



Preston Primary School



Curriculum Design for Physical Education

Intent

At Preston Primary we believe physical education is an essential contributor to the development of the whole child. Through a high-quality physical education programme, pupils will develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. The physical education provision will contribute to the personal development, health and wellbeing, enjoyment, success, and achievement of all pupils across the whole curriculum and beyond.

Implementation

The physical education curriculum has been carefully planned so that skills and knowledge are progressively built upon from the Foundation Stage, into Key Stage 1 and Key Stage 2. Our aim is to develop competency and increase confidence when taking part, by revisiting and building upon the skills taught, leading to high levels of enjoyment, motivation, and participation beyond the school gates.

A whole-school overview clearly sets out units taught to maximise progression of skills and knowledge, ensuring children can transfer skills from unit to unit and from year group to year group.

Through our PE curriculum, children will experience/learn:

- A broad balance of physical activities for all pupils, every week.
- A range of Gymnastics, Dance, Games and Athletics through dedicated lesson time.
- A whole school swimming programme ensuring all children can swim 25m by the time they leave Y6.
- Blocks of Outdoor and Adventurous Activities in Key Stage 2.
- To be concerned about their own and others safety in all activities, including the safe movement of equipment and resources.

- The importance of fair play and how to officiate a variety of different sports.
- Cross-curricular links to deepen their understanding of other subjects.
- Opportunities to take part in competitions, both in and outside of the school setting.
- Participation in the range of Out of Hours activities made available in school.

We will do this by:

- Teaching weekly high-quality PE lessons.
- Planning for and assessing all areas of PE and monitoring by the PE Lead.
- Linking to the wider picture of 'Healthy Lifestyles' where appropriate.
- Supplementing the PE curriculum by providing a wide range of learning opportunities in extra curricula after school clubs.
- Supporting the professional development of staff.
- Sporting celebrations including sports day and swimming galas to share with parents.
- Provide active playtimes and lunchtimes where children have a responsibility for equipment and organisation.
- Attending external sports festivals and competitions where appropriate.
- Establish links with local sports clubs and highlight holiday opportunities for keeping active.
- Pupils have access to high quality instruction, practice, and feedback.

Impact

Through high-quality Physical Education, pupils are provided with the opportunities to be creative, competitive, and challenged. They work as individuals and in teams, further developing the school values of Respect, Responsibility, Independence, Teamwork, Determination, and Creativity. Physical Education promotes positive attitudes towards a healthy and active lifestyle.

Pupils learn how to think in different ways and make decisions in response to creative, competitive, and challenging activities. They will take on different roles and responsibilities, including leadership, officiating, and coaching. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas, and performances to improve the quality of their work. Throughout their time at Preston Primary, pupils discover their aptitudes, abilities, and preferences, and make informed choices about how to get involved in lifelong physical activity, ensuring a legacy of enjoyment and participation.

The Wider Curricular Offer

There are many opportunities for children to participate in physical activity outside of their main PE lesson.

Breaktime and Lunchtime Activities

We believe that physical activity during lunchtime and breaktimes is important for children's overall physical and mental wellbeing. Our active lunchtime plan enables children to become physically active through playing in different zones including the sporting activities; bench ball, tennis, volleyball, dance, and artistic activities including ribbon and pom pom dancing.

Afterschool Clubs

We offer a variety of sporting clubs across the ages, throughout the year. These include netball, rounders, football, multi-sports, archery, tag rugby and cricket. We also link up with local sporting clubs to provide additional after school sporting activities.

Swimming and Water Safety

Having our own outdoor swimming pool means that all children receive weekly swimming lessons after May half term up until the summer holidays. We have several members of staff who are lifeguard trained and who are Level 2 swimming teachers. Children will be taught to: swim competently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations. We use Swim England teaching resources. Learning to swim is a vital skill particularly living by the sea.

