

National Curriculum Intent

Guidance from afPE for the progression within PE was taken into account- along with the national curriculum- when designing our PE curriculum.

Early Years

Expected

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Exceeding

Children can hop confidently and skip in time to music Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules.

Key Stage One


Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage Two

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Implementation

Pupil Skills Progression plan

	Reception ⇨	Year 1 ⇨	Year 2 ⇨	Year 3 ⇨	Year 4 ⇨	Year 5 ⇨	Year 6
<p>Multi skills/invasion games</p> 	<p>Fundamentals of Movement</p> <p>Skills</p> <p>Physical development Develop core strength, stability, balance, spatial awareness, co-ordination, and agility. Develop dance movement, control and balance of body parts</p> <p>Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences</p> <p>Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have</p>	<p>Multi Skills Skills</p> <p>Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move): Run - forwards, backwards, sideways and diagonally Chase - closing space between the attacker & defender Avoid - increasing the space between the attacker & defender Jump - block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability): Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when sending/receiving Ball manipulation skills (ways to use an object): Send - throw/kick a ball, push an object with a hockey stick Receive - catch with hands, softly cradle with feet/stick</p>	<p>Multi Skills Skills</p> <p>Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move): Run - 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verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed</p>	<p>Invasion Games Skills</p> <p>Attack Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - 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and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.

Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick
Pick up - static or moving object
Carry - run with an object in hands
Bounce - bounce-catch/bounce pass
Kick - kick ball into area/at a target
Invasion Games Principles:
Attack - create space to get through defence and score
Defend - prevent opposition from scoring by closing space and retaining possession
Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick

Experiences

Multi skills based activities with an emphasis on space
 A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey
 A variety of equipment including balls, goals and hockey sticks
 Working in small team
 Simple competition in pairs and small teams

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Run - closing space not allowing any gaps
 Chase - marking a specific player as part of a strategy
 Jump - block, intercept, receive object off target/on the move
 Ball manipulation skills (Attack) - apply game principles/rules
 Send - from a static position and on the move, into a space for a teammate to run on to and receive
 Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass)
 Dribble - varying movements to outwit opponent
 Pick up - loose ball followed by an immediate pass or shot
 Carry - controlling the ball on the move, disguise pass or shot
 Shoot - kick, throw or strike/push a ball with intent into a goal or net

Experiences

Competition in different games
 Scenario activities, small-sided matches
 Scenario cards
 Apply game principles/rules

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Dance



Fundamentals of Movement - ABC

Skills

Physical development
 Develop core strength, stability, balance, spatial awareness, co-ordination, and agility.
 Develop dance movement, control and balance of body parts

Communication and language
 Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added).

Dance Skills

Agility
 Moving the body from one position to another (changing direction).
 Start/stop on command, maintaining balance.
Balance
 Centre of gravity over the base of support.
 Counterbalancing when centre of gravity is out of position.
Co-ordination
 Synchronising limbs when performing an action.
Travel
 Pathways - forwards, backwards, sideways and diagonally.

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Travel
 Pathways - forwards, backwards, sideways and diagonally.
 Turn - change direction in the dance.
 Twist - movement of the body to create a shape.
 Leap - jump from one foot to another foot.
 Spin - rotate on the spot.
Choreography
 Count - counting to 4, 8, 12, or 16 for a section of movement.
 Dynamic - moving in such a way as to represent something or someone.
 Isolations - moving only one

