attack in later units.

### Lessons in unit

1. Dribbling and keeping control
2. Dribbling to attack and create space
3. Dribbling and passing to maintain possession and create scoring opportunities
4. Denying space
5. Transition from defence to attack with a defensive focus
6. Attack vs defence

# 3. Invasion games: shooting, scoring and denying space through hockey

Year 5

[Go to unit resources](#) 

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## Threads

- Move: movement competence
- Think: knowledge of rules, tactics, strategies and compositional ideas

## Unit description

The unit will enable pupils to enhance their attacking and defensive skills through hockey. Pupils will learn the game specific skills, understanding when, where and why to apply these skills. Pupils will create effective tactics for attack and defence, applying them successfully in modified games.

## Why this, why now?

Previously, pupils have looked at using and applying more complex attacking and defensive skills and tactics through a ball games unit, without the focus on a specific sport. This unit will serve to extend that challenge further by enabling pupils to showcase their understanding through hockey specifically. As well as applying the transferable skills and understanding required for invasion games, pupils will also be taught the game specific skills, rules and tactics that apply to the game of hockey.

## Lessons in unit

1. Dribbling and control
2. Accurately passing and receiving
3. Dribbling and passing to maintain possession to create scoring opportunities
4. Denying space and defending
5. Shooting in Hockey
6. Attack v defence

# 4. Net and wall games: tactics to overcome an opponent through tennis

Year 5

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## Threads

- Feel: engagement and enjoyment
- Move: movement competence

## Unit description

This unit will challenge pupils to apply their prior learning of hitting the ball into space and develop their motor competence to perform these skills through tennis. Pupils will develop their ability to serve and to volley, and enjoy applying these skills accurately and consistently in games.

## Why this, why now?

Pupils already have a strong knowledge of how to beat an opponent by creating space for shots and starting to use both forehand and backhand. In this unit, pupils have the opportunity to expand on their understanding of net based games as they develop and apply their understanding through tennis. Pupils will show self motivation to learn how to use forehand and backhand in tennis and later in the unit learn how to execute a serve and a volley, in order to beat their opponent. Pupils will learn to competently execute a range of shots, understanding when and why they need to use them in games.

## Lessons in unit

1. Forehand (underarm shots) using rackets
2. Develop forehand (underarm shots) using rackets
3. Introduce backhand shots with a racket
4. Volley
5. Controlling the game from the serve
6. Game application through competition

# 5. Striking and fielding games: striking and fielding skills through cricket

Year 5

[Go to unit resources](#) 

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## Threads

- Move: movement competence
- Think: knowledge of rules, tactics, strategies and compositional ideas

## Unit description

This unit will challenge pupils to refine their prior learning of the skills required for both batting and fielding applying these through cricket. Pupils will be able to create and apply tactics for both batting, and fielding, including bowling and apply these successfully within their teams.

## Why this, why now?

This unit will build on pupils' prior understanding of batting and fielding and the skills and tactics required for both the batting and fielding team. In this unit, pupils will apply their learning so far through the game of cricket and understand how to develop competence in performing cricket specific skills when batting and fielding. A particular focus throughout the unit will be on creating and adapting tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations in order to ensure the tactics are as effective as possible.

## Lessons in unit

1. The concept of cricket
2. Bowling
3. Stopping and returning the ball
4. Striking the ball at different angles and speeds
5. Create and apply tactics, introduce umpiring and scoring
6. Game play: game scenarios

# 6. Gymnastics: counter balance and counter tension

Year 5

[Go to unit resources](#) 

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## Threads

- Move: application of tactics, strategies and compositional ideas
- Think: evaluation, analysis and reflection

## Unit description

This unit will focus on exploring counter balance and counter tension using the floor and apparatus. Pupils will learn how to perform a range of balances in pairs and compose sequences that consistently incorporate flow. Pupils will evaluate their sequences and reflect on how to make improvements.