Balance Bikes and Bikeability

There are opportunities for children in Foundation and Year 1 to learn to ride a balance bike through planned activities. We have staff trained by 'The Bikeability Trust' to deliver sessions. Children can then move on to improve their cycling skills by participating in Level 1 and 2 Bikeability courses. External providers deliver this training in school to enhance the PE curriculum.

Woodland Camp

Children have access to our onsite Woodland Camp during various parts of the academic year. This environment encourages children to be outside and be active. Children can run, jump and climb. Children in Foundation and KS1 visit weekly.

Sports Festivals

We are proud to make links with a local secondary school to offer every child in Preston the opportunity to participate in a sports festival across the academic year, representing the school. These are held at the local secondary school. The festivals offer children the opportunity to compete against other local schools and rehearse the skills they have learnt in PE lessons. Specialist PE teachers also come into Preston to give children the opportunity to try different sports and provide CPD for class teachers.

Connect Games

Children have the opportunity to represent the school at the 'Connect Games'. There are various sporting events hosted by schools in the Connect Academy Trust across the academic year. Each event will be designed to target specific children to enhance their participation in physical activity.

School Games

The School Games is a programme which puts physical activity and school sport at the heart of schools, providing young people with the opportunity to learn through competitions to achieve their personal best. A variety of sporting competitions are offered throughout the academic year. Children will have the opportunity to represent the school and compete against other schools from the area.

N.B Participation in competition needs to be appropriately planned. The children need to have the appropriate knowledge and skill to be able to compete. When representing the school at competitions and events children are selected according to a specified criteria provided by the organisers.

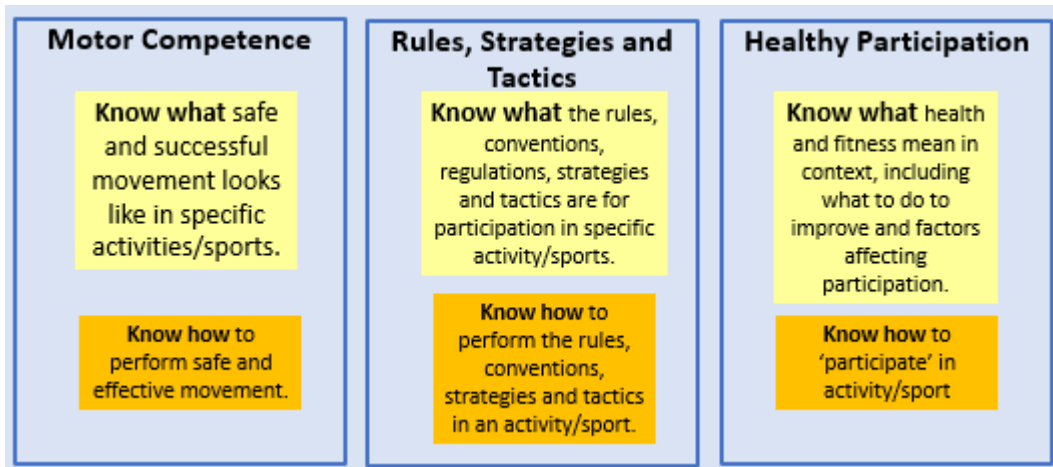
Residential

Residential trips are an opportunity for children to build character and be active. Our residential are planned around children having the opportunity to take part in sporting activities and be active. We have increased the number of residential at Preston because we realise how important they are. Residential experiences are provided for children in years 2, 4, and 6. These trips away from home offer great opportunities to develop self-esteem, confidence, independence, and, of course, new, and exciting skills. Children remember these experiences for years to come.

Sequencing and Progression in PE

The Three Pillars of PE

Getting better at PE is built upon three pillars of progression; motor competence, rules, strategies, and tactics; and healthy participation. Children develop competence to participate in PE. These three pillars underpin our PE curriculum and are interconnected.