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<p>Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences</p> <p>Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist – movement of the body to create a shape. Choreography Count – Counting to 4, 8, 12, or 16 for a section of movement. Dynamic – Moving in such a way as to represent something or someone. Isolations – Moving only one part of the body at a time. Working together Unison – Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – Movements as a direct consequence of the previous movement. Canon – One child moving followed by another and another like a Mexican wave.</p> <p>Experiences</p> <p>Working alone, in pairs, small groups and as a whole class.</p> <p>Performing parts of a sequence and entire dance sequences to small groups and to the class. Exploring humanities subjects terms and vocabulary within the dance routines.</p>	<p>Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist – movement of the body to create a shape. Choreography Count – Counting to 4, 8, 12, or 16 for a section of movement. 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Gymnastics	Fundamentals of Movement	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
	<p>Skills</p> <p>Physical development Develop core strength, stability, balance, spatial awareness, co-ordination, and agility. Develop dance movement, control and balance of body parts</p> <p>Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences</p> <p>Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>Skills</p> <p>Agility Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance Balance Centre of gravity over the base of support. Linking & mirroring with another person. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction Shape – movement of the body to create a shape (pike, straddle, star, straight, tuck). Rotation: Spin – turn on the spot using different levels (pivot and seated) Roll – use log roll, egg roll and teddy bear roll Jump – straight and star with safe landing Sequencing: Connecting Movements – thinking about level and direction Apparatus: Small – using objects when moving and balancing Large – jump off low platforms Working together: Unison – Everyone in the group moving in the same way at the same time. Mirroring & Matching – Making shapes as if in a mirror</p> <p>Experiences</p> <p>Working alone, in pairs, small groups and as a whole class.</p> <p>Performing parts of a sequence and entire sequences to small groups and to the class. Exploring humanities subjects terms and vocabulary within the dance routines.</p>	<p>Skills</p> <p>Agility Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance Balance Centre of gravity over the base of support. Linking & mirroring with another person. 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Apparatus: Small – using objects when moving and balancing Large – jump on and off low platforms Working together: Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect.</p> <p>Experiences</p> <p>Working alone, in pairs, small groups and as a whole class.</p> <p>Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to build on sequences and create brand</p>	<p>Skills</p> <p>Agility Moving the body from one position to another (changing direction). Balance Centre of gravity over the base of support. Linking & mirroring with another person. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways, and diagonally. 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Net and wall Skills Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move) Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when sending/receiving Stretch – when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – push, hit, throw a ball, with hands	Net and wall Skills Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move) Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when sending/receiving Stretch – when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – push, hit, throw a ball, with hands	Net and wall Skills Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from net Defend - 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	Experiences Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways						