## Why this, why now?

This unit explores a new, more complex theme in which pupils have to work in pairs to create balances that rely on both partners using each other's bodies to ensure the balance is safe and still. Once pupils have been able to create both counter balance and counter tension balances, they will utilise their prior learning of movement and flow, including flight, as they link the balances on a range of apparatus in pairs and in groups. Pupils will have to think strategically, to compose their sequences which will prepare pupils for their future gymnastics learning.

## Lessons in unit

1. Counter balance
2. Counter balance on apparatus
3. Sequences to include counter balance on apparatus
4. Counter tension
5. Sequences to include counter balance and counter tension on apparatus
6. Performance and giving feedback to others

# 7. Gymnastics: flight

Year 5

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## Threads

- Feel: personal and emotional
- Move: performance and competition

## Unit description

This unit will enable pupils to explore and perform a variety of jumps, knowing how to take off and land safely. Pupils will create sequences in groups, combining a variety of jumps and turns on apparatus with changes in level, direction, canon, unison and flow.

## Why this, why now?

Pupils have already learnt how to think creatively about the design of their sequences to utilise canon and unison, with a focus on different gymnastics themes.

This unit explores a unique aspect of gymnastics where we focus on flight and use jumps and turns to create moments of flight. This unit will allow pupils to use all their learning so far and really test their creativity as they construct their movement sequences and include flight in key moments of the sequence. Pupils will be ready to use their integrity, as they strive to create the best performance possible.

## Lessons in unit

1. Flight
2. Jumping and turning
3. Utilising apparatus to create moments of flight
4. Jumping on apparatus: canon and unison
5. Group jumping sequences; turning, canon, unison, levels and direction
6. Performance and self-reflection

# 8. Dance: your tag, everyday art

Year 5

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## Threads

- Connect: cultural and ethical awareness
- Move: performance and competition

## Unit description

A themed approach uses Action-Space-Dynamics-Relationships to react to controversial art forms. Looking at Basquiat and Banksy, pupils question if it is social comment, work of art or criminal act. Using analytical skills, infusing dance with Hip-hop influences that emerged alongside graffiti art.

## Why this, why now?

Pupils continue the 'social' thread, applying it to a contemporary context and reflecting on how communities communicate their values. Using visual art as a stimuli pupils translate images into actions, apply and justify appropriate choreographic relationships as a preparation for dance at KS3 and beyond. This unit further develops their understanding of the many purposes of dance whilst employing stylistic features, question and answer relationships and geometric shapes and formations alongside developing flexibility, strength and coordination.

## Lessons in unit

1. My tag, your tag
2. Influences: hip hop
3. Making your mark: motifs
4. Everyday heroes
5. Multimedia
6. Breaking the code
7. Stencilling
8. Social comment
9. Visual metaphors
10. Developing motifs using question and answer
11. Applying a range of motifs and structuring a dance
12. Refining, rehearsing and performing a dance using a combination of relationships

# 9. Health and wellbeing: stamina, strength and flexibility

Year 5

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## Threads

- Move: physical fitness
- Think: knowledge of healthy, active living

## Unit description

This unit will teach pupils the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness and enhance their understanding of the importance of healthy active lifestyles.

## Why this, why now?

This unit provides pupils with the opportunity to take part in physical activities that build their understanding and knowledge of stamina, strength and flexibility. The unit will start to combine all prior learning around the importance of a healthy active lifestyle and inspire pupils to take ownership of their own health and wellbeing. Pupils will be challenged to further develop their own fitness and consider their levels of activity outside of their physical education lessons. Later in the unit pupils have the chance to perform personal best efforts to challenge their fitness.

## Lessons in unit

1. Fitness
2. The cardiovascular system
3. Cardiovascular fitness
4. Strength
5. Flexibility
6. My personal best

# 10. Athletics: enhanced athletic challenges

Year 5

[Go to unit resources](#) 

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## Threads

- Feel: personal and emotional
- Move: performance and competition

## Unit description

This unit will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will show self motivation to improve their technique for throwing a shot put and explore and develop an understanding of how to hurdle safely.

