

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Attack, , shoot, defend - To practice basic movements including running, jumping, throwing and catching - To begin to engage in competitive activities - To experience opportunities to improve agility, balance and co-ordination Can they: Pass a beanbag between pairs with some control Experiment catching a variety of beanbags and different sized balls Experiment different ways you can throw a ball or beanbag Demonstrate simple defending to stop beanbag/ball going into hoops Recognise reasons why heart rate increases during exercise. Challenge: Explain/show different ways you can pass a beanbag/ball to a partner Recognise how you can intercept a ball or beanbag Roll/slide a ball or beanbag with accuracy Describe how they threw the beanbag and how they defended their hoop Begin to bounce a ball to a partner	Hit, Catch and Run - Able to hit objects with hand or bat. - Track and retrieve a rolling ball. - Throw and catch a variety of balls and objects, extending agility and co-ordination - Participate in simple hit, catch and run games. - Score points through sending balls and running. Can they: Use a range of throwing and rolling skills to put the ball in space. Able to collect a moving ball from along the ground Catch over short distance to stop players scoring points Self-feed ball to hit. Describe the movements needed to hit successfully. Work with others to retrieve balls Show collaborative work as a team to score points. Show awareness of teammates when fielding. Challenge: To be able to move quickly with agility to score points Return the ball back to base/zone using rolls and throws. Work with other fielders to discover ways to stop players scoring Make decisions to make it difficult for hitters..	Send and Return - Able to send an object with increased confidence using hand or bat. - Move towards a moving ball to return. - Sending and returning a variety of balls. - Extend co-ordination for hitting. - Participate in simple sending and receiving games. - Score points through sending balls using hitting skills to correct areas. Can they: Slide a beanbag/ball over an opponent's goal line and move to defend (stop) the ball/beanbag going over your goal line Explore different ways of sending a ball Moving position to get in line with a ball and returning the ball to a partner Work with a partner to receive and return balls to score points against opposition. Play in a rally with a partner. Identify what we need to change when trying to hit over a bench. Challenge: Explore which objects are easier to slide and defend Describe how you work with a partner to receive and return successfully. Use skills previously learnt to move towards and return a ball in a rally game. Play in games against others to score by hitting over benches.	Gymnastics - Identify and use simple gymnastics actions and shapes developing agility, balance and co-ordination. - Apply basic strength to a range of gymnastics actions. - Begin to carry basic apparatus such as mats and benches. - To recognise like actions and link. - To extend performance in movement patterns and sequences Can they: Understand and use the term 'like actions' and be able to choose and link like actions. Transfer like sequence to low apparatus. Copy and change shapes. Take off and land with (some) control, jumping for height and distance. Discover ways of travelling using a variety of body parts. Choose three ways of travelling to make a short movement pattern, choosing a shape to start and finish. Challenge: Choose 3 rolls or 3 jumps and link them together and repeat the movements. Demonstrate four different shapes. Link jumps and shapes into a simple sequence. Link ways of travelling together. Remember and perform	Run, Jump, Throw - Pupils will begin to link running and jumping. - To learn and refine a range of running which includes varying pathways and speeds. - Develop throwing techniques to send objects over long distances. - Begin to engage in competitive activities against self and others. Can they: Identify which ways to move objects is quickest. Run in a straight line at different speeds showing power at the start of a run. Perform a standing long jump. Throw a range of objects over distance To explore and refine basic agility, balance and coordination skills Compete with others using running, throwing and jumping skills. Challenge: Experience a variety of ways to move between hoops. Perform runs as part of a team. Adapt throwing styles to different objects. Perform skills and show improvement. Apply different body positions to intercept path of ball. To hit into space to score runs. Restrict runs by fielding effectively.	Dance - Respond to a range of stimuli and types of music - Explore space, direction, levels and speeds - Experiment creating actions and performing movements with different body parts - Extend coordination, flexibility and balance. - Perform short, simple movement patterns. Can they: Explore ideas, moods and feelings Perform with an awareness of body shape with a partner, demonstrating some musicality throughout performance Develop partner work Compose a sequence demonstrating mirroring and following Show greater control, coordination and spatial awareness in their movement patterns Explore repetition through a dance sequence Challenge: Show control, coordination and spatial awareness Explore ideas and movements showing a friendship theme Create a short dance based on visual stimulus Demonstrate an ability to create a dance with a clear start, middle and end Perform dance phrases and short dances that express ideas and feelings