	<p>to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>Receive – catch with hands Pick up – static or moving object Carry – run with an object in hands or on a racket Bounce – bounce-catch/bounce pass Net & Wall Games Principles Attack – send an object into the opponent’s area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession</p> <p>Experiences</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Tennis, Badminton, Table Tennis and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams</p>	<p>Receive – catch with hands Pick up – static or moving object Carry – run with an object in hands or on a racket Bounce – bounce-catch/bounce pass Net & Wall Games Principles Attack – send an object into the opponent’s area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession</p> <p>Experiences</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Tennis, Badminton, Table Tennis and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams</p>	<p>Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)</p> <p>Experiences</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams</p>	<p>Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)</p> <p>Experiences</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams</p>	<p>Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)</p> <p>Experiences</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Table Tennis and Tennis. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams</p>	<p>Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)</p> <p>Experiences</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Table Tennis and Tennis. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams</p>
	<p>Reception ⇌</p>	<p>Year 1 ⇌</p>	<p>Year 2 ⇌</p>	<p>Year 3 ⇌</p>	<p>Year 4 ⇌</p>	<p>Year 5 ⇌</p>	<p>Year 6</p>
<p style="text-align: center;">Athletics</p> 	<p style="text-align: center;">Sports Day Preparation</p> <p>Skills</p> <p>Physical development Develop core strength, stability, balance, spatial awareness, co-ordination, and agility. Develop dance movement, control and balance of body parts</p> <p>Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added).</p>	<p style="text-align: center;">Sports Day Athletics</p> <p>Skills</p> <p>Running Technique -Smaller steps quicker -Arms with a bend at the elbow alternate forwards and backwards, opposite arm and leg leading at a time (arms help momentum) -Straight back and head/eyes facing the direction of travel Throwing action - Underarm -Stand facing the target, holding the object in throwing hand -Raise hand backwards in a swinging motion, with a slight bend at elbow -Look at the target area to help with accuracy</p>	<p style="text-align: center;">Sports Day Athletics</p> <p>Skills</p> <p>Running Technique -Smaller steps quicker -Arms with a bend at the elbow alternate forwards and backwards, opposite arm and leg leading at a time (arms help momentum) -Straight back and head/eyes facing the direction of travel Throwing action - Underarm -Stand facing the target, holding the object in throwing hand -Raise hand backwards in a swinging motion, with a slight bend at elbow -Look at the target area to help with accuracy</p>	<p style="text-align: center;">Athletics</p> <p>Skills</p> <p>Outdoor Track Events: Running – How long will it take you to finish? Long Distance: -Pacing yourself, cannot sprint for the full race -Start of the race important; if you start too quickly you may not finish -No lanes to stay in Sprint Races: -Ran in lanes, if left, disqualified from the race -Complete the race as fast as you can -Accelerate at the start from</p>	<p style="text-align: center;">Athletics</p> <p>Skills</p> <p>Outdoor Track Events: Running – How long will it take you to finish? Long Distance: -Pacing yourself, cannot sprint for the full race -Start of the race important; if you start too quickly you may not finish -No lanes to stay in Sprint Races: -Ran in lanes, if left, disqualified from the race -Complete the race as fast as you can -Accelerate at the start from</p>	<p style="text-align: center;">Athletics</p> <p>Skills</p> <p>Outdoor Track Events Running – Refining technique, Qualifying heats & Placing for medals Long Distance: -Must pace yourself but still need to run as fast as you can to finish as quickly as possible Sprint Races: -Run as fast as you can for the full race, remembering to keep going a little after the finish line to make sure you cross it at your quickest speed</p>	<p style="text-align: center;">Athletics</p> <p>Skills</p> <p>Outdoor Track Events Running – Refining technique, Qualifying heats & Placing for medals Long Distance: -Must pace yourself but still need to run as fast as you can to finish as quickly as possible Sprint Races: -Run as fast as you can for the full race, remembering to keep going a little after the finish line to make sure you cross it at your quickest speed</p>