## Why this, why now?

Pupils already understand the difference between running for speed and distance. They can jump for distance and throw for distance using a Javelin. This unit introduces pupils to the hurdles, which is a more complex event, challenging running for speed in a unique way. Pupils will be able to draw on their prior learning of throwing far as they transfer their learning into throwing a shot put, which requires alterations to the previous techniques they have mastered. Throughout the unit, pupils will have the chance to apply their developing movement competence through competitions.

## Lessons in unit

1. Finishing a race
2. Evaluating sprinting: personal bests
3. Evaluating triple jump: personal bests
4. Relay changeovers
5. Shot put
6. The hurdles

# Year 6 units – Year A

[View interactive sequence online](#) 

**1**

**Outdoor adventurous activities: leadership**

– Forest School

**2**

**Invasion games: scenarios, tactics and power play in ball games**

**3**

**Invasion games: scenarios, tactics and power play through tag rugby**

**4**

**Net and wall games: tactics to overcome an opponent through badminton**

**5**

**Striking and fielding games: striking and fielding tactics through rounders**

**6**

**Gymnastics: matching and mirroring**

**7**

**Dance: the power of unity**

**8**

**Health and wellbeing: stamina, strength and flexibility refined**

**9**

**Athletics: athletic challenges refined**

**10**

**Gymnastics: developing confidence and creative movement through Parkour**

# 1. Outdoor adventurous activities: leadership

Year 6

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## Threads

- Connect: teamwork and leadership
- Move: application of tactics, strategies and compositional ideas

## Unit description

This unit will enable pupils to identify the different attributes that make an effective leader and apply effective leadership skills to support and guide others. Pupils will learn to lead their team in different games and competitive challenges, supporting their team to apply effective tactics.

## Why this, why now?

This unit of work explores the concept of leadership in more depth than previously. Pupils will be able to use all their learning around what makes an effective team covered in previous outdoor and adventurous activities units, to really delve deep into the important skill of leadership. Throughout the unit, pupils will then have the opportunity to really test their leadership skills and develop a strong understanding of the importance of effective leadership when applying effective tactics as strategies to complete team challenges.

## Lessons in unit

1. Effective leaders
2. Communicating as a leader
3. Introduce the STEP principle focusing on space
4. Focusing on the task
5. Organising people
6. Using equipment to adapt a task

## 2. Invasion games: scenarios, tactics and power play in ball games

Year 6

[Go to unit resources](#) 

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### Threads

- Move: application of tactics, strategies and compositional ideas
- Think: decision making, problem solving and creative thinking

### Unit description

This unit of work will challenge pupils to consistently develop effective attacking and defensive skills and be able to apply these in a variety of game based scenarios. Pupils will create and apply tactics in games, adapting them as the game situation changes, in order to beat the opposition.

### Why this, why now?

Pupils already know how to create and apply effective attacking and defensive tactics in games. This unit serves to expose pupils to a variety of game based scenarios in order to teach pupils how to adapt their tactics and strategies according to the situation in the game. Later, pupils will also have the chance to explore the idea of selecting and applying 'super powers' to give their team a strategic advantage and the opportune moment in a game. The use of powers will really enhance pupils' creative thinking and further challenge their ability to make effective decisions.

### Lessons in unit

1. Possession scenarios
2. Defensive scenarios
3. Attacking tactics in games
4. Defensive tactics in games
5. Application of 'powers' into game play to challenge tactical thinking
6. Game application through competitions

# 3. Invasion games: scenarios, tactics and power play through tag rugby

Year 6

[Go to unit resources](#) 

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## Threads

- Move: movement competence
- Think: knowledge of rules, tactics, strategies and compositional ideas

## Unit description

This unit will challenge pupils to consistently demonstrate their competence in applying attacking and defensive skills in a variety of game based scenarios through tag rugby. Pupils will create and apply tactics in games, adapting them as the game situation changes, in order to beat the opposition.

