



*"We believe, we achieve, we succeed in God's family"*

THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

## Physical Education Knowledge and Skills Progression Overview

*"The only one who can tell you 'you can't win' is you and you don't have to listen."* Jessica Ennis-Hill

<p><b>Intent</b></p>	<p>At St Mary's C of E Primary School, we aim to educate both adults and children to develop a greater understanding of the benefits of physical activity and healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. It is our responsibility to empower the children to build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community. In every P.E lesson our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We encourage a positive attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school. All our P.E lessons use a variety of teaching and learning styles to support and develop the children's knowledge, skills and understanding. The P.E lessons are inclusive for all our children and cater for all individuals needs and strengths.</p>
<p><b>Implementation</b></p>	<p>All classes take part in a minimum of 2 hours of National Curriculum PE, School Sport and Physical Activity per week. There are many other ways that are used to complement and reinforce the importance of movement and exercise. For example:</p> <ul style="list-style-type: none"> <li>• the Active Mile</li> <li>• break and lunch time play equipment</li> <li>• Forest School time</li> <li>• Residential/non-residential educational visits</li> <li>• Trust Competitions</li> </ul> <p>As required in the National Curriculum, we teach dance, games and gymnastics at Key Stage 1, with the addition of athletics and OAA. In Key Stage 2, we teach dance, games, gymnastics, swimming and water safety, Outdoor and Adventurous Activities (OAA) and athletics. The teachers work alongside a Sports coach to provide the children with the highest of quality teaching and learning within a wide variety of different physical activities and competitive games. Every lesson promotes team and individual challenges to enhance the children's development while supports through tailored modelling, recapping and continual practice to reinforce the children's understanding and prior knowledge to succeed.</p>
<p><b>Impact</b></p>	<p>Pupils have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child and in doing so raise pupils' health (considering childhood obesity) and fitness levels, improve skills and develop pupils' resilience, teamwork and perseverance (school values). Using assessment, questionnaires and surveys (pupils and staff) and by talking to pupils, the quality of lessons and confidence in the teaching of PE improves and as a result the enjoyment and positive outcomes increases.</p>

## Curriculum Requirements

EYFS	KS1	KS2
<p>We encourage the <b>physical development</b> of our pupil in the EYFS as an integral part of their work. We relate the <b>physical development</b> of the pupil to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five years of age.</p> <p>We encourage the pupils to develop confidence and control of the way they move, and the way they handle equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• swim competitively and proficiently for at least 25m</li> <li>• use a range of strokes effectively</li> <li>• perform self-rescue in different water-based situations</li> </ul>

### Expectations by the end of...

EYFS	KS1	KS2
<p><b><u>Personal, Social and Emotional Development</u></b>  <b>ELG: Managing Self</b>                      Be confident to try new activities and show independence, resilience and perseverance in the face of challenge                      Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<ul style="list-style-type: none"> <li>• Has mastered basic movements including running, jumping, throwing and catching.</li> <li>• Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Is able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>

<p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others</p> <p><b>Physical Development</b> <b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Expressive Arts and Design</b> <b>ELG: Being Imaginative and Expressive</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> <li>• Can participate in team games and is developing simple tactics for attacking and defending.</li> <li>• Can perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Has developed flexibility, strength, technique, control and balance.</li> <li>• Can perform dances using a range of movement patterns.</li> <li>• Is able to take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Is able to compare their performance s with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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<p><b>Enrichment Opportunities (this list is not exhaustive)</b></p> <p>Trust PE Competitions  Orienteering Competition  Sports Day  Power2Inspire  Maths of the Day  International Dance Day  Forest School  Mindfulness Sessions  Healthy School  Danbury Residential Trip  Lunchtime clubs  Earth Day  Geography – map work / positional language</p>
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## Progression in PE

### DANCE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copy and remember moves and positions.	Copies and explores basic movements and body patterns	Copies and explores basic movements with clear control.	Beginning to improvise independently to create a simple dance.	Confidently improvises with a partner or on their own.	Beginning to exaggerate dance movements and motifs (using expression when moving)	Exaggerate dance movements and motifs (using expression when moving)
Link two or more actions to perform a sequence.	Remembers simple movements and dance steps	Varies levels and speed in sequence	Beginning to improvise with a partner to create a simple dance.	Beginning to create longer dance sequences in a larger group.	Demonstrates strong movements throughout a dance sequence.	Performs with confidence, using a range of movement patterns.
Move at different speeds in time with music.	Links movements to sounds and music. Responds to a range of stimuli.	Can vary the size of their body shapes	Translates ideas from stimuli into a movement with support.	Demonstrating precision and some control in response to stimuli.	Combines flexibility, techniques and movements to create a fluent sequence.	Demonstrates a strong imagination when creating own dance sequences and motifs.
		Add a change of direction to a sequence	Beginning to compare and adapt movements and motifs to create a larger sequence.	Beginning to vary dynamics and develop actions and motifs.	Moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.	Demonstrates strong movements throughout a dance sequence.
		Uses space well and negotiates space clearly.	Uses simple dance vocabulary to compare and improve work.	Demonstrates rhythm and spatial awareness.	Beginning to show a change of pace and timing in their movements.	Combines flexibility, techniques and movements to create a fluent sequence.
		Can describe a short dance using appropriate vocabulary.		Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.	Uses the space provided to his maximum potential.	Moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.
		Responds imaginatively to stimuli.			Improvises with confidence, still demonstrating fluency across their sequence.	Beginning to show a change of pace and timing in their movements.
					Modifies parts of a sequence as a result of	

