

Physical Education Components

Games

Dance

Gymnastics

Athletics

Swimming

Substantive and Disciplinary Knowledge Progression

EYFS

Autumn:

Attack vs Defence

- understand why it is important to take turns when playing a game.
- understand why we need to keep the score during a game.
- understand why we need to follow the rules during a game.
- explore simple principles (evasive skills) to avoid being tagged.
- explore simple principles to prevent the attackers from scoring.
- bring together the suggested sequence of learning into mini games.

Dance

- explore different movements using different parts of the body.
- create their own movement ideas relating to specific words.
- explore larger scale travelling movements, responding to words or music.
- explore character movements with a partner.

Gymnastics

- moving and making shapes using different body parts.
- moving in different directions.
- exploring how to move using big and small movements using the apparatus.
- exploring movements in a pair on the floor and on apparatus.
- exploring shapes in pairs on the floor and on apparatus.
- exploring movements and shapes in different ways, transitioning between different zones.

Spring:

Yoga

Dance

- explore different movements using different parts of the body.
- be able to use their bodies to create movements taking on the role of a predator and then prey.
- begin to add emotion to their movements as they move in character.
- extend the ideas that pupils have, ensuring expression and working in pairs to create movements together.
- develop movement ideas in pairs while exploring the different relationships

Ball skills

- explore different ways of using our hands to move with a ball.
- explore different ways of rolling a ball.
- explore different ways of bouncing a ball.
- explore and develop different ways of bouncing a ball whilst moving into space.
- work with a partner and begin to understand why it is important to be part of a team.
- learn the meaning of the word defender and what this means when playing games.
- explore what happens when they kick a ball using different parts of their feet.
- learn the meaning of the word control and start to understand why it is important to keep the ball close to them.
- develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.
- learn how to collaborate and work together with their partner and in small groups.

Summer:

Yoga

Ball skills

- explore different ways to use their hands (pushes and hits) and feet (kicks) to keep the balloon up in the air without it touching the floor.
- work with a partner, taking turns to keep the balloon in the air without it touching the floor.
- apply their understanding of why we need to push/hit the balloon with accuracy and control in order to be successful in keeping the balloon up in the air.
- explore different ways of hitting a balloon into space.
- explore different ways of balancing an object (beanbag, balloon and a ball) using a racket/bat.
- develop their understanding as to why we need to keep an object balanced on the racket/bat and what the consequences are if the object falls off their racket/bat.

Locomotion

- explore walking using different body parts in different directions, at different levels and at different speeds.
- explore how we walk using our head, arms and feet, applying an effective walking technique.
- develop walking at different levels and at different speeds.
- experience sustained walking following a route and instructions.
- apply pupils' learning about walking developing into marching.
- apply their understanding of walking, applying it into a game.
- explore jumping, in different directions, at different speeds and different levels.
- explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.
- develop their jumping technique applying it into a game.
- explore jumping for distance.
- explore jumping for height.
- explore hopping in a variety of ways; in different directions, at different speeds and different levels.

Substantive Knowledge Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Attack vs Defence Team building Gymnastics	Attack vs Defence Team building Gymnastics Dance	Football Rounders Yoga Gymnastics Dance	Football Rounders Yoga Gymnastics Dance	Football Rugby Yoga Dance	Football Rugby Yoga Dance
AUT	<ul style="list-style-type: none"> ● learn what 'attacking' means and why we attack during a game. ● apply simple attacking principles into a game situation. ● learn what 'defending' means and why we defend during a game. ● apply simple defending principles into a game situation. ● consolidate pupils' knowledge of how, where and why to attack in a game. ● consolidate pupils' knowledge of how, where and why to defend in a game. ● learn and understand what makes an effective team. ● develop their communication skills, enabling them to create simple strategies ● develop their communication skills to enable them to successfully complete a challenge. ● explore simple strategies as a team to solve a problem ● apply 'champion gymnastics' to explore 	<ul style="list-style-type: none"> ● develop their understanding of what 'attacking' means and when and why we attack as a team during a game. ● develop their understanding of what 'defending' means and when and why we defend as a team during a game. ● learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game. ● create and understand simple attacking tactics applying them as a team into a game. ● create simple defending and attacking tactics (continuing to understand the transition from defence to attack) applying them as a team into a game. ● learn and understand what makes an effective team. ● develop their communication skills, enabling them to create simple strategies to complete a challenge. ● develop their communication skills to enable them to successfully complete a challenge. 	<ul style="list-style-type: none"> ● dribbling in order to keep control and possession of the ball. ● develop an understanding of how to dribble the ball, keeping possession to beat an opponent. ● passing and receiving in order to keep possession of the ball. ● use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession ● introduce the concept of batting and fielding. ● develop an understanding of how to throw a ball accurately, with power over distance ● apply the use of both the overarm and underarm throw ● introduce ways of stopping the ball. ● bring together the suggested sequence of learning into a small game. ● respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance. ● use their creative skills to 	<ul style="list-style-type: none"> ● refine dribbling in order to keep control and possession of the ball ● explore the purpose of turning in a game of football and understand why turns can help us to keep possession. ● apply their passing and moving skills to keep possession, developing this concept into mini game situations. ● develop passing and dribbling to create space ● introduce pupils to shooting. ● bring together the suggested sequence of learning into a level 1 tournament. ● introduce the concept of batting and fielding. ● introduce throwing overarm. ● play mini games where fielders apply the use of both the overarm and underarm throw ● introduce ways of stopping the ball. ● bring together the suggested sequence of learning into a small game. ● explore movement through 	<ul style="list-style-type: none"> ● refine dribbling and passing skills, combining these skills together to maintain possession. ● learn how to defend when they are not in possession. ● develop defending skills; tackling, pressuring and marking. ● develop shooting, applying this into game situations. ● have a clear understanding of when, where and why they apply these skills during a game. ● bring together the suggested sequence of learning into a level 1 tournament ● refine passing and moving to create an attack that results in a try. ● learn how to execute a miss pass understanding where, when and why this pass is used in a game. ● learn how to execute a loop pass understanding where, when and why this pass is used in a game. ● learn why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to develop an understanding of basic defending tactics 	<ul style="list-style-type: none"> ● consolidate pupils' ability to use passing, dribbling and moving skills to keep possession and score. ● apply their prior learning of passing, dribbling, turning and moving, to move the ball up the pitch, creating an attack that results in a successful shot. ● develop their understanding of the terminology relating to defending. ● create, organise and apply formations when defending and attacking into game situations. ● manage their team, selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions. ● bring together the suggested sequence of learning into a level 1 tournament. ● use passing and moving to create attacking opportunities to score a try. ● develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent

<ul style="list-style-type: none"> ● movements and balances using the 'big' parts of our bodies on the floor and on apparatus. ● apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus. ● apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.' ● explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,) changing the combinations on different apparatus. ● explore adding movement combinations together to create mini sequences. ● adapt our mini sequences, exploring how we can make them more creative. ● explore combining wide, narrow and curled movements together. Introduce, 'linking.' 	<ul style="list-style-type: none"> ● continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team. ● explore simple strategies as a team. ● explore simple strategies as a team to help us solve a problem. ● apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together. ● creating movements that pupils can link together on apparatus. ● apply 'champion gymnastics' exploring different pathways (curved), creating movements that pupils can link together. ● apply 'champion gymnastics' to create pupils own sequences. ● pupils to perform their completed sequences. ● respond to the stimulus using a range of different, controlled movements. ● create a 'frozen' position showing a reaction creating an emotion. ● develop motifs with a partner including some different elements of choreography. ● extend their sequences developing their characters to add drama and emotion to their dance performance. 	<ul style="list-style-type: none"> ● create short sequences of movements ● link their movements together, in character, ensuring they flow. ● Using characterisation, expression and creativity pupils will be able to finish the story through sequencing their movements. ● focus on exploring movements and balances in a symmetrical way. ● apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way. ● re-create pupils symmetrical balances on apparatus and look at how they can begin to move out of them ● start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence. ● perform their completed sequences. 	<ul style="list-style-type: none"> ● improvisation, introducing unison and matching. ● add drama and emotion to the dance. ● create performances with two contrasting characters. ● extend dance skills by using more complex interacting movements and actions and incorporate apparatus. ● create a performance, which will included stage presence, timing, rhythm and sustaining character. ● explore movements and balances creating bridges. ● re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence. ● move over and under individual bridges on apparatus. These ideas will be used for sequences. ● apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges. ● pupils to perform completed sequences. 	<ul style="list-style-type: none"> ● and formations, which can be applied to prevent the attackers from scoring. ● bring together the suggested sequence of learning into a level 1 tournament. ● work individually and with a partner, exploring speed and dynamic vocabulary to create a dance motif ● create movement sequences using emotion, music and street art as a stimulus. ● extend and develop our movement sequences that represent Street Art, ensuring that sequences flow. ● work in small groups to create a dance sequence ● explore Breakdance from the 1970's and 1980's ● reate freeze frames and improvised physical breakdance movements. ● explore the social divide and prejudices that existed in the 19th century through movement. ● create movements that represent a variety of different circus performers. ● consolidate our performance utilising props and apparatus to extend characterisation and expression. ● finalise and perform our circus routine. 	<ul style="list-style-type: none"> ● scoring opportunities. ● apply their prior learning of passing and moving, to create an attack that results in a try. ● consolidate the pupils' understanding of defensive tactics, applying them into game situations. ● consolidate attacking and defending in games of tag rugby. ● bring together the suggested sequence of learning into a level 1 tournament. ● use their bodies to perform technical movements with control and rhythm. ● use their bodies to perform technical movements with control and rhythm. ● create movements from a stimulus creating dances that use compositional principles. ● evelop their movements from suggested sequence of learning part 3, using a stimulus, creating dances that use compositional principles. ● rehearse and perform their dance sequences with technical control and a good sense of rhythm. ● perform their dance sequences with technical control and a good sense of rhythm. ● create balances and movements that represent The Titanic. ● use levels and characterisation to
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		<ul style="list-style-type: none"> consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements. 				<p>differentiate between each of the different social classes.</p> <ul style="list-style-type: none"> develop group movements selecting and applying choreography into a routine. perform choreographed movements that incorporate emotion, expression and characterisation. perform their dance sequences incorporate emotion, expression and characterisation.
	<p>Dance Yoga Ball Skills</p>	<p>Gymnastics Dance Yoga Ball Skills</p>	<p>Dance Swimming Tennis Dodgeball</p>	<p>Dance Swimming Tennis Dodgeball, Yoga</p>	<p>Gymnastics Health related exercise Hockey Netball</p>	<p>Gymnastics Health related exercise Hockey Netball</p>