## Why this, why now?

Previously, pupils have experienced adapting their tactics and strategies in a variety of game based scenarios, in the unit focused on ball games. This unit will teach pupils how to apply their understanding through tag rugby specifically. Pupils will apply the transferable skills and understanding required for invasion games and be taught the game specific skills, rules and tactics that apply to the game of tag rugby. Later in the unit, pupils will have the opportunity to apply tag rugby specific powers to take advantage of their opponents at the opportune moment in the games.

## Lessons in unit

1. Passing and moving to create attacking opportunities
2. Defending as a team
3. Create and apply defensive tactics
4. Create, understand and apply attacking tactics in game situations
5. Application of 'powers' into game play to challenge tactical awareness
6. Consolidate attacking and defending in mini games

# 4. Net and wall games: tactics to overcome an opponent through badminton

Year 6

[Go to unit resources](#) 

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## Threads

- Move: movement competence
- Think: evaluation, analysis and reflection

## Unit description

This unit will teach pupils to apply their understanding of how to create space to win a point through badminton. Pupils will refine their understanding of when to apply the forehand and backhand in a game situation and think tactically as to how to take control of the game from the serve.

## Why this, why now?

Pupils already have a strong understanding of how to beat an opponent by creating space and using forehand, backhand and volley shots at the right time. In this unit, pupils have the opportunity to develop their knowledge of net based games further, as they develop and apply their understanding through badminton. Pupils' competence in executing backhands, forehands, and volleys will be developed further through badminton and later in the unit, pupils will learn how to use the serve to take control of the game and increase the likelihood that they can overcome their opponent in games.

## Lessons in unit

1. Badminton: outwitting an opponent
2. The forehand
3. The backhand
4. Applying the forehand and backhand: creating space to win a point
5. Controlling the game from the serve in badminton
6. Game application: consolidate outwitting an opponent

# 5. Striking and fielding games: striking and fielding tactics through rounders

Year 6

[Go to unit resources](#) 

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## Threads

- Move: application of tactics, strategies and compositional ideas
- Think: knowledge of rules, tactics, strategies and compositional ideas

## Unit description

This unit will challenge pupils to consistently apply effective tactics for both batting and fielding through rounders. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.

## Why this, why now?

This unit continues to develop pupils' understanding of batting and fielding and the skills and tactics required for both the batting and fielding teams. In this unit, pupils will be challenged to apply their learning through rounders and teach pupils how to use rounders specific skills when batting and fielding, to win a modified game. Later in the unit pupils will have to think carefully about creating and adapting tactics, making any necessary adaptations in order to ensure their team has the greatest chance of overcoming their opponent.

## Lessons in unit

1. Rounders
2. Fielding tactics
3. Game understanding focused on if the batter misses or hits the ball backwards
4. Batting tactics
5. Game play with tactics
6. Game play: batting and fielding

# 6. Gymnastics: matching and mirroring

Year 6

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## Threads

- Move: application of tactics, strategies and compositional ideas
- Think: evaluation, analysis and reflection

## Unit description

This unit will enable pupils to explore what we mean by matching and mirroring movements. Pupils will be able to create sequences of movements with accuracy and fluidity using a range of apparatus. Pupils will effectively evaluate their sequences and find ways to improve and develop them further.

## Why this, why now?

Pupils already know how to create sequences that include a vast range of movement and balance ideas. This unit will teach pupils about matching and mirroring and challenge pupils to think carefully as to how they can create sequences with a partner that include matching and mirroring movements. This challenging theme requires careful selection of movements and multiple opportunities for accurate evaluation. Later, pupils will work in larger groups, to pull all of their creative skills together, to create a variety of different sequences that showcase a range of skills and creative components.