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Attack, Shoot, Defend - Can send a ball using feet and can receive a ball using feet. - Refine ways to control bodies and a range of equipment. - Recall and link combinations of skills, e.g. dribbling and passing. - Develop eye to foot coordination. - Participate in increasingly challenging games situations. Can they: Send the ball with feet by kicking Receive and stop the ball with feet Working as a team to keep possession in a defined area Play in a game with defined areas as part of a team to attack and defend To move the ball using basketball-style dribbling Make some attempt at attacking collaboratively and make choices on where to stand when defending as part of a team Challenge: Send the ball varying distances using harder and softer kicks Pass the ball to another player with accuracy. Move the ball independently by bouncing	Hit, Catch and Run - To developing hitting skills with a variety of bats - Practice feeding/bowling skills - Develop eye to hand coordination for hitting. - Participate in striking and fielding game situations, hitting and running to score points Can they: Work as a team to field a ball back to a base Run and touch cones to score points Sprint to correct areas to score points and work to better runs scored Use underarm throwing skills to feed/bowl a ball to a player Position body to perform stepping action for bowling Experiment with different bats to see which are easier and harder to hit with Stand in positions ready to catch a ball Play as part of a team to field and hit to score Challenge: Participate in a variety of roles Use kicking to send a ball to score points Use bowling/feeding skills in a game situation Make choices about where you are going to hit the ball Field to catch and throw to teammates to stop opponent scoring runs Apply simple tactics to gameplay	Send and Return - Be able to track the path of a ball over a net and move towards it - Begin to hit and return a ball using a variety of hand and racquet with some consistency - Play modified net/wall games throwing, catching and sending over a net - Compete against self and others to score points Can they: Anticipate the flight of the ball fed from partner Players to identify their dominant and non-dominant side for sending a ball Play a modified game introducing boundaries Develop agility in isolated challenges Send, receive and stop a ball using a racquet along the ground Able to self-feed to send a ball to a partner using a racquet Use correct grip to hold a tennis racquet Challenge: On toes move towards the line of the ball and return Play a modified game to send and return using dominant and non-dominant sides Use throwing and catching skills to play with a team to score points Perform with increased agility in a conditioned game Use self-feed to hit a ball to partner Attempt to combine skills to perform a rally	Gymnastics - Describe and explain how performers can transition and link gymnastic elements - Perform with control and consistency basic actions at different speeds and on different levels - Challenge themselves to develop strength and flexibility - Create and perform a simple sequence that is judged using simple gymnastic scoring Can they: Combine balance, rolling, jumping, rocking and spinning Participate in strength challenges (squat challenge, jumping distance and endurance challenge) Explore transitions between elements Demonstrate in shapes their full range of flexibility Challenge: Perform using a recognised start and finish shape Show ways to jump with power and control Compare linking movements that improve a performance Choose, adapt and perform shapes at different levels Show how different speeds apply to different moves in a sequence	Run, Jump and Throw - Develop power, agility, coordination and balance over a variety of activities - Can throw and handle a variety of objects including quoits, beanbags, balls, hoops - Can negotiate obstacles showing increased control of body and limbs - Participate in competitions for running, jumping and throwing Can they: Be aware of others around when running Explore different ways to generate power to start different actions such as running, jumping, hopping, striding Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top. Use a variety of different throws according to the game Copy and repeat actions with accuracy Perform a