Motor Competence

Motor competence can be described as a person's ability to execute a variety of motor actions, including the coordination of fine and gross motor skills. These are necessary to participate in activities in everyday life, including play and physical activity. For some pupils, PE will be their first and only experience of being taught how to produce confident and controlled motor movement. For others it gives them the instruction, practise and feedback required to take their knowledge and understanding beyond what they bring from their home environment. It is important that pupils develop secure foundations for movement. We support children to develop adequate levels of fundamental movement skills (FMS) right from the early years (further information below). Movement execution is a vital part of successful participation in sport and physical activity. However, it is not enough to be competent alone.

Rules, Strategies and Tactics

We explicitly teach the children the knowledge that informs and directs their movement, this is knowledge of rules, strategies and tactics. For example, children are taught how to tactically hit a ball in cricket to achieve the best result. Children learn about rules and how they are important when participating in activities. Through the progression of the PE curriculum, children are able to identify the shared tactics between similar types of games. Children learn the basic principles of attack and defence which helps to guide their strategic movements to work better as an individual and as a team. Children need to know the rules of a game in order to question a decision.

Healthy Participation

PE plays a vital role in connecting important ideas about health to physical activity. We teach children about health in a context that is meaningful to them.

Fundamental Movement Skills

PE is grounded in movement. Fundamental movement skills are explicitly taught. They are broken down into three sets of skills:

- locomotor skills, for example running and jumping
- stability skills, for example twisting and balancing
- manipulation skills, such as throwing and catching

Fundamental movement skills form the building blocks for more complex movement skills, which will be heavily relied on for successful participation in a variety of physical activities. See below for a detailed breakdown of fundamental movement skills.



Fundamental Movement Skills

Locomotor Skills:

enable children to move from one place to another.

Key locomotor skills are walking, running, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, hopping, and skipping.

Running:

- chest up
- run on the balls of your feet
- move opposite arm to leg
- high knee lift for sprinting
- hands move from pocket to mouth if sprinting



FMS can be defined as a set of basic, learned motor patterns that do not occur naturally. Developing FMS requires high-quality instruction, practise and feedback.

FMS can be subdivided into three sets of skills: locomotor, stability and manipulation.

Stability Skills:

are movements where the body remains in place but moves around its horizontal and vertical axis.

Key stability skills are balancing, stretching, bending and twisting. These skills are needed to progress to locomotor and manipulative skills. Balancing in particular is important. Static balance is where a child is balanced whilst stationary and dynamic balance is where balance is maintained whilst moving.

Balance:

- balance weight by using your arms if stationary
- squeeze the appropriate muscles
- focus
- use a strong base of support for stationary balances
- maintain your centre of gravity for dynamic balances



Manipulation Skills:

are the skills we need for moving balls and objects around.

Key manipulation skills include throwing, catching, kicking, striking, bouncing and rolling.

Throwing:

- place your opposite foot to throwing hand forwards for balance
- step into a throw for power
- point your hand towards the target on release of the object



Catching:

- keep your eyes on the ball
- have your hands out ready to catch
- move your feet to track the ball
- pull the ball into the body to cushion it



By the end of EYFS, expectations by age 5.	
ELG Physical Development – Fine Motor. Children will:	ELG Physical Development – Gross Motor. Children will:
<ul style="list-style-type: none"> ✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; ✓ Use a range of small tools, including scissors, paint brushes and cutlery; ✓ Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> ✓ 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.
ELG Communication and Language - Listening, Attention and Understanding. Children will:	ELG Communication and Language - Speaking. Children will:
<ul style="list-style-type: none"> ✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ✓ Make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> ✓ Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. ✓ Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
ELG Personal, Social and Emotional Development – Self Regulation. Children will:	ELG Personal, Social and Emotional Development – Managing Self. Children will:
<ul style="list-style-type: none"> ✓ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> ✓ 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; ✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
ELG Personal, Social and Emotional Development – Self Regulation. Children will:	ELG Expressive Arts and Design – Being Imaginative and Expressive. Children will:

- ✓ Work and play cooperatively and take turns with others;
- ✓ Form positive attachments to adults and friendships with peers;
- ✓ Show sensitivity to their own and to others' needs.