## Lessons in unit

1. Matching
2. Matching on apparatus
3. Mirroring
4. Mirroring on apparatus
5. Matching and mirroring sequences
6. Matching and mirroring sequences: group performance

# 7. Dance: the power of unity

Year 6

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## Threads

- Connect: cultural and ethical awareness
- Move: performance and competition

## Unit description

A narrative approach develops a wider range of creative responses to issue based work employing Action-Space-Dynamics-Relationships in a cohesive manner. Pupils express individuality through character-based work, reflecting on social issues. Pupils create dances using binary and ternary forms.

## Why this, why now?

Pupils continue to broach challenging and complex concepts that draw upon multiple, interconnected factors. This will deepen their understanding of issue-based work in dance and how this is used as a tool for advocacy and activism as introduced in the previous unit alongside developing and combining their physical, expressive, choreographic and analytical skills in preparation for key stage 3. This unit has potential to synthesise and draw upon all elements covered in previous units to enable pupils to unify their skills into a cohesive performance.

## Lessons in unit

1. Actions: dominance and weakness
2. Actions: authority or status
3. Actions: unity and cohesion
4. Space: levels
5. Space: proximity
6. Space: formations
7. Dynamics: force
8. Dynamics: speed
9. Dynamics: force and speed
10. Contact work: counterbalances
11. Contact work: supports
12. Contact work: counterbalances and supports

# 8. Health and wellbeing: stamina, strength and flexibility refined

Year 6

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## Threads

- Move: physical fitness
- Think: knowledge of healthy, active living

## Unit description

The unit of work will consolidate pupils' understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will focus on enhancing their own fitness and understanding the importance of taking ownership of their own health and wellbeing in order to lead healthy active lives.

## Why this, why now?

Previously, pupils will have the opportunity to take part in a variety of circuits, understanding what happens in their bodies, specific to different components of fitness. This unit will start to combine all prior learning around the importance of a healthy active lifestyle and inspire pupils to take ownership of their own health and wellbeing. Pupils will be challenged to further develop their own fitness and consider their levels of activity outside of their physical education lessons.

## Lessons in unit

1. My fitness
2. Improve my cardiovascular fitness
3. Improve my flexibility
4. Improve my strength
5. Cardiovascular circuits
6. Healthy active lives

# 9. Athletics: athletic challenges refined

Year 6

[Go to unit resources](#) 

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## Threads

- Feel: engagement and enjoyment
- Move: performance and competition

## Unit description

This unit will challenge pupils to apply their knowledge and skills into a series of competitions. Pupils will experience competition across multiple areas of athletics and will have to work individually and collaborate together in teams to apply the correct techniques in order to be successful.

## Why this, why now?

In this unit of work, pupils will need to draw upon all of their prior learning of a vast range of athletic activities and strive to apply this understanding to the best of their ability through different competition formats. This unit will teach pupils about their body composition and enable pupils to develop an understanding of the events and activities they are suited to. Later, pupils will have the chance to work in teams where they will be challenged to select the events they should each compete in, specific to their own unique skill sets.

## Lessons in unit

1. Running for speed competition
2. Running for distance competition
3. Throwing competition
4. Jumping competition
5. Individual athletics competition
6. Team athletics competition

# 10. Gymnastics: developing confidence and creative movement through Parkour

Year 6

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## Threads

No threads

## Unit description

This unit will focus on introducing the fundamentals of parkour, learning how to move efficiently and creatively. Pupils will learn how to run, jump, land, balance and vault safely with a focus on good body control, coordination and spatial awareness.

## Why this, why now?

Pupils have already learnt how to design creative sequences incorporating jumps and turns to create moments of flight. This unit will allow pupils more freedom and creativity to learn new skills. Pupils will develop their confidence, improving their problem solving skills as well as understanding the importance of safe risk-taking and learning to overcome challenges in a fun and supportive setting.