<p>Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences</p> <p>Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>-Swing hand forwards and release when passes hip Throwing action - Overarm -Stand shoulder width apart, side on to the target -Raise throwing arm to behind the head at a 90° angle -Point non-throwing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release object Jumping -Feet hip to shoulder width apart with knees bent -Swing both arms simultaneously forward and backwards to gain momentum -When arms are at the furthest point behind the body, push through feet and swing arms forward, landing on both feet</p> <p>Experiences</p> <p>A variety of activities using agility, balance and co-ordination A variety of equipment including hoops, beanbags and balls Working individually and in small groups Simple competition alone and in pairs Working indoors and outdoors Running at different speeds for short and long distances and durations Throwing for accuracy and distance Jumping for distance</p>	<p>-Swing hand forwards and release when passes hip Throwing action - Overarm -Stand shoulder width apart, side on to the target -Raise throwing arm to behind the head at a 90° angle -Point non-throwing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release object Jumping -Feet hip to shoulder width apart with knees bent -Swing both arms simultaneously forward and backwards to gain momentum -When arms are at the furthest point behind the body, push through feet and swing arms forward, landing on both feet</p> <p>Experiences</p> <p>A variety of activities using agility, balance and co-ordination A variety of equipment including hoops, beanbags and balls Working individually and in small groups Simple competition alone and in pairs Working indoors and outdoors Running at different speeds for short and long distances and durations Throwing for accuracy and distance Jumping for distance</p>	<p>a standing position 1. Stronger leg at the front with a bend at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly forwards with eyes looking straight throughout the race 4. Dip head forward as you finish to cross the line quicker</p> <p>Hurdles: -Ran in lanes and involve jumping over hurdles throughout the race -Involves a mixture of sprinting and slight slowing in pace when approaching and jumping over hurdles -Complete the race as fast as you can</p> <p>Relay Race: -Team race using a baton -Each runner takes turns to run, holding the same baton -Run as fast as you can, but be careful when passing the baton Outdoor Field Events: Throwing – How far can you throw? Can you measure your distance?</p> <p>Howler/Javelin: -Overarm action used to throw as far as you can</p> <p>Jumping – How far can you jump? Can you measure your distance?</p> <p>Standing Long Jump: -Two footed jump landing on both feet Indoor Track & Field Events: Running</p> <p>Lap Running -Runners start in the middle of 2 reversaboards or cones, distanced accordingly. -Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted.</p> <p>Throwing</p> <p>Chest Push -Hold a basketball or heavy ball in both hands against chest -Push the ball as hard as you</p>	<p>a standing position 1. Stronger leg at the front with a bend at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly forwards with eyes looking straight throughout the race 4. 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Can you measure your distance?</p> <p>Standing Long Jump: -Two footed jump landing on both feet Indoor Track & Field Events: Running</p> <p>Lap Running -Runners start in the middle of 2 reversaboards or cones, distanced accordingly. -Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted.</p> <p>Throwing</p> <p>Chest Push -Hold a basketball or heavy ball in both hands against chest -Push the ball as hard as you</p>	<p>Hurdles: -Keeping a consistent stride will help in jumping over the hurdles without disrupting your rhythm</p> <p>Relay Race: -The changeover is vital to completing this race. -As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker Outdoor Field Events Throwing – Refining technique, Qualifying heats & Placing for medals</p> <p>Howler/Javelin: -A straight or bent arm action can be used. -Follow through the throw by continuing arm pull and hip rotation</p> <p>Jumping – Refining technique, Qualifying heats & Placing for medals</p> <p>Long Jump: -Usually done in a sand pit, athletes will have a run up before take-off -Leading foot must not cross the take-off board (line) -When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor. Indoor Track & Field Events Running - Refining technique, Qualifying heats & Placing for medals</p> <p>Lap Running -Runners start in the middle of 2 reversaboards or cones, distanced accordingly. -Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted.</p> <p>Throwing - Refining technique, Qualifying heats & Placing for medals</p> <p>Chest Push -Hold a basketball or heavy ball in both hands against chest</p>	<p>Hurdles: -Keeping a consistent stride will help in jumping over the hurdles without disrupting your rhythm</p> <p>Relay Race: -The changeover is vital to completing this race. -As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. 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Indoor Track & Field Events Running - Refining technique, Qualifying heats & Placing for medals</p> <p>Lap Running -Runners start in the middle of 2 reversaboards or cones, distanced accordingly. -Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted.</p> <p>Throwing - Refining technique, Qualifying heats & Placing for medals</p> <p>Chest Push -Hold a basketball or heavy ball in both hands against chest</p>