variety of static and dynamic balances, identifying the difference between them. Challenge: Explore which throws are better for accuracy, which are better for distance and which are better for height Analyse performance to judge differences in the game at the beginning and the end Devise own static and dynamic balance sequence	Dance - Describe and explain how performers can transition and link shapes and balances - Perform basic actions with control and consistency at different speeds and on different levels - Challenge themselves to move imaginatively responding to music - Work as part of a group to create and perform short movement sequences to music Can they: Apply the idea of a theme to a dance Demonstrate comprehension of the story through dance Create a short dance solo which demonstrates changes in direction and speed Use movement imaginatively, responding to the music with some attempt at musicality Explore formations through the dance sequence Challenge: Compose a dance phrase which responds to the visual stimulus Work cooperatively to improve and adapt sequence Explore, unison, levels and cannon within the choreography Change the speed, level and direction of movements Perform dance phrases that express ideas and feelings

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Football - Able to show basic control skills including sending and receiving the ball. - To send the ball with some accuracy to maintain possession and build attacking play. - To implement the basic rules of football into competitive games - Master basic movements including sprinting, change of direction and coordination of the feet. - Work collaboratively to use basic tactics to attack. Can they: Pass and receive the ball around the playing area showing some control. Move into space to receive the ball unchallenged. Work together as a team to score points Work as a team to move towards the goal. Control the ball at feet and dribble unchallenged. Receive the ball and dribble into space. Determine when to run into space to receive the ball. Challenge: Work collaboratively to keep possession by passing accurately. Look to 1 shoot, 2 pass, 3 dribble. Use control of the ball to keep possession in a game. Suggest ways to improve skills they have learnt.	Rounders Rounders in Year 3 introduces pupils to the basic skills and rules of the game in a fun and inclusive way. The focus is on developing hand-eye coordination through batting and fielding activities, learning how to catch and throw accurately, and beginning to understand the concept of teamwork within a striking and fielding game. Pupils will also start to apply simple tactics, such as choosing when to run and where to throw, while demonstrating fairness, respect, and enjoyment of the game. Can they: • Hold and swing the bat correctly when batting? • Strike a stationary or underarm-fed ball with some accuracy? • Throw the ball underarm and overarm with reasonable control? • Catch a large ball and begin to catch smaller balls with two hands? • Run safely between bases and understand when to stop or continue? • Work as part of a batting and fielding team, taking turns and supporting others? • Begin to understand the basic rules (batting order, bases, and simple scoring)? Challenges: • Timing their swing to hit a moving ball consistently. • Controlling the direction and distance of a hit. • Throwing with accuracy to a teammate or base under pressure. • Judging when to run and when to stay on a base. • Remaining focused when fielding and reacting quickly to the ball. • Remembering and applying the rules during a game. • Building confidence when batting or fielding in front of others.	Gymnastics - Modify actions independently using different pathways, directions and shapes - Consolidate and improve quality of movements and gymnastics actions - Relate strength and flexibility to the actions and movements they are performing - To use basic compositional ideas to improve sequence work—unison Can they: Explore a greater range of contrasting actions Explain how strength and flexibility applies to rolls Consolidate and improve quality of basic jumps Perform in unison with a partner Choose and apply contrasting shapes in a sequence Challenge: Demonstrate extension in shapes Define what contrast is and how it applies to sequences Work with a partner to perform a roll sequence Jump high and far off low apparatus Translate unison into contrasting actions Work in a group of 3 or 4 to produce a contrasting sequence	Athletics - Control movements and body actions in response to specific instructions - Demonstrate agility and speed - Jump for height and distance with control and balance - Throw with speed and power and apply appropriate force - Compete against self and others developing simple technique - Work collaboratively and individually to help improve self and others Can they: Challenge yourself to jump in a variety of ways Start-stop and change pace with control Jump over apparatus with control and balance Throw for distance