

# PE Mapping 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Introduction to PE: Unit 1 Get Set 4 PE</b></p> <p>In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.</p> <p><b>Key Skills:</b> Physical: run, jump, hop, skip, balance, crawl Social: share, communication, work safely, co-operation, leadership Emotional: independence, perseverance, confidence Thinking: select and apply actions, comprehension, reflection, make decisions</p> <p><b>Early Years Play Package Bolsover District Council</b></p> <p>Learn good movement through play, unstructured but meaningful play using equipment designed to help improve locomotion, stabilisation, and manipulation, hugely important in younger years.</p>	<p><b>Introduction to PE: Unit 2 Get Set 4 PE</b></p> <p>In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p> <p><b>Key Skills:</b> Physical: run, jump, throw, catch, roll, skip Social: work safely, co-operation, support others, communication Emotional: honesty, confidence, perseverance, determination Thinking: comprehension, make decisions, creativity</p> <p><b>Early Years Play Package Bolsover District Council</b></p> <p>Learn good movement through play, unstructured but meaningful play using equipment designed to help improve locomotion, stabilisation, and manipulation, hugely important in younger years.</p>	<p><b>Fundamentals: Unit 1 Get Set 4 PE</b></p> <p>In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p> <p><b>Key Skills:</b> Physical: balance, run, jump, hop, change direction Social: support others, work safely, take turns Emotional: honesty, determination Thinking: decision making, comprehension, select and apply</p>	<p><b>Fundamentals: Unit 2 Get Set 4 PE</b></p> <p>In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They will work independently and with a partner to complete tasks.</p> <p><b>Key Skills:</b> Physical: run, jump, hop, balance, change direction, travel Social: work safely, support others, share and take turns, co-operation Emotional: perseverance, honesty, determination, confidence, acceptance. Thinking: comprehension, creativity, select and apply, exploration</p>	<p><b>Dance Unit 1 Get Set 4 PE</b></p> <p>In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p><b>Key Skills:</b> Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: independence, confidence Thinking: select and apply actions, creativity, exploration, recall, provide feedback</p> <p><b>Dance Unit 2 Get Set 4 PE</b></p> <p>In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through</p>	<p><b>Running, Jumping and Throwing (Teacher planned)</b></p> <p>Run, jumping, and throwing skills practised in preparation for annual Sports Day.</p> <p><b>Gymnastics: Unit 2 Get Set 4 PE</b></p> <p>In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p><b>Key Skills:</b> Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling Social: work safely, collaboration, share and take turns, support others Emotional: determination, confidence Thinking: comprehension, creativity, select and apply</p>

					<p>the world around them. They perform to others and begin to provide simple feedback.</p> <p><b>Key Skills:</b>  Physical: actions, dynamics, space  Social: work safely, respect, collaboration  Emotional: confidence, independence  Thinking: comprehension, provide feedback, select and apply actions, creativity</p>	
Year 1	<p><b>Invasion Games Get Set 4 PE</b></p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple</p>	<p><b>Invasion Games Get Set 4 PE</b></p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>This unit links to the following strands of the NC: master basic movements including</p>	<p><b>Fitness Get Set 4 PE</b></p> <p>In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills:</b>  Physical: run, jump, co-ordination, stamina, strength, agility, balance  Social: communication, co-operation, support, work safely, kindness  Emotional: kindness, perseverance, honesty, independence, determination  Thinking: comprehension, creativity, problem solving, reflection, feedback</p>	<p><b>Gymnastics Get Set 4 PE</b></p> <p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility, and co-ordination.</p> <p><b>Key Skills:</b>  Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll  Social: respect, collaboration, sharing, work safely</p>	<p><b>Athletics Get Set 4 PE</b></p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills:</b>  Physical: run, balance, agility, co-ordination, hop, jump, leap, throw  Social: work safely, collaboration  Emotional: perseverance, independence, honesty, determination</p>	<p><b>Athletics (Teacher Planned)</b></p> <p>Run, jumping, and throwing skills practised in preparation for annual Sports Day.</p> <p>Run, jump, and throw. Personal progression – objective, measuring/timing events at beginning and end. Differentiate through resources: length of sprints, javelin types, stop watches etc.</p>