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				<p>can, aiming slightly upwards</p> <p>Jumping</p> <p>Vertical Jump -Jump as high as you can, reaching up to gain extra height</p> <p>Speed Bounce – how many can you do in 30 seconds? -2 footed side jumps over a shin high barrier</p>	<p>can, aiming slightly upwards</p> <p>Jumping</p> <p>Vertical Jump -Jump as high as you can, reaching up to gain extra height</p> <p>Speed Bounce – how many can you do in 30 seconds? -2 footed side jumps over a shin high barrier</p>	<p>-Push the ball as hard as you can, aiming slightly upwards</p> <p>Jumping - Refining technique, Qualifying heats & Placing for medals</p> <p>Vertical Jump -Jump as high as you can, reaching up to gain extra height</p> <p>Speed Bounce – how many can you do in 30 seconds? -2 footed side jumps over a shin high barrier</p> <p>Standing Triple Jump -Hop, skip and jump – landing on both feet to finish</p>	<p>-Push the ball as hard as you can, aiming slightly upwards</p> <p>Jumping - Refining technique, Qualifying heats & Placing for medals</p> <p>Vertical Jump -Jump as high as you can, reaching up to gain extra height</p> <p>Speed Bounce – how many can you do in 30 seconds? -2 footed side jumps over a shin high barrier</p> <p>Standing Triple Jump -Hop, skip and jump – landing on both feet to finish</p>
<p>Striking and Fielding</p> 	<p>Team Games Skills</p> <p>Physical development Develop core strength, stability, balance, spatial awareness, co-ordination, and agility. Develop dance movement, control and balance of body parts</p> <p>Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences</p> <p>Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional</p>	<p>Games (striking and fielding) Skills</p> <p>Agility Moving the body from one position to another (changing direction)</p> <p>Start/stop on command, maintaining balance</p> <p>Balance Centre of gravity over the base of support</p> <p>Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination Synchronising limbs when performing an action</p> <p>Generating force when sending</p> <p>Locomotion skills (ways to move): Run – forwards, backwards, sideways and diagonally</p> <p>Chase – closing space between self and travelling ball</p> <p>Jump – receive object/stop object travelling away from self</p> <p>Stabilisation skills (maintaining physical stability):</p>	<p>Games (Striking & Fielding) Skills</p> <p>Agility Moving the body from one position to another (changing direction)</p> <p>Start/stop on command, maintaining balance</p> <p>Balance Centre of gravity over the base of support</p> <p>Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination Synchronising limbs when performing an action</p> <p>Generating force when sending</p> <p>Locomotion skills (ways to move): Run – forwards, backwards, sideways and diagonally</p> <p>Chase – closing space between self and travelling ball</p> <p>Jump – receive object/stop object travelling away from self</p> <p>Stabilisation skills (maintaining physical stability):</p>	<p>Striking & Fielding Games Skills</p> <p>Striking & Fielding Principles – different types of games</p> <p>Batting – simplified versions of games Strike into space</p> <p>Correct grip for different pieces of equipment (cricket/rounders bats)</p> <p>Create tactics to achieve desired result and outwit your opponents.</p> <p>Understanding the importance of striking into space and varying shots played – apply game principles</p> <p>Shot selection and importance of timing to increase chances of success.</p> <p>Decision making on where to hit and why</p> <p>Fielding- simplified versions of games, game scenarios Prevent opposition from scoring by closing space as best as you can</p> <p>Create tactics to achieve desired result</p>	<p>Striking & Fielding Games - Rounder's Skills</p> <p>Striking & Fielding Principles – different types of games</p> <p>Batting – simplified versions of games Strike into space</p> <p>Correct grip for different pieces of equipment (cricket/rounders bats)</p> <p>Create tactics to achieve desired result and outwit your opponents.</p> <p>Understanding the importance of striking into space and varying shots played – apply game principles</p> <p>Shot selection and importance of timing to increase chances of success.</p> <p>Decision making on where to hit and why</p> <p>Fielding- simplified versions of games, game scenarios Prevent opposition from scoring by closing space as best as you can</p> <p>Create tactics to achieve desired result</p>	<p>Striking & Fielding Games – Cricket Skills</p> <p>Striking & Fielding Principles – different types of games</p> <p>Batting Identifying weaknesses in organisation of fielders and taking advantage of this</p> <p>Communication skills – verbal and non-verbal</p> <p>Identifying patterns of play - bowler/types of delivery (simple line and length principles – pitched short/full/full toss), fielders with stronger throwing techniques/consistent accuracy</p> <p>Game management</p> <p>Fielding Create tactics to achieve desired result</p> <p>Identifying strengths of opposition and reducing/stopping this</p> <p>Communication skills – verbal and non-verbal</p> <p>Identifying patterns of play (favoured shot of batter)</p> <p>Awareness of pitch width</p>	<p>Striking & Fielding – Cricket & Rounder's Skills</p> <p>Striking & Fielding Principles – different types of games</p> <p>Batting Identifying weaknesses in organisation of fielders and taking advantage of this</p> <p>Communication skills – verbal and non-verbal</p> <p>Identifying patterns of play - bowler/types of delivery (simple line and length principles – pitched short/full/full toss), fielders with stronger throwing techniques/consistent accuracy</p> <p>Game management</p> <p>Fielding Create tactics to achieve desired result</p> <p>Identifying strengths of opposition and reducing/stopping this</p> <p>Communication skills – verbal and non-verbal</p> <p>Identifying patterns of play (favoured shot of batter)</p> <p>Awareness of pitch width</p>