					<p>self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
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**GYMNASTICS**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Climb safely on equipment.</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy,</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body</p>

	<p>Can use equipment safely.</p> <p>Balances with some Control.</p> <p>Can link 2-3 simple movements.</p>		<p>vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment.</p>	<p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
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**GAMES**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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<p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Participate in a range of activities.</p> <p>Ask questions confidently.</p> <p>Follow instructions.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple Games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing, kicking.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping,</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>
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				throwing and catching in isolation and combination.		Apply knowledge of skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and in combination.
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## ATHLETICS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Athletic activities are combined with games.</p> <p>Run in a lane.</p> <p>Encourage others during a sporting event.</p> <p>Explain the importance of a baton.</p> <p>Participate in a race.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing Position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and coordination.</p> <p>Preparation for shot put and javelin.</p> <p>Can use equipment safely.</p>	<p>Beginning to run at speeds appropriate for the distance e.g. sprinting and cross country.</p> <p>Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump)</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers' performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers' performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>

## OUTDOOR ADVENTUROUS ACTIVITIES

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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These are planned and delivered through Forest School sessions.	<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
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## SWIMMING

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	

## EVALUATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>		<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or group to improve skills.</p> <p>Make suggestions on how to improve their work,</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve skills.</p> <p>Comment on tactics and techniques to help improve performances.</p>	

		commenting on similarities and differences	Make suggestions on how to improve their work, commenting on similarities and differences.
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**HEALTHY LIFESTYLES**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.		Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  Understands the need to warm up and cool down.		Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  Understands the need to warm up and cool down.	

**CYCLE A**

	<b>EYFS / Years 1 &amp; 2</b>	<b>Years 3 &amp; 4</b>	<b>Years 5 &amp; 6</b>
<b>Autumn</b>	<p><b>Basic Fundamental skills</b> <i>Identifying space, range of movements, throwing, catching</i></p> <p><b>Team / Invasion Games</b> <i>Multi-skills / Football</i></p> <p><b>Gymnastics</b> <i>Rolling, jumping, landing, point balances, routines</i></p>	<p><b>Team / Invasion Games</b> <i>Football &amp; Tag Rugby</i></p> <p><b>Games – Net</b> <i>Forehand, backhand, serves, basic tactics</i></p> <p><b>Gymnastics</b> <i>Developing routines, fluidity, counterbalances and group balances</i></p>	<p><b>Games</b> <i>Football &amp; Rugby</i></p> <p><b>Net and Wall</b> <i>Tennis, technique, evaluation of performance, controlled rally, tactics, movement, agility and coordination</i></p> <p><b>Gymnastics</b> <i>Developing floor movement and floor shapes, apparatus jumping, comparing performance</i></p>
<b>Spring</b>	<p><b>Dance</b> <i>Levels, speeds, performing a routine with guidance</i></p> <p><b>Team / Invasion Games</b> <i>Football, cooperation, teamwork, team roles, individual roles, passing, shooting, control</i></p>	<p><b>Invasion Games</b> <i>Dodgeball / Netball, methods of passing, movement, creating space, tactics, attacking, defending, marking</i></p> <p><b>Dance</b> <i>Levels, speeds, connections, body language</i></p> <p><b>Outdoor Adventurous Activities</b> <i>How to use a compass, mapwork, co-ordinates, teamwork</i></p>	<p><b>Dance</b> <i>Fluency, accuracy and consistency, exploring movement memory, composition, structure and comparing performance</i></p> <p><b>Team / Invasion Games</b> <i>Handball, methods of passing, dribbling, decision making, tactics for scenarios, outwitting an opponent</i></p> <p><b>Outdoor Adventurous Activities</b> <i>compass bearings, directions, advanced teamwork games, leadership</i></p>