	<p>tactics for attacking and defending.</p> <p><b>Key Skills:</b></p> <p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Social: supporting others, communication, co-operation, kindness</p> <p>Emotional: perseverance, confidence, honesty</p> <p>Thinking: comprehension, identifying strengths and areas for development, select and apply</p>	<p>throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills:</b></p> <p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Social: supporting others, communication, co-operation, kindness</p> <p>Emotional: perseverance, confidence, honesty</p> <p>Thinking: comprehension, identifying strengths and areas for development, select and apply</p>		<p>Emotional: confidence, self-regulation, perseverance</p> <p>Thinking: comprehension, select and apply action, creativity</p>	<p>Thinking: reflection, comprehension, select and apply skills</p>	
	<p><b>Dance Get Set 4 PE</b></p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p><b>Key Skills:</b></p>	<p><b>Fundamentals Package Bolsover District Council</b></p> <p>Improve pupil's movements i.e., locomotion, stabilisation, and manipulation. These skills are vital in the pupil's physical development.</p>	<p><b>Ball Skills and attacking and defending skills. Chesterfield Football Club</b></p> <p><b>Objectives Planned and delivered with CFC:</b></p> <p>I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p>	<p><b>Balance Ability Package Bolsover District Council</b></p> <p>Improve pupil's movements i.e., locomotion, stabilisation, and manipulation on a Balance Bike. These skills are vital in the pupil's physical development.</p>	<p><b>Fundamentals Get Set 4 PE</b></p> <p>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills:</b></p> <p>Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination</p>	<p><b>Hand eye co-ordination with a target game focus. Chesterfield football Club.</b></p> <p><b>Objectives Planned and delivered with CFC:</b></p> <p>I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like.</p>

	<p>Physical: actions, dynamics, space, relationships</p> <p>Social: respect, work safely, collaboration, communication</p> <p>Emotional: empathy, confidence, acceptance, determination, kindness</p> <p>Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall</p>				<p>Social: collaboration, work safely, support others</p> <p>Emotional: determination, self-regulation, honesty, perseverance</p> <p>Thinking: comprehension, select and apply skills</p>	
Year 2	<p><b>Invasion Games Get Set 4 PE</b></p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills:</b> Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Social: communication, kindness, support others,</p>	<p><b>Invasion Games Get Set 4 PE</b></p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Key Skills:</b> Physical: dribble, throw, catch, kick, receive, run, jump, change</p>	<p><b>Ball Skills and sending and receiving. Chesterfield Football Club</b></p> <p><b>Objectives Planned and delivered with CFC:</b> I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group.</p>	<p><b>Fitness Get Set 4 PE</b></p> <p>In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills:</b> Physical: run, stamina, skip, co-ordination, agility, strength, balance</p> <p>Social: encourage others, communication</p> <p>Emotional: determination, perseverance</p> <p>Thinking: comprehension, identify strengths and areas for improvement</p>	<p><b>Athletics Get Set 4 PE</b></p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills:</b> Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy</p> <p>Social: communication, work safely, support others</p> <p>Emotional: determination, independence</p> <p>Thinking: comprehension, observe and provide</p>	<p><b>Athletics (Teacher Planned)</b> Run, jumping, and throwing skills practised in preparation for annual Sports Day.</p> <p>Run, jump, and throw. Personal progression – objective, measuring/timing events at beginning and end. Differentiate through resources: length of sprints, javelins types, stop watches etc.</p>

	<p>co-operation, respect, collaborate</p> <p>Emotional: empathy, perseverance, honesty, integrity, independence</p> <p>Thinking: creativity, select and apply, comprehension, problem solving, provide feedback</p>	<p>direction, change speed</p> <p>Social: communication, kindness, support others, co-operation, respect, collaborate</p> <p>Emotional: empathy, perseverance, honesty, integrity, independence</p> <p>Thinking: creativity, select and apply, comprehension, problem solving, provide feedback</p>			<p>feedback, explore ideas, select and apply skills</p>	
	<p><b>Fundamentals Package Bolsover District Council</b></p> <p>Improve pupil's movements i.e., locomotion, stabilisation, and manipulation. These skills are vital in the pupil's physical development.</p>	<p><b>Dance Get Set 4 PE</b></p> <p>Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p>This unit links to the following strand of the NC: perform dances using simple movement patterns.</p> <p><b>Key Skills:</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: respect, collaboration, work safely, communication</p>	<p><b>Balance Ability Package Bolsover District Council</b></p> <p>Improve pupil's movements i.e., locomotion, stabilisation, and manipulation on a Balance Bike. These skills are vital in the pupil's physical development.</p>	<p><b>Gymnastic Get Set 4 PE</b></p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.</p> <p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p><b>Key Skills:</b></p> <p>Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: leadership, work safely, respect</p>	<p><b>Fundamentals Get Set 4 PE</b></p> <p>In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills:</b></p> <p>Physical: run, speed, agility, dodge, balance, jump, hop, skip</p> <p>Social: collaboration, respect, take turns, communication, encourage others</p> <p>Emotional: determination, honesty, perseverance</p>	<p><b>Hand eye co-ordination with a target game focus. Chesterfield football Club.</b></p> <p><b>Objectives Planned and delivered with CFC:</b></p> <p>I am able to select the appropriate skill for the situation.</p> <p>I can throw, roll or strike a ball to a target with some success.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I understand the principles of a target game and can use different scoring systems when playing games.</p> <p>I understand what good technique looks like and can use key words in the feedback I provide.</p>