- ✓ Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

By the end of Key Stage 1. Children will:	By the end of Key Stage 2. Children will:
<ul style="list-style-type: none"> ✓ 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. ✓ Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. ✓ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. ✓ Participate in team games, developing simple tactics for attacking and defending. ✓ Perform dances using simple movement patterns 	<ul style="list-style-type: none"> ✓ 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. ✓ Enjoy communicating, collaborating, and competing with each other. ✓ Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ✓ Use running, jumping, throwing and catching in isolation and in combination. ✓ Play competitive games, modified where appropriate (for example, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending. ✓ Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics). ✓ Perform dances using a range of movement patterns. ✓ Take part in outdoor and adventurous activity challenges both individually and within a team. ✓ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

KEY

Target Games	Fundamental Movement Skills & Fitness	Dance	Outdoor adventurous activity	Gymnastics	Invasion games & EYFS Games	Striking and fielding games	Swimming
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Unit 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Introduction to PE: Unit 1	Fundamentals: Unit 1	Ball Skills Unit 1	Ball Skills Unit 2	Games: Unit 1	Swimming
	Introduction to PE: Unit 2	Fundamentals: Unit 2	Dance	Gymnastics	Games Unit 2	Sports Day
Unit 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 Cycle A	Fundamentals	Dance: Unit 1	Gymnastics Unit 1	Striking and Fielding Unit 1	Target Games	Swimming
Year 1/2 Cycle B	Invasion Games Unit 2	Dance: Unit 2	Gymnastics Unit 1	Striking and Fielding Unit 2	Athletics	Swimming
Unit 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Cycle A	Fundamentals 3/4	Dance	Ball Skills	Tag Rugby	Athletics	Swimming
Year 3/4 Cycle B	Fitness	Gymnastics	Football	Netball	Cricket	Swimming
Unit 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Cycle A	Tag Rugby	Gymnastics	Dodgeball	Football	Athletics	Swimming
Year 5/6 Cycle B	Fitness	Dance	OAA	Netball	Cricket	Swimming

	Early Years Foundation Stage	KS1 Progression of Learning	KS2 Progression of Learning	
Year Group	Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals and Fitness	<ul style="list-style-type: none"> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. To develop hopping. To explore different ways to travel using equipment. 	<p>Cycle A</p> <ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. 	<p>Cycle A</p> <ul style="list-style-type: none"> To develop balancing and understand the importance of this skill. To develop technique when running at different speeds. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges. <p><u>Fitness Cycle B</u></p> <ul style="list-style-type: none"> To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina. 	<p><u>Fitness Cycle B</u></p> <ul style="list-style-type: none"> To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination. To develop agility. To develop balancing with control.

Dance	<ul style="list-style-type: none"> To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts. 	<p>Weather theme</p> <ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. <p>Pirates theme</p> <ul style="list-style-type: none"> To explore speeds and actions in an inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. 	<p>Superpowers theme</p> <ul style="list-style-type: none"> To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme. <p>Country and Western theme</p> <ul style="list-style-type: none"> To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. 	<p>Waiting for... theme – Contemporary Dance</p> <ul style="list-style-type: none"> To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to stimulus. To explore travelling actions with changes in level. To develop movement phrases (motif) using dynamics, space, direction. To use choreographic devices to improve the aesthetics of a performance. To choreograph a freeze frame montage. To use changes in dynamics in response to the stimulus. <p>Rock n Roll theme</p> <ul style="list-style-type: none"> To copy and repeat movements in the style of rock 'n' roll. Heel-toe, jump-kicks spinning and hand jive. To explore the dynamics of actions. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. To explore the direction of movements, changing formation and using canon and unison. Use dance terminology to structure feedback.
Gymnastics	<ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions. 	<ul style="list-style-type: none"> To explore travelling movements. (Cycle A) 	<ul style="list-style-type: none"> To develop point and patch balances on and off apparatus. 	<ul style="list-style-type: none"> To perform symmetrical and asymmetrical balances with and without apparatus.