<b>Summer</b>	<p style="text-align: center;"><b>Advanced Fundamental skills</b></p> <p style="text-align: center;"><b>Athletic activities</b> <i>Running with introduction of new events, jumping, throwing</i></p> <p style="text-align: center;"><b>Games – striking and fielding</b> <i>Cricket – throwing and catching</i></p>	<p style="text-align: center;"><b>Athletics</b> <i>Jumping / Throwing / Running / Relay / 2 x weeks of competition (cover all events) Throwing technique, sprinting effectively, Tactics</i></p> <p style="text-align: center;"><b>Games – striking and fielding</b> <i>Cricket &amp; Rounders Accuracy, one/two handed shots, power &amp; placement</i></p>	<p style="text-align: center;"><b>Athletics</b> <i>Jumping / Throwing / Running / Relay / 2 x weeks of competition (cover all events) Distance jumping and throwing, power sprinting, muscle understanding</i></p> <p style="text-align: center;"><b>Games – striking and fielding</b> <i>Cricket &amp; Rounders Accuracy, one/two handed shots, power &amp; placement, batting, catching and fielding techniques, tactics</i></p>
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**Teaching Termly Overview 2023 – 24 Year B**

	<b>EYFS / Years 1 &amp; 2</b>	<b>Years 3 &amp; 4</b>	<b>Years 5 &amp; 6</b>
<b>Autumn</b>	<p style="text-align: center;"><b>Basic Fundamental skills</b> <i>Identifying space, range of movements, throwing, catching</i></p> <p style="text-align: center;"><b>Team / Invasion Games</b> <i>football, cooperation, teamwork, team roles, individual roles, passing, shooting, control</i></p> <p style="text-align: center;"><b>Dance</b> <i>Levels, speeds, performing a routine with guidance</i></p>	<p style="text-align: center;"><b>Team / Invasion Games</b> <i>Basketball, methods of passing, dribbling, decision making, tactics for scenarios</i></p> <p style="text-align: center;"><b>Team / Invasion Games – Hockey</b></p> <p style="text-align: center;"><b>Dance</b> <i>Explore movement memory, composition and structure</i></p>	<p style="text-align: center;"><b>Games</b> <i>Football &amp; Rugby</i></p> <p style="text-align: center;"><b>Net and Wall</b> <i>Tennis, technique, evaluation of performance, controlled rally, tactics, movement, agility and coordination</i></p> <p style="text-align: center;"><b>Gymnastics</b> <i>Developing floor movement and floor shapes, apparatus jumping, comparing performance</i></p>

<p style="text-align: center;"><b>Spring</b></p>	<p style="text-align: center;"><b>Gymnastics</b> <i>Rolling, jumping, landing, point balances, routines</i></p> <p style="text-align: center;"><b>Dance</b> <i>Levels, speeds, performing a routine with guidance</i></p> <p style="text-align: center;"><b>Team / Invasion Games</b> <i>football, cooperation, teamwork, team roles, individual roles, passing, shooting, control</i></p>	<p style="text-align: center;"><b>Net and Wall</b> <i>Basketball / Netball, technique, evaluation of performance, controlled rally, tactics, movement, agility and coordination</i></p> <p style="text-align: center;"><b>Gymnastics</b> <i>Developing floor movement and floor shapes, apparatus jumping</i></p>	<p style="text-align: center;"><b>Dance</b> <i>Fluency, accuracy and consistency, exploring movement memory, composition, structure and comparing performance</i></p> <p style="text-align: center;"><b>Team / Invasion Games</b> <i>Handball, methods of passing, dribbling, decision making, tactics for scenarios, outwitting an opponent</i></p> <p style="text-align: center;"><b>Outdoor Adventurous Activities</b> <i>compass bearings, directions, advanced teamwork games, leadership</i></p>
<p style="text-align: center;"><b>Summer</b></p>	<p style="text-align: center;"><b>Advanced Fundamental skills</b></p> <p style="text-align: center;"><b>Athletic activities</b> <i>Running with introduction of new events, jumping, throwing</i></p> <p style="text-align: center;"><b>Games</b> <i>Cricket – throwing and catching Tennis</i></p>	<p style="text-align: center;"><b>Athletics</b> <i>Jumping / Throwing / Running / Relay / 2 x weeks of competition (cover all events) Distance jumping and throwing, power sprinting</i></p> <p style="text-align: center;"><b>Games – striking and fielding</b> <i>Tennis &amp; Handball Accuracy, one/two handed shots, power &amp; placement</i></p>	<p style="text-align: center;"><b>Athletics</b> <i>Jumping / Throwing / Running / Relay / 2 x weeks of competition (cover all events) Accuracy, one/two handed shots, power &amp; placement, batting, catching and fielding techniques, tactics</i></p>