		<p>Emotional: independence, confidence, perseverance, determination</p> <p>Thinking: provide feedback, comprehension, reflection, observation, creativity</p>		<p>Emotional: confidence, independence</p> <p>Thinking: select and apply actions, creativity</p>	<p>Thinking: comprehension, make decisions, creativity, use tactics, recall</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Swimming</b> (Additional funded swimming.)</p> <p>Objectives to be met within KS2: I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><b>Swimming</b> (Additional funded swimming.)</p> <p>Objectives to be met within KS2: I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><b>Swimming</b> (Additional funded swimming.)</p> <p>Objectives to be met within KS2: I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><b>Swimming</b> (Additional funded swimming.)</p> <p>Objectives to be met within KS2: I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><b>Swimming</b> (Additional funded swimming.)</p> <p>Objectives to be met within KS2: I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><b>Swimming</b> (Additional funded swimming.)</p> <p>Objectives to be met within KS2: I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>
	<p><b>Fundamentals Y3 (Get Set 4 PE)</b></p> <p>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down.</p> <p>Pupils will be given the opportunity to work on their own and with others, taking turns and sharing</p>	<p><b>Ball Skills and attacking and defending skills. Chesterfield Football Club</b></p> <p><b>Objectives Planned and delivered with CFC:</b> I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target.</p>	<p><b>Gymnastics (Get Set 4 PE)</b></p> <p>In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p><b>Dance (Get Set 4 PE)</b></p> <p>Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p>	<p><b>Cricket (Get Set 4 PE)</b></p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with</p>	<p><b>Athletics Bolsover District Council</b></p> <p><b>Objectives:</b> I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing</p>

	<p>ideas.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: balance, run, dodge, hop, jump, skip Social: respect, communication, co-operation, safety Emotional: determination, perseverance, honesty, independence Thinking: comprehension, select and apply, tactics, exploration</p>	<p>I can track the path of a ball that is not sent directly to me.</p>	<p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll Social: work safely, collaboration, supportive Emotional: perseverance, confidence, independence Thinking: observe and provide feedback, creativity, select and apply skills</p>	<p><b>Key Skills:</b> Physical: actions, dynamics, space, relationships Social: share ideas, respect, collaboration, inclusion, leadership, work safely Emotional: confidence, acceptance, sensitivity, perseverance Thinking: select and apply actions, creativity, observe and provide feedback</p>	<p>others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier Social: collaboration and communication, respect Emotional: perseverance, honesty, determination Thinking: observing and providing feedback, applying strategies</p>	<p>ideas.</p> <p>I show determination to achieve my personal best.</p>
<p>Year 4</p>	<p><b>Fundamentals Y4 (Get Set 4 PE)</b></p> <p>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing</p>	<p><b>Attacking and defending with a ball skills focus. Chesterfield Football Club</b></p> <p><b>Objectives Planned and delivered with CFC:</b> I can accurately use a range of throwing techniques to throw to a target. I can catch different sized objects with increasing consistency with one and two hands. I can consistently track the path of a ball that is not sent directly to me. I can dribble a ball with increasing control and co-ordination. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve.</p>	<p><b>Dodgeball (Get Set 4 PE)</b></p> <p>In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games,</p>	<p><b>Fitness (Get Set 4 PE)</b></p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> <p>This unit links to the following strands of the NC: use running, jumping and</p>	<p><b>Cricket (Get Set 4 PE)</b></p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p><b>Athletics (Get Set 4 PE)</b></p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b></p>