Practice a variety of skipping techniques Work as a team to try and score points in running, throwing and jumping activities Challenge: Beat previous distances when jumping Demonstrate agility in running Judge speed to jump safely Experiment with a variety of throws Participate in skipping challenges against self and others Identify ways to improve own, and others work	Outdoor and Adventure - To work with others to solve problems - To describe their work and use different strategies to solve problems - To lead others and be led - To differentiate between when a task is competitive and when it is collaborative Can they: Show working as part of a team and communicate to solve problems To identify basic symbols on a map and complete tasks using the symbols and maps Confidently read and follow a basic map Respond to problems in a group situation Identify what they need to do to complete a challenge Lead and be led by others Know what they must do to participate safely Work independently and as part of a team Participate safely and confidently work closely with others Challenge: To use strength and flexibility to complete a task Create a route on a map for others to use Identify what worked well and what they need to improve when working as a group Take part in trust-based activities	Dance - Practise different sections of a dance aiming to put together a performance - Develop and perform simple routines to an audience - Perform using facial expressions - Perform with a prop Can they: Select and apply actions to a dance phrase Explore characters using keywords Develop movements using improvisation Introduce the use of a prop Incorporate facial expression into a dance phrase Describe and evaluate features in a dance Challenge: Discuss your own and others work with some awareness of dance choreography Use performance skills to communicate Demonstrate awareness of cannon and accumulation Work with others to improve a 4 action routine Describe ways to improve self and others performances Watch and make decisions on how to improve own performance

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Basketball - To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills - To begin to play efficiently in different positions on the pitch in both attack and defence - To increase power and strength of passes, moving the ball over longer distances Can they: Practise/recap the techniques for a bounce pass Find space in activity/game and communicate with teammates when moving into space Both opposed and in isolation, use different dodging skills Practise pivoting Perform both one-handed shooting and two-handed shooting To work cooperatively as a team to defend and attack Use skills learnt to keep possession Challenge Use a bounce pass in a game situation Practise using different techniques when trying to find space Use dodging effectively to get away from opponents Use pivoting in a game to make more successful passes Play the role of the shooter in a game Explain how a passage of play was effective	Tag Rugby Tag Rugby in Year 4 introduces pupils to the key skills and principles of invasion games through a fun, non-contact version of rugby. The focus is on running with the ball, evading defenders, and passing accurately while moving. Pupils will learn the importance of teamwork, communication, and fair play, alongside the basic rules of tagging and restarting play. This unit helps children to develop spatial awareness, agility, and decision-making, while building confidence in a supportive, inclusive environment. Can they: • Hold and carry the ball correctly while running? • Dodge and change direction to evade defenders? • Pass the ball backwards accurately to a teammate? • Understand and follow the rule that the ball must not be passed forwards? • Apply basic attacking principles such as creating and using space? • Defend by tagging safely and fairly? • Restart play correctly after a tag or turnover? • Work as part of a team, showing communication and cooperation? Challenges: • Remembering to pass the ball backwards under pressure. • Keeping control and awareness when running at speed with the ball. • Timing passes effectively to keep possession. • Avoiding bunching around the ball instead of spreading out into space. • Staying focused in defence and making effective tags. • Transferring individual skills into small-sided game situations. • Developing resilience when losing possession or being tagged.	