## Lessons in unit

1. Travelling over equipment: vaulting
2. Controlling the body: jumps and landings
3. Controlling the body: balance and control
4. Travelling using equipment: underbars
5. Advanced movements: tictacs and wall runs
6. Combining movement and control: putting it all together

# Threads in physical education

[See how to use threads](#) ↑

**Connect: cultural and ethical awareness**

**Connect: teamwork and leadership**

**Feel: engagement and enjoyment**

**Feel: personal and emotional**

**Move: application of tactics, strategies and compositional ideas**

**Move: movement competence**

**Move: performance and competition**

**Move: physical fitness**

**Think: decision making, problem solving and creative thinking**

**Think: evaluation, analysis and reflection**

**Think: knowledge of healthy, active living**

**Think: knowledge of rules, tactics, strategies and compositional ideas**

## Thread, '**Connect: cultural and ethical awareness**'

### **Year 1**

- **Unit 3**, 'Dance: my moves, my brilliant body'
- **Unit 7**, 'Dance: my moves, my journeys'

### **Year 2**

- **Unit 3**, 'Dance: my world, weather'

### **Year 5**

- **Unit 8**, 'Dance: your tag, everyday art'

### **Year 6**

- **Unit 7**, 'Dance: the power of unity'

# Thread, '**Connect: teamwork and leadership**'

## **Year 1**

- **Unit 8**, 'Ball skills: pushing and striking'

## **Year 2**

- **Unit 8**, 'Dance: my world, how we dance'

## **Year 3**

- **Unit 1**, 'Outdoor adventurous activities: team challenges'

## **Year 4**

- **Unit 1**, 'Outdoor adventurous activities: solving problems'
- **Unit 2**, 'Invasion games: maintaining possession and stopping an attack in ball games'

## **Year 5**

- **Unit 1**, 'Outdoor adventurous activities: orienteering'

## **Year 6**

- **Unit 1**, 'Outdoor adventurous activities: leadership'

# Thread, '**Feel: engagement and enjoyment**'

## **Year 1**

- **Unit 4**, 'Ball skills: sending, receiving and dribbling'

## **Year 2**

- **Unit 1**, 'Locomotion: running, jumping and dodging'

## **Year 3**

- **Unit 2**, 'Invasion games: principles of attack and defence through ball games'
- **Unit 9**, 'Striking and fielding games: fielding vs batting'

## **Year 4**

- **Unit 5**, 'Net and wall games: tactics to overcome an opponent through pickleball'

## **Year 5**

- **Unit 4**, 'Net and wall games: tactics to overcome an opponent through tennis'

## **Year 6**

- **Unit 9**, 'Athletics: athletic challenges refined'

## Thread, '**Feel: personal and emotional**'

### **Year 1**

- **Unit 1**, 'Locomotion: running and jumping'

### **Year 2**

- **Unit 2**, 'Health and wellbeing: agility, balance and coordination'

### **Year 3**

- **Unit 3**, 'Dance: my word links to language'
- **Unit 5**, 'Net and wall games: tactics and strategies to overcome an opponent'
- **Unit 7**, 'Health and wellbeing: mindfulness and meditative balances'

### **Year 4**

- **Unit 8**, 'Athletics: athletic challenges developed'

### **Year 5**

- **Unit 7**, 'Gymnastics: flight'
- **Unit 10**, 'Athletics: enhanced athletic challenges'

### **Swimming and water safety (all years)**

- **Unit 3**, 'Swimming: strokes, distance and safe self rescue'
- **Unit 4**, 'Swimming: water polo, artistic swimming and rookie lifeguard'

# Thread, 'Move: application of tactics, strategies and compositional ideas'

## **Year 1**

- **Unit 3**, 'Dance: my moves, my brilliant body'
- **Unit 6**, 'Outdoor adventurous activities: working as a team'
- **Unit 7**, 'Dance: my moves, my journeys'

## **Year 2**

- **Unit 6**, 'Outdoor adventurous activities: team building'
- **Unit 8**, 'Dance: my world, how we dance'