	<ul style="list-style-type: none"> • To develop balancing and safely using apparatus. • To develop jumping and landing safely from a height. • To develop rocking and rolling. • To explore travelling around, over and through apparatus. • To create sequences using apparatus. 	<ul style="list-style-type: none"> • To develop and combine travelling movements. (Cycle A) • To develop quality when performing and linking shapes. (Cycle A) • To develop stability and control when performing balances. (Cycle A) • To develop technique and control when performing shape jumps. (Cycle A) • To perform gymnastic shapes and link them together. (Cycle B) • To use shapes to create balances. (Cycle B) • To link travelling actions and balances using apparatus. (Cycle B) • To develop different shapes, take offs and landings when performing jumps. (Cycle B) • To develop rolling and sequence building. (Cycle B) • Use Gymnastic terminology to construct feedback 	<ul style="list-style-type: none"> • To develop stepping into shape jumps with control on and off apparatus. • To include rolls in sequence work. Link two rolls, two balances and two jumps to create a sequence. • To be able to transition smoothly in and out of balances with and without apparatus. • To create a sequence with matching and contrasting actions and shapes. • To create a partner sequence using the skills I have learnt and including a hoop. 	<ul style="list-style-type: none"> • To explore different methods of travelling, linking actions in both canon and synchronisation. • To develop the straight, forward, straddle and backwards roll into a sequence. • To perform progressions of inverted movements. • To explore matching and mirroring in sequence work.
Ball Skills	<ul style="list-style-type: none"> • To develop rolling and tracking a ball to a target. • To develop stopping a rolling ball. 	<ul style="list-style-type: none"> • 	<p>Cycle A</p> <ul style="list-style-type: none"> • To develop tracking and collecting skills. 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • To develop accuracy when throwing to a target. • To develop bouncing and catching a ball. • To develop throwing and catching with a partner. • To develop dribbling a ball with your feet and hands. • To develop kicking a ball. • To develop kicking a ball to a target. 		<ul style="list-style-type: none"> • To develop confidence and accuracy when tracking a ball. • To develop dribbling skills with hands and feet. • To develop catching skills using one and two hands. • To explore and develop a variety of throwing techniques. • To use tracking and sending skills with feet. 	
Invasion Games & EYFS Games	<u>EYFS Games</u> <ul style="list-style-type: none"> • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. • To play games showing an understanding of the different roles within it. • To follow instructions and move safely when playing tagging games. • To work co-operatively and learn to take turns. • To work with others to play team games. 	<u>Invasion Games – Cycle A (y1)</u> <ul style="list-style-type: none"> • To understand the role of defenders and attackers. • To recognise who to pass to and why. • To move towards goal with the ball. • To support a teammate when playing in attack. • To move into space showing an awareness of defenders. • To stay with a player when defending. 	<u>Football – Cycle B</u> <ul style="list-style-type: none"> • To develop the attacking skill of dribbling. • To develop changing direction and speed when dribbling. • To develop passing and begin to recognise when to use different skills. • To apply attacking skills to move towards a goal. • To use defending skills to delay an opponent and gain possession. • To apply skills and knowledge to compete in a tournament. <u>Netball – Cycle B</u> <ul style="list-style-type: none"> • To develop passing and moving and play within the footwork rule. 	<u>Football – Cycle A</u> <ul style="list-style-type: none"> • To maintain possession when dribbling. • To dribble with control under pressure. • To select the appropriate skill, choosing when to pass and when to dribble. • To move into and create space to support a teammate. • To use the appropriate defensive technique for the situation. • To apply rules, skills and principles to play in a tournament. <u>Netball – Cycle B</u> <ul style="list-style-type: none"> • To develop passing and moving to maintain possession. • To use a variety of attacking skills to lose a defender.