	<p>ideas.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: balance, run, dodge, hop, jump, skip</p> <p>Social: respect, collaboration, support and encourage others</p> <p>Emotional: determination, perseverance, honesty</p> <p>Thinking: select and apply, observation, provide feedback, comprehension</p>		<p>modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: throw, catch, dodge, jump</p> <p>Social: respect, communication, collaboration</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: comprehension, make decisions, select and apply skills</p>	<p>throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: agility, balance, coordination, speed, stamina, strength</p> <p>Social: support others, work safely, communication</p> <p>Emotional: perseverance, determination, honesty</p> <p>Thinking: identify areas of strength and areas for development</p>	<p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier</p> <p>Social: collaboration and communication, respect</p> <p>Emotional: perseverance, honesty, determination</p> <p>Thinking: observing and providing feedback, applying strategies</p>	<p>Physical: pace, sprint, jump for distance, throw for distance</p> <p>Social: collaboration, leadership</p> <p>Emotional: perseverance, determination, honesty,</p> <p>Thinking: reflection, observing and providing feedback, exploring ideas, comprehension</p>
	<p><b>Ball Skills Year 4 (Get Set 4 PE)</b></p> <p>In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play</p>	<p><b>Dance (Get Set 4 PE)</b></p> <p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop</p>	<p><b>Gymnastics (Get Set 4 PE)</b></p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>This unit links to the following strands of the</p>	<p><b>Tag Rugby (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles</p>	<p><b>Handball (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where</p>	<p><b>Rounders (Get Set 4 PE)</b></p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly, demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play</p>

	<p>competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: track, throw, catch, dribble, kick</p> <p>Social: communication, work safely, collaboration</p> <p>Emotional: perseverance, personal challenge, calmness, fairness</p> <p>Thinking: provide feedback, tactics, comprehension, reflection, make decisions</p>	<p>confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p> <p><b>Key Skills:</b> Physical: actions, dynamics, space, relationships</p> <p>Social: co-operation, communication, inclusion, collaboration</p> <p>Emotional: confidence, empathy, determination</p> <p>Thinking: observe and provide feedback, select and apply skills, creativity, comprehension</p>	<p>NC: develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p>Social: work safely, determination, collaboration, communication, respect</p> <p>Emotional: confidence, perseverance</p> <p>Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve</p>	<p>suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: throw, catch, run, change direction, change speed</p> <p>Social: support others, inclusion, communication, collaboration, respect</p> <p>Emotional: determination, honesty, independence, perseverance</p> <p>Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development</p>	<p>appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: throw, catch, run, dribble, shoot, change direction, change speed</p> <p>Social: kindness, communication, co-operation</p> <p>Emotional: honesty and fair play, determination, perseverance, confidence</p> <p>Thinking: decision making, select and apply, problem solving, comprehension</p>	<p>competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat</p> <p>Social: collaboration, communication, co-operate, support and encourage others</p> <p>Emotional: honesty, fair play, confidence, determination</p> <p>Thinking: comprehension, select and apply skills, tactics, make decisions</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>Swimming</b></p> <p>Objectives to be met within KS2: I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><b>Swimming</b></p> <p>Objectives to be met within KS2: I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><b>Handball (Get Set 4 PE)</b></p> <p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p><b>Tennis (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play</p>	<p><b>Golf Bolsover District Council</b></p> <p><b>Objectives:</b></p> <p>I can hold all equipment correctly.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can show how to aim using a putting club.</p> <p>I can strike a ball with increasing consistency.</p> <p>I can use different actions for different shots.</p> <p>I share ideas and work with others to manage our game.</p>	<p><b>Rounders (Get Set 4 PE)</b></p> <p>Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-</p>

			<p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: throw, catch, run, dribble, shoot, change direction, change speed</p> <p>Social: support, kindness, communication, collaborate</p> <p>Emotional: empathy, honesty, determination</p> <p>Thinking: decision making, comprehension, select and apply, identify, plan</p>	<p>competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying</p> <p>Social: encourage and support others, co-operation, collaboration, communication</p> <p>Emotional: perseverance, honesty</p> <p>Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics</p>		<p>manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: throw, catch, bowl, bat, field</p> <p>Social: communication, respect, collaboration</p> <p>Emotional: honesty, confidence, perseverance, self-regulation</p> <p>Thinking: assess, make decisions, comprehension, reflection, select and apply skills, tactics</p>
	<p><b>Attacking and defending with a football focus.</b> Chesterfield Football Club</p> <p><b>Objectives Planned and delivered with CFC:</b> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play honestly and fairly.</p>	<p><b>Tag Rugby (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in</p>	<p><b>Gymnastics (Get Set 4 PE)</b></p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b></p>	<p><b>Hand and eye co-ordination with a Netball focus.</b> Chesterfield Football Club.</p> <p><b>Objectives Planned and delivered with CFC:</b> I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I am confident to attempt to intercept. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different</p>	<p><b>Cricket (Get Set 4 PE)</b></p> <p>Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly, demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Teacher note: If playing in a</p>	<p><b>Athletics (Get Set 4 PE)</b></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.</p> <p>This unit links to the following</p>

