



Development area	Unit	Reason for choice and what will be taught	Concept
To play competitive games – modified where appropriate. To apply basic ideas of attack and defence.	Netball (year 3)	Uses focus on passing and moving areas of attack and defence. Pupils will learn how to keep possession and how this helps the score point. (in various modified games).	Games invasion
	Netball (Year 4)	Increases knowledge of passing and moving by bringing in additional focus on creating attacking tactics to move the ball up the court to create shooting opportunity. Short introduction on defence.	Games invasion
	Netball (Year 5)	Using their prior knowledge on attacking skills switch their focus to how they would counter this by using defensive skills to impact opposing teams' defence.	Games invasion
	Netball (Year 6)	Consolidate their prior knowledge to aid them in playing tactically in competitive situations. Be able to choose effective passes in attack, apply pressure to regain possession when in defence.	Games invasion
To play competitive games – modified where appropriate. To apply basic ideas of attack and defence.	Basketball (Year 3)	Done after netball due to added element of dribbling and ball movement. Children will use prior knowledge on how to apply the principles of attack vs defence, with a particular focus on passing and moving, shooting.	 

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	Basketball (Year 4)	<p>The introduction of dribbling to further their movement and success in attack. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>Children will develop ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	
	Basketball (Year 5)	<p>Pupils will be challenged to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p>	
	Basketball (Year 6)	<p>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively</p>	
To play competitive games – modified where appropriate. To apply basic ideas of attack and defence.	Handball (Year 3)	<p>Uses focus on passing and moving areas of attack and defence. Pupils will learn how to keep possession and how this helps the score point. (in various modified games).</p>	<p>Invasion games</p>

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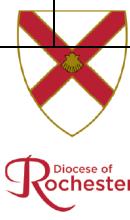


	Handball (Year 4)	Develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	Invasion games
	Tag rugby (Year 3)	Use skills from previous units (netball) to carry over in to passing and attacking in Rugby. Introduce tagging element. Pick up idea of creating space to attack effectively.	Invasion games
	Tag rugby (Year 4)	Introduce competitive mini games (3:3). Focus on defensive skills, working together to prevent opposing team scoring.	Invasion games
	Tag Rugby (Year 5)	Pupils focus on learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	Invasion games
	Tag Rugby (Year 6)	Be able to apply skills of passing and movement with proficiency and be able to effectively use and create tactics in both attack and defence and how they adapt these depending on the tactics and game play of the other team.	Invasion games



	Hockey (Year 5)	Hockey will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	
	Hockey (Year 6)	Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively	
To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Rounders (Year 3)	Children will explore how to apply the principles of attack vs defence in a striking and fielding context with rounders. Pupils will learn how to utilise fielding skills to keep the batting team's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many rounders (points) as possible.	Striking and fielding
	Rounders (Year 4)	Children will develop ability to apply the principles of attack vs defence in a rounders context. Pupils will develop a range of more advanced fielding skills to keep the batting team's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many (points) as possible. (placement and direction)	Striking and Feilding
	Rounders (Year 5)	Pupils will be challenged to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both	Striking and fielding

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	Rounders (Year 6)	batting, and fielding (including bowling) and apply these successfully within their teams.	
	Cricket (Year 5)	Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.	Striking and fielding
	Cricket (Year 6)	Introduced in year 5 to enhance striking and fielding skills with the tricking concept of cricket. pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams	Striking and fielding
	Cricket (Year 6)	Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games	Striking and fielding
To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Tennis (Year 3)	Further explore the ideas of attack vs defence to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.	Net/Wall
	Tennis (Year 4)	Pupils' will develop ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket	



	Tennis (Year 5)	<p>skills using forehand and backhand techniques. Pupils will be challenged to apply their prior learning of playing the ball into space. Improve knowledge around different skill areas in the sport-pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game to score points and win the game.</p>	
	Tennis (Year 6)	<p>Pupils will learn to consistently apply effective shot techniques and apply decision making as to which shot to make and where to aim to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games.</p>	
To perform dances using a range of movement patterns	Dance - Wild Animals/Weather (Year 3)	<p>The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.</p>	
	Dance – Space/Cats (Year 4)	<p>Pupils will focus on movement through improvisation. Introducing them to elements of matchings and unison. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p>	
	Dance – Circus (Year 5)	<p>Pupils will be challenged to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their</p>	

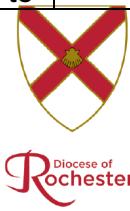


	Dance – Titanic (Year 6)	<p>dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p>challenge pupils to create movement using improvisation, to select and choreograph ideas into a sequence. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics, concluding with a Performance to showcase their pieces.</p>	
To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance.	<p>Athletics (Year 3)</p> <p>Athletics (Year 4)</p> <p>Athletics (Year 5)</p> <p>Athletics (Year 6)</p>	<p>Children will explore how we can use their bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p> <p>Develop pupils' ability to improve their own 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 triple jump.</p> <p>Challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.</p> <p>Challenge pupils to apply their knowledge, understanding and skills into competitions. Pupils will experience competition across the different areas of</p>	



		athletics that they have looked at. Focus on individual skills and work ethic as well as being able to work in a team.	
To take part in outdoor and adventurous activity challenges both individually and within a team.	OAA – Communication and tactics (Year 3)	Children will focus on teamwork – what it takes to be a good team/team member. Children will take part in problem solving activities which will support the development of the communication skills. Focus is on their teamwork skills	
	OAA – Problem Solving (Year 4)	Develop children's teamwork skills through problem solving activity. focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics.	
	OAA – Communication (Year 5)	Refine pupil's ability to apply effective teamwork through different problem-solving challenges. focus on pupils effective communication skills, essential to working within a team to complete the challenges. Introduce roles within team and how this can effect other people.	
	OAA – Orienteering (Year 6)	Children learn to orientate a map, locate points in an order. Learn how to follow the route they have been given to reach as many points as possible in an allocated time. Pupils will refine their ability to collaborate with others and work as a team to complete the challenges.	
To develop flexibility, strength,	Gymnastics – Symmetry and	Introduction to the skills. Focus on being able to move these to	

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technique, control and balance	asymmetry (Year 3) Gymnastics – Bridges (Year 4)	and from apparatus. Follow and complete sequences. Use prior knowledge around apparatus. Introduction to the new skills. Focus on being able to move these to and from apparatus. Follow, create and complete sequences.	
	Gymnastics – Flight (Year 5)	Introduction to the new skills. Focus on being able to move these to and from apparatus. Follow, create and complete sequences. Use prior knowledge to help create fuller routines.	
	Gymnastics – Matching and mirroring (Year 6)	Introduction to the new skills. Focus on being able to move these to and from apparatus. Follow, create and complete and perform routines. Use prior knowledge to help create fuller routines.	

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