Gymnastics - To become increasingly competent and confident to perform skills more consistently - Able to perform in time with a partner and group - Use compositional ideas in sequences such as changes in height, speed and direction Can they: Compose and perform a sequence of 6 elements Work with a partner to create a sequence in unison Compose a sequence of actions including some element of weight on hands Work in groups of 4 to compose a 6 element sequence Select, plan and implement a compositional component to change the sequence, e.g. levels, matching, speed Challenge Use compositional ideas including changes in speed & direction Teach your sequence to a partner Demonstrate control & body tension when taking weight on hands Act as judges to evaluate a group sequence Compare and contrast group performances	Athletics - Sustain pace over short and longer distances such as running 100m and running for 2 minutes - Able to run as part of a relay team working at their maximum speed - Perform a range of jumps and throws demonstrating increasing power and accuracy Can they: Run as part of a relay team for speed and distance Measure distance of run in given time Recognise the importance of setting a pace for longer runs Identify & recognise most effective jumping style for distance Set targets to jump further Compare and contrast the differences between pushing a variety of objects Use push throw accurately and aim for targets Perform baton exchange as part of a relay team Develop as a small group either a run, jump or throwing event, choosing appropriate distance, equipment, time and space Challenge: Run for as long as possible as an individual Work to improve distance covered in set times Explore combining jumping sequences, e.g. hop, step, jump Anticipate when to start moving on the exchange Teach event to another group	Outdoor and Adventure - Work well in a team or group within defined and understood roles - Plan and refine strategies to solve problems - Identify the relevance of and use maps, compass and symbols - Identify what they do well and suggest what they could do to improve - Take part in outdoor and adventurous activity challenges developing strength and flexibility Can they: Suggest ways to solve a problem Recognise compass points Listen and be directed by others Use compass points to complete the task successfully Refine answers from clues, working independently from teacher Use a map to follow a course, working cooperatively with a partner Recognise common map symbols Challenge Describe how a compass can be used Perform under time pressures Evaluate their success Remember and recall map symbols Determine when they need help and use prompt cards	Tennis - Explore different shots (forehand, backhand) - Work to return the serve Positions in gameplay - Play competitively against others, implementing basic tactics - Work hard to challenge self to improve the consistency of shots Can they: Be in correct position to move and receive/return balls Play in small games against opposition using forehand shots to score points Attempt to self-feed for backhand shots Move towards and return a moving ball Use tennis skills to play in doubles games Play in a game keeping score Challenge: Identify types of throws to different targets Identify the differences between forehand and backhand shots Return balls to chosen places on the court Work together in doubles to score points and stop the opposition scoring points Describe how to score in a variety of different sceneries in tennis

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Football Football in Year 5 builds on pupils' existing ball control and teamwork skills, encouraging them to develop greater confidence, coordination, and tactical awareness. The focus is on improving dribbling, passing, and shooting under pressure, as well as understanding positional play and the importance of working together. Pupils will also learn about fair play, respect for opponents, and the basic rules of the game, preparing them to take part in competitive and recreational football both in and out of school. Can they: • Dribble with control and change direction to beat a defender? • Pass accurately over short and medium distances using inside/outside of the foot? • Receive the ball with control using different parts of the foot? • Shoot with power and accuracy from different distances? • Apply defending skills such as jockeying, tackling, and intercepting? • Understand basic positioning (attacking, defending, supporting teammates)? • Work collaboratively, communicating effectively in small-sided games? • Demonstrate knowledge of simple rules (kick-ins, goal kicks, fouls, handball)? Challenges: • Keeping control of the ball when dribbling under defensive pressure. • Making quick and effective passing decisions when in possession. • Developing confidence to shoot when opportunities arise. • Maintaining positional discipline rather than crowding around the ball. • Tackling fairly and timing defensive actions correctly. • Applying learned skills consistently in small-sided competitive games. • Building resilience and confidence when faced with mistakes, missed chances, or losing	Hockey - To choose and implement a range of strategies and tactics to attack and defend - To combine and perform more complex skills at great speed - To recognise and describe good individual and team performances - To suggest, plan and lead a warm-up as a small group Can they: Play the role of both the defender and the attacker Perform a long corner routine as part of a team Identifying