	<p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: throw, catch, run, change direction, change speed Social: communication, support others, collaboration Emotional: honesty and fair play, confidence, determination, trust Thinking: decision making, comprehension, reflection, identify strengths and areas for development, plan</p>	<p>Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand</p> <p>Social: work safely, support others, collaboration</p> <p>Emotional: confidence, perseverance, resilience, determination</p> <p>Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences</p>	<p>situations and I am beginning to apply this.</p>	<p>reduced space use a sponge ball.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting Social: collaboration, communication, respect Emotional: honesty, perseverance, determination Thinking: observation, provide feedback, select and apply skills, tactics, assessing</p>	<p>strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw Social: collaboration, negotiation, communication, supporting others Emotional: perseverance, confidence, concentration, determination Thinking: observing and providing feedback, selecting and applying, comprehension</p>
<p>Year 6</p>	<p><b>Hockey (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping,</p>	<p><b>Dance (Get Set 4 PE)</b></p> <p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to</p>	<p><b>Gymnastics (Get Set 4 PE)</b></p> <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality</p>	<p><b>Hand and eye co-ordination with a Netball focus. Chesterfield Football Club.</b></p> <p><b>Objectives Planned and delivered with CFC:</b> I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for</p>	<p><b>Cricket (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly, demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p><b>Athletics (Get Set 4 PE)</b></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.</p>

	<p>throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: dribble, pass, receive, tackle, intercept, run, shoot</p> <p>Social: communication, collaboration, respect, support others</p> <p>Emotional: perseverance, honesty and fair play, determination</p> <p>Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection</p>	<p>choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p>This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p> <p><b>Key Skills:</b> Physical: actions, dynamics, space, relationships</p> <p>Social: share ideas, collaboration, support, communication, inclusion, respect, leadership</p> <p>Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy</p> <p>Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills</p>	<p>and control of their actions.</p> <p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight</p> <p>Social: work safely, collaboration, communication, respect</p> <p>Emotional: independence, confidence, determination</p> <p>Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences</p>	<p>development and can suggest ways to improve.</p>	<p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting</p> <p>Social: collaboration, communication, respect</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: observation, provide feedback, select and apply skills, tactics, assessing</p>	<p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: pace, sprint, jump for distance, push throw, fling throw</p> <p>Social: negotiating, collaborating, respect</p> <p>Emotional: empathy, perseverance, determination</p> <p>Thinking: observing and providing feedback, comprehension</p>
<p><b>Attacking and defending with a football focus.</b> <b>Chesterfield Football Club</b></p> <p><b>Objectives Planned and delivered with CFC:</b> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence.</p>	<p><b>Basketball (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-</p>	<p><b>Tennis (Get Set 4 PE)</b></p> <p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work cooperatively with others as well as independently, they are able to lead and officiate showing honesty</p>	<p><b>Fitness (Get Set 4 PE)</b></p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to</p>	<p><b>Badminton (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules,</p>	<p><b>Rounders (Get Set 4 PE)</b></p> <p>In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing, underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think</p>	

	<p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: run, jump, throw, catch, dribble, shoot Social: collaboration, communication, co-operation, respect Emotional: honesty and fair play, confidence, persevere Thinking: reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development</p>	<p>and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying Social: support and encourage others, co-operation, collaboration, respect Emotional: honesty, perseverance Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development</p>	<p>support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Physical: agility, balance, co-ordination, speed, stamina, strength Social: support and encourage others, collaboration Emotional: perseverance, determination Thinking: observation, analysis, comprehension</p>	<p>as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: underarm clear, overarm clear, serving, rallying Social: collaboration, communication, respect, encouragement Emotional: perseverance, patience, honesty Thinking: using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection</p>	<p>about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Physical: throw, catch, bowl, bat, field Social: communication, collaboration, respect, co-operation Emotional: honesty, self-regulation, sportsmanship Thinking: select and apply skills, reflection, assess, tactics</p>
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