	<ul style="list-style-type: none"> • To aim when throwing and practise keeping score. • To learn to play against a partner. • To explore striking a ball and keeping score. 		<ul style="list-style-type: none"> • To use a variety of passes to move towards a goal. • To develop movement skills to lose a defender. • To defend an opponent and try to win the ball. • To develop the shooting action. • To apply skills and knowledge to play games using netball rules. <p><u>Tag Rugby – Cycle A</u></p> <ul style="list-style-type: none"> • To develop throwing, catching and running with the ball. • To develop an understanding of how to defend using tagging rules. • To begin to use the ‘forward pass’ and ‘offside’ rule. • To develop movement skills to dodge a defender. • To track an opponent and begin to defend as a team. • To apply the rules and skills you have learnt and play in a tag rugby tournament. 	<ul style="list-style-type: none"> • To move into and create space to support a teammate. • To use defending skills to gain possession. • To develop accuracy in the shooting action under pressure. • To use and apply skills, principles and tactics to a game situation. <p><u>Tag Rugby – Cycle A</u></p> <ul style="list-style-type: none"> • To select the appropriate skill, choosing when to run and when to pass. • To move into space to support a teammate abiding by the rules. • To use defending skills to gain possession. • To work as a defending unit to prevent attackers from scoring. • To use a variety of attacking skills to beat a defender. • To apply rules, skills and tactics learnt to play in a tag rugby tournament.
Target Games	See EYFS Games	<p><u>Target Games</u></p> <ul style="list-style-type: none"> • To develop underarm throwing towards a target. • To develop throwing for accuracy. • To develop underarm and overarm throwing at a target. 		<p><u>Dodgeball</u></p> <ul style="list-style-type: none"> • To throw under pressure and apply this to a target game. • To select the appropriate dodging skill for the situation.

		<ul style="list-style-type: none"> • To develop throwing for accuracy and distance using underarm and overarm. • To select the correct throw for the target. • To develop throwing for accuracy and distance. 		<ul style="list-style-type: none"> • To develop catching with increasing consistency under pressure. • To develop defensive techniques and select the appropriate action for the situation. • To understand and apply tactics in a game. • To develop officiating skills and referee a game.
Striking and Fielding Games	See EYFS Games	<p><u>Striking and Fielding</u></p> <p><u>Cycle A</u></p> <ul style="list-style-type: none"> • To develop underarm throwing and catching. • To develop overarm throwing. • To develop hitting a ball. • To develop collecting a ball. • To learn how to get a batter out. • To play games and understand how to score points. <p><u>Cycle B</u></p> <ul style="list-style-type: none"> • To track a rolling ball and collect it. • To develop underarm throwing and catching to field a ball. • To develop overarm throwing to limit a batter's score. • To develop hitting for distance to score more points. 	<p><u>Cricket – Cycle B</u></p> <ul style="list-style-type: none"> • To develop overarm and underarm throwing and apply these to a striking and fielding game. • To develop bowling technique and learn the rules of the skill within this game. • To develop batting technique and understand where to hit the ball. • To develop fielding techniques and apply them to game situations. • To play different roles in a game and begin to think tactically about each role. • To apply skills and knowledge to compete in a tournament. 	<p><u>Cricket – Cycle B</u></p> <ul style="list-style-type: none"> • To develop throwing and catching under pressure and apply these to a striking and fielding game. • To develop bowling under pressure whilst abiding by the rules of the game. • To strike a bowled ball with increasing consistency. • To develop fielding techniques and select the appropriate action for the situation. • To understand and apply tactics in a game. • To apply skills and knowledge to compete in a tournament.

		<ul style="list-style-type: none"> To be able to get a batter out. To understand the rules of the game and use these to play fairly. 		
Athletics		<p>Y2</p> <ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel. 	<p>Y3</p> <ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 	<p>Y5</p> <ul style="list-style-type: none"> To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. To develop officiating and performing skills
OAA				<ul style="list-style-type: none"> To build communication and trust whilst showing an awareness of safety. To collaborate as a team to solve problems. To develop tactical planning and problem solving. To work as a team and use critical thinking to determine the best approach. To develop navigational skills and map reading. To use a key to identify objects and locations.