players that need to be marked Channel opposition players away from the middle of the pitch To use a self-pass to restart after foul/ball has gone out of play and use the hit out To work cooperatively to implement attacking and defending strategies Use simple set plays Challenge: Score points against opposition Suggest ways to improve the success of long corners routines Use speed and agility to stay with an opponent Using the banana run channel players to your strong side Applying the self-pass rules attempt to position yourself appropriately	Gymnastics - Create longer and more complex sequences and adapt performances - Take the lead in a group when preparing a sequence - Develop symmetry individually, as a pair and in a small group - Compare performances and judge strengths and areas for improvement - Select a component for improvement. For example— timing or flow Can they: Take weight on hands to move forward Compose an individual symmetrical/asymmetrical sequence Work together to complete trust exercise Apply compositional ideas to counter balances Show sequence to another couple, evaluate others sequence to select a component for improvement Practise and refine an area for improvement Challenge: Include symmetrical and asymmetrical shapes Attempt to combine sequences with a partner to create paired symmetrical/asymmetrical sequences Create a short sequence that contains counter balances Move smoothly from one balance to another with a partner	Athletics - Sustain pace over short and longer distances such as running 100m and running for 2 minutes - Able to run as part of a relay team working at their maximum speed - Perform a range of jumps and throws demonstrating increasing power and accuracy Can they: Run as part of a relay team for speed and distance Measure distance of run in given time Recognise the importance of setting a pace for longer runs Identify & recognise most effective jumping style for distance Compare and contrast the differences between pushing a variety of objects Use push throw accurately and aim for targets Perform baton exchange as part of a relay team Develop as a small group either a run, jump or throwing event, choosing appropriate distance, equipment, time and space Challenge: Run for as long as possible as an individual Work to improve distance covered in set times Set targets to jump further and explore combining jumping sequences, e.g. hop, step, jump Anticipate when to start moving on the exchange Teach an event to another group	Outdoor and Adventure - Explore ways of communicating in a range of challenging activities - Navigate and solve problems from memory - Develop and use trust to complete the task and perform under pressure Can they: Work as a pair to complete a challenge and explore ways of communicating Work at maximum capacity when running Use memory and recall skills to navigate to destinations and remember and recall objects Work collaboratively to solve problems to complete a task and improve. Perform safely and with control Compete against others to complete a challenging task Interpret Morse Code and use it to communicate with others Challenge: Decide which ways of communicating are most efficient Follow a designated route Suggest real-life situations where memory & recall are important Perform under pressure Use ingenuity and imagination to complete a task Suggest different ways to send Morse Code	Netball Netball in Year 5 develops pupils' throwing, catching, movement, and teamwork skills within a structured, fast-paced invasion game. The focus is on improving ball control, learning the different types of passes, and applying footwork rules correctly. Pupils will begin to understand positional play, marking, and creating space, as well as applying tactics in small-sided games. The unit also encourages communication, resilience, and respect, supporting pupils to enjoy competitive play and prepare for more advanced netball in Year 6 and beyond. Can they: • Demonstrate accurate chest, bounce, and shoulder passes in a game situation? • Catch the ball securely under pressure and at different heights? • Apply the footwork rule consistently when receiving and releasing the ball? • Use movement skills (dodging, pivoting, changing direction) to get free from an opponent? • Mark an opponent effectively without contact? • Understand the basic court positions and their role in attacking and defending? • Work as part of a team, showing communication and tactical awareness? • Apply the basic rules of the game during small-sided matches? Challenges: • Passing with accuracy and timing under defensive pressure. • Remembering and applying the footwork rule consistently. • Moving into space rather than crowding around the ball. • Maintaining focus on marking an opponent throughout play. • Developing stamina and decision-making in fast-paced game situations. • Transferring individual skills into small-sided competitive matches. • Building resilience when mistakes happen (e.g., footwork errors, intercepted passes).