	<p>Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>Turn – pick up and throw to designated target</p> <p>Twist – when sending/receiving</p> <p>Stretch – when receiving/ stop object travelling away from self</p> <p>Ball manipulation skills (ways to use an object): Send – throw an object to designated target</p> <p>Receive – catch with hands</p> <p>Pick up – static or moving object</p> <p>Carry – run with a bat in hands</p> <p>Striking & Fielding Principles Fielding – retrieve an object and send to designated target, to prevent opposition scoring runs/rounders/points</p> <p>Batting – strike an object into space to gain n advantage and allow to score runs/rounders/points</p> <p>Experiences</p> <p>Multi skills based activities with an emphasis on sending and receiving A variety of activities including themes of Cricket, Rounders and Kick Rounders A variety of equipment including balls, bats, wickets and bases Working in small teams Simple competition in small teams</p>	<p>Turn – pick up and throw to designated target</p> <p>Twist – when sending/receiving</p> <p>Stretch – when receiving/ stop object travelling away from self</p> <p>Ball manipulation skills (ways to use an object): Send – throw an object to designated target</p> <p>Receive – catch with hands</p> <p>Pick up – static or moving object</p> <p>Carry – run with a bat in hands</p> <p>Striking & Fielding Principles Fielding – retrieve an object and send to designated target, to prevent opposition scoring runs/rounders/points</p> <p>Batting – strike an object into space to gain n advantage and allow to score runs/rounders/points</p> <p>Experiences</p> <p>Multi skills based activities with an emphasis on sending and receiving A variety of activities including themes of Cricket, Rounders and Kick Rounders A variety of equipment including balls, bats, wickets and bases Working in small teams Simple competition in small teams</p>	<p>Understanding the area and positions/roles within a team</p> <p>Awareness of playing area and how to run a batter out</p> <p>Awareness of additional methods to get batter out (cricket; bowled/caught, rounders; 3 strikes/caught)</p> <p>Bowling- simplified versions Bounce feed/underarm/figure of 6 breakdown (overarm action)</p> <p>Locomotion skills (Batting) - apply game principles/rules Run – in between wickets/around bases</p> <p>Locomotion skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps</p> <p>Chase – retrieving an object (once struck) following the direction it is travelling in</p> <p>Bat manipulation skills (Batters) – apply game principles/rules Strike – an object from a static position and on the move, into a space to gain an advantage to score</p> <p>Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights</p> <p>Throw – to a designated target/person dependant on the batter(s) movements</p> <p>Pick-up – gather a rolling object and throw</p>	<p>Understanding the area and positions/roles within a team</p> <p>Awareness of playing area and how to run a batter out</p> <p>Awareness of additional methods to get batter out (cricket; bowled/caught, rounders; 3 strikes/caught)</p> <p>Bowling- simplified versions Bounce feed/underarm/figure of 6 breakdown (overarm action)</p> <p>Locomotion skills (Batting) - apply game principles/rules Run – in between wickets/around bases</p> <p>Locomotion skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps</p> <p>Chase – retrieving an object (once struck) following the direction it is travelling in</p> <p>Bat manipulation skills (Batters) – apply game principles/rules Strike – an object from a static position and on the move, into a space to gain an advantage to score</p> <p>Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights</p> <p>Throw – to a designated target/person dependant on the batter(s) movements</p> <p>Pick-up – gather a rolling object and throw</p>	<p>and dept and covering best as possible</p> <p>Game management</p> <p>Bowling Identifying patterns of play (favoured shot of batter)</p> <p>Umpiring Applying rules and making decisions aligned to the rules; run out/no ball/strike/boundary crossing</p> <p>Locomotion skills (Batting) - apply game principles/rules Run – in between wickets/around bases</p> <p>Locomotion skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps</p> <p>Bat manipulation skills (Batters) Strike – vary shots to gain an advantage over the fielders</p> <p>Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights</p> <p>Throw – to a designated target/person dependant on the batter(s) movements</p> <p>Pick-up – gather a rolling object and throw</p>	<p>and dept and covering best as possible</p> <p>Game management</p> <p>Bowling Identifying patterns of play (favoured shot of batter)</p> <p>Umpiring Applying rules and making decisions aligned to the rules; run out/no ball/strike/boundary crossing</p> <p>Locomotion skills (Batting) - apply game principles/rules Run – in between wickets/around bases</p> <p>Locomotion skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps</p> <p>Bat manipulation skills (Batters) Strike – vary shots to gain an advantage over the fielders</p> <p>Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights</p> <p>Throw – to a designated target/person dependant on the batter(s) movements</p> <p>Pick-up – gather a rolling object and throw</p>
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