## **Year 3**

- **Unit 1**, 'Outdoor adventurous activities: team challenges'
- **Unit 2**, 'Invasion games: principles of attack and defence through ball games'
- **Unit 3**, 'Dance: my word links to language'
- **Unit 5**, 'Net and wall games: tactics and strategies to overcome an opponent'

## **Year 4**

- **Unit 1**, 'Outdoor adventurous activities: solving problems'
- **Unit 2**, 'Invasion games: maintaining possession and stopping an attack in ball games'
- **Unit 9**, 'Striking and fielding games: tactics and strategies through racing rounders'

## **Year 5**

- **Unit 1**, 'Outdoor adventurous activities: orienteering'
- **Unit 2**, 'Invasion games: shooting, scoring and denying space in ball games'
- **Unit 6**, 'Gymnastics: counter balance and counter tension'

## **Year 6**

- **Unit 1**, 'Outdoor adventurous activities: leadership'
- **Unit 2**, 'Invasion games: scenarios, tactics and power play in ball games'
- **Unit 5**, 'Striking and fielding games: striking and fielding tactics through rounders'
- **Unit 6**, 'Gymnastics: matching and mirroring'

# Thread, 'Move: movement competence'

## **Year 1**

- **Unit 1**, 'Locomotion: running and jumping'
- **Unit 4**, 'Ball skills: sending, receiving and dribbling'
- **Unit 5**, 'Gymnastics: individual movements and balances'
- **Unit 8**, 'Ball skills: pushing and striking'

## **Year 2**

- **Unit 1**, 'Locomotion: running, jumping and dodging'
- **Unit 4**, 'Ball skills: passing, dribbling and scoring'
- **Unit 7**, 'Ball skills: hitting and striking'

## **Year 3**

- **Unit 4**, 'Invasion games: principles of attack and defence in netball'
- **Unit 9**, 'Striking and fielding games: fielding vs batting'

## **Year 4**

- **Unit 4**, 'Invasion games: maintaining possession and stopping an attack through basketball'
- **Unit 5**, 'Net and wall games: tactics to overcome an opponent through pickleball'

## **Year 5**

- **Unit 3**, 'Invasion games: shooting, scoring and denying space through hockey'
- **Unit 4**, 'Net and wall games: tactics to overcome an opponent through tennis'
- **Unit 5**, 'Striking and fielding games: striking and fielding skills through cricket'

## **Year 6**

- **Unit 3**, 'Invasion games: scenarios, tactics and power play through tag rugby'
- **Unit 4**, 'Net and wall games: tactics to overcome an opponent through badminton'

## **Swimming and water safety (all years)**

- **Unit 3**, 'Swimming: strokes, distance and safe self rescue'
- **Unit 4**, 'Swimming: water polo, artistic swimming and rookie lifeguard'

# Thread, 'Move: performance and competition'

## **Year 2**

- **Unit 3**, 'Dance: my world, weather'
- **Unit 5**, 'Gymnastics: linking movements and balances'

## **Year 3**

- **Unit 6**, 'Gymnastics: movements, balances and sequence composition'
- **Unit 8**, 'Athletics: athletic challenges'

## **Year 4**

- **Unit 3**, 'Dance: traditional dance of the British Isles'
- **Unit 6**, 'Gymnastics: symmetry and asymmetry'
- **Unit 8**, 'Athletics: athletic challenges developed'

## **Year 5**

- **Unit 7**, 'Gymnastics: flight'
- **Unit 8**, 'Dance: your tag, everyday art'
- **Unit 10**, 'Athletics: enhanced athletic challenges'

## **Year 6**

- **Unit 7**, 'Dance: the power of unity'
- **Unit 9**, 'Athletics: athletic challenges refined'

## Thread, **'Move: physical fitness'**

### **Year 1**

- **Unit 2**, 'Health and wellbeing: the effects of exercise'