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Basketball Introduction: Basketball in Year 6 provides pupils with the opportunity to further develop their fundamental movement skills, teamwork, and tactical awareness through a fast-paced, engaging sport. The focus is on improving control, coordination, and decision-making under pressure while learning to apply skills in small-sided and competitive game situations. Pupils will be encouraged to demonstrate fairness, respect, and resilience, while also developing an understanding of the rules of the game. The unit aims to build confidence and prepare children for transition into secondary school PE, where they may experience more advanced basketball activities. Can they: • Demonstrate correct dribbling technique with control using both hands? • Pass accurately using chest, bounce, and overhead passes in small games? • Apply movement skills (dodging, pivoting, creating space) effectively during play? • Shoot with correct technique (set shot / lay-up) under light defensive pressure? • Understand and apply basic rules (travelling, double dribble, fouls)? • Work as part of a team, showing communication, cooperation, and tactical awareness? • Reflect on performance and suggest ways to improve their own and others' play? Challenges: • Maintaining dribbling control when under defensive pressure. • Making quick decisions about passing or shooting in game situations. • Developing accuracy and consistency when shooting from different positions. • Using space effectively when attacking (not crowding around the ball). • Marking opponents effectively without fouling. • Transferring individual skills into small-sided competitive games. • Building resilience and confidence when faced with mistakes or missed shots.	Tag Rugby - To choose and implement a range of strategies and tactics to attack and defend - To combine and perform more complex skills at speed - To observe, analyse and recognise good individual and team performances - To suggest, plan and lead a warm-up as a small group Can they: Play effectively in attack and defence Score points against opposition Perform a set play off a free pass Communicate and devise tactics for attacking Recognise the difference between attacking and defensive tactics and applying these tactics in games. Communicating effectively when transitioning from attack to defence Observe and analyse peers, offering suggestions to improve an individual or teams performance Challenge: Support the player with ball. Suggest ways to improve the set play Using the 'taking the distance, not the time' principle Changing speed and direction to create try-scoring opportunities Use the 'spaces not faces' idea to help their attacking play Use agility and speed to help defend.	Gymnastics - Lead group warm-up showing understanding of the need for strength and flexibility - Demonstrate accuracy, consistency, and clarity of movement - Work independently and in small groups to make up own sequences - Arrange own apparatus to enhance work and vary compositional ideas - Experience flight on and off of high apparatus Can they: Can take weight on hands to land on apparatus from flight Make simple judgments about own work and choose what level to work Express cannon in sequences Refine individual aspects of sequence including jumps, starting and finishing position and use of cannon Create a paired flight sequence demonstrating both unison and cannon Create a six element sequence including cannon, unison, dismount (differentiated), a piece of equipment Challenge: Include twists/turns and changes of speed and direction Magic chair landing Perform sequence to an audience Recap unison in relation to gymnastics sequences	Athletics - Become confident and expert in a range of techniques and recognise their success - Apply strength and flexibility to a broad range of throwing, running and jumping activities - Work in collaboration and demonstrate improvement when working with self and others - Accurately and confidently judge across a variety of activities Can they: Use power to improve start of a short sprint Refine running skills to improve times Experiment with varying run up lengths for long jump Examine the link between height trajectory of a throw on distance. Use a variety of techniques including push, pull and sling Work in groups to set up running, throwing and jumping activities Take part in a specific athletics events Challenge: Work with others to record accurate results Select as an individual which length run up produces the longest jump Work in a group to accurately record data for a range of equipment Teach your activities to another group	Tennis - Develop backhand shots and introduce the lob - Begin to use full tennis scoring systems, developing doubles play and tactics to improve - Play competitively against others and work together with others in gameplay - Work hard to challenge self to improve the consistency of shots including newly learnt shots Can they: Play doubles tennis to score points against opposition Describe why and when to use a backhand shot Demonstrate a lob shot in isolated situations Appropriately score a tennis game using full tennis rules Implement basic positioning as a pair to score points Use basic doubles positioning to explore attacking and defensive play Work as a pair to develop tactics against other pairs Challenge: Defend points against opposition using teamwork skills to return balls over the court Use a backhand shot and perform a lob when necessary in a game situation Umpire a game of doubles and singles Compete and identify ways you can improve your play	Outdoor and Adventure - Use information given by others to complete tasks and work collaboratively - Undertake more complex tasks - Take responsibility for a role in a task - Use knowledge of PE and physical activities to suggest design ideas & amendments to games Can they: Work as a pair to follow and orient a map Work as part of a pair to complete a scavenger hunt Perform a pyramid balance as part of a small group Work collaboratively to complete a range of paired and group activities Use speed and pace to run individually Problem solve as part of a team Challenge: Successfully identify objects by a written description Suggest adaptations and variations to the balances Work efficiently as part of a team to eliminate opposition Using their knowledge of games to design a fun, competitive game Follow a task instructions, refining and adapting ideas.