### **Year 2**

- **Unit 2**, 'Health and wellbeing: agility, balance and coordination'

### **Year 3**

- **Unit 7**, 'Health and wellbeing: mindfulness and meditative balances'

### **Year 4**

- **Unit 7**, 'Health and wellbeing: mindfulness, meditative balances and relaxation techniques'

### **Year 5**

- **Unit 9**, 'Health and wellbeing: stamina, strength and flexibility'

### **Year 6**

- **Unit 8**, 'Health and wellbeing: stamina, strength and flexibility refined'

### **Swimming and water safety (all years)**

- **Unit 1**, 'Swimming: pre-swimming familiarisation, activation and water safety'
- **Unit 2**, 'Swimming: an introduction to core aquatic skills and survival swimming'

# Thread, 'Think: decision making, problem solving and creative thinking'

## **Year 1**

- **Unit 6**, 'Outdoor adventurous activities: working as a team'

## **Year 2**

- **Unit 6**, 'Outdoor adventurous activities: team building'

## **Year 4**

- **Unit 6**, 'Gymnastics: symmetry and asymmetry'

## **Year 5**

- **Unit 2**, 'Invasion games: shooting, scoring and denying space in ball games'

## **Year 6**

- **Unit 2**, 'Invasion games: scenarios, tactics and power play in ball games'

# Thread, 'Think: evaluation, analysis and reflection'

## **Year 1**

- **Unit 5**, 'Gymnastics: individual movements and balances'

## **Year 2**

- **Unit 5**, 'Gymnastics: linking movements and balances'
- **Unit 7**, 'Ball skills: hitting and striking'

## **Year 3**

- **Unit 6**, 'Gymnastics: movements, balances and sequence composition'
- **Unit 8**, 'Athletics: athletic challenges'

## **Year 4**

- **Unit 3**, 'Dance: traditional dance of the British Isles'

## **Year 5**

- **Unit 6**, 'Gymnastics: counter balance and counter tension'

## **Year 6**

- **Unit 4**, 'Net and wall games: tactics to overcome an opponent through badminton'
- **Unit 6**, 'Gymnastics: matching and mirroring'

# Thread, **'Think: knowledge of healthy, active living'**

## **Year 1**

- **Unit 2**, 'Health and wellbeing: the effects of exercise'

## **Year 2**

- **Unit 2**, 'Health and wellbeing: agility, balance and coordination'

## **Year 3**

- **Unit 7**, 'Health and wellbeing: mindfulness and meditative balances'

## **Year 4**

- **Unit 7**, 'Health and wellbeing: mindfulness, meditative balances and relaxation techniques'

## **Year 5**

- **Unit 9**, 'Health and wellbeing: stamina, strength and flexibility'

## **Year 6**

- **Unit 8**, 'Health and wellbeing: stamina, strength and flexibility refined'

## **Swimming and water safety (all years)**

- **Unit 1**, 'Swimming: pre-swimming familiarisation, activation and water safety'
- **Unit 2**, 'Swimming: an introduction to core aquatic skills and survival swimming'

## Thread, 'Think: knowledge of rules, tactics, strategies and compositional ideas'

### **Year 2**

- **Unit 4**, 'Ball skills: passing, dribbling and scoring'

### **Year 3**

- **Unit 4**, 'Invasion games: principles of attack and defence in netball'

### **Year 4**

- **Unit 4**, 'Invasion games: maintaining possession and stopping an attack through basketball'
- **Unit 9**, 'Striking and fielding games: tactics and strategies through racing rounders'

### **Year 5**

- **Unit 3**, 'Invasion games: shooting, scoring and denying space through hockey'
- **Unit 5**, 'Striking and fielding games: striking and fielding skills through cricket'

### **Year 6**

- **Unit 3**, 'Invasion games: scenarios, tactics and power play through tag rugby'
- **Unit 5**, 'Striking and fielding games: striking and fielding tactics through rounders'



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