<ul style="list-style-type: none"> learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position). perform a range of controlled movements learn how to control and co-ordinate their bodies to perform a sequence of movements explore the relationships between the two characters when performing their movements. learn how to control and co-ordinate their bodies to perform a motif. learn how to control and co-ordinate their bodies to perform a sequence with a partner. create and perform a motif to an audience. explore different ways of sending (passing) the ball to their partner. understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball. learn why we need to send a ball using different force and speeds. explore different ways of stopping a ball with our hands. combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why. develop their understanding of the meaning of the word, 	<ul style="list-style-type: none"> explore and respond to a stimuli through structured tasks. initiate whole group movement and to understand how to work safely in the dance space, responding to music through movement. use improvisation to explore various dynamics and movement qualities. perform individual movement sequence as part of a larger group performance. use improvised movement to explore various changing sound dynamics. use basic actions as an individual and in sequence. explore different movements that pupils can link together. develop the different movements that pupils can link together on apparatus. explore different ways pupils can perform the sequence. Jump, Roll, Balance. apply 'champion gymnastics' to create their own sequences. perform their completed sequences. develop dribbling in order to keep control and possession of the ball. develop passing and receiving in order to keep possession of the ball. combine dribbling, passing and receiving in order to keep possession of the ball. 	<p>Swimming</p> <ul style="list-style-type: none"> respond to different stimuli being able to sustain characters to add drama and emotion to the dance. build on the character work adding drama and emotion to dance and to create motifs in pairs. execute a wider variety of movements singly and in extended sequences, with a partner. extend dance skills by using more complex actions. bring together the choreography from the suggested sequence of learning to create a final performance. how we win a game of tennis, thinking about where and why we throw the ball on the court. think one shot ahead to create space for winning shots. hold the racket safely and understand why it is important that they control the ball when playing a shot. understand when and where to play the forehand shot in a mini game. bring together the suggested sequence of learning into a level 1 tournament. understanding and application of when, where and why we need to dodge during a game. 	<p>Swimming</p> <ul style="list-style-type: none"> explore movement through improvisation, introducing unison and matching. sustain their characters to add drama and emotion to the dance. create performances with two contrasting characters. extend dance skills by using more complex interacting movements and actions and incorporate apparatus. create a performance which will include stage presence, timing, rhythm and sustaining character. introduce pupils to when, where and why we would jump or duck to avoid the ball during a game. develop pupils' understanding and application of why we need to throw with accuracy but over an increased distance. Pupils will start to learn the rules that govern catching and start to apply these into small games. consolidate pupils' understanding and application of dodging, jumping and ducking into game situations. combine pupils' understanding and application of dodging, catching and throwing into game situations. recap the forehand. use their racket to direct the ball towards a space to win a point. 	<ul style="list-style-type: none"> explore the new concept of counter balance. transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus. explore the new concept of counter tension. perform their completed sequences. take pupils through 4 health related fitness assessments. Pupils will record their scores, ready to compare them against their scores recorded at the end of the programme perform a cardio circuit developing their own aerobic fitness. perform a flexibility circuit developing their own flexibility. perform a strength circuit developing their own strength. perform an aerobic fitness circuit developing their own aerobic fitness. take pupils through the 4 fitness assessments performed in week 1. Pupils will record their scores and compare their scores with their initial fitness assessment scores. refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity. build upon their prior learning of defending to create and apply basic 	<ul style="list-style-type: none"> apply "excellent gymnastics" to everything pupils do and explore the concept of matching. explore how the apparatus can change and improve their movements. apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring. explore how the apparatus can change and improve their movements. apply two matching and two mirroring movements in any order. perform their completed sequences. take pupils through 4 health related fitness assessments. Pupils will record their scores, ready to compare them against their scores recorded at the end of the programme perform a cardio circuit developing their own aerobic fitness. perform a flexibility circuit developing their own flexibility. perform a strength circuit developing their own strength. perform an aerobic fitness circuit developing their own aerobic fitness. take pupils through the 4 fitness assessments performed in week 1. Pupils will record their scores and compare their scores with their initial fitness assessment scores.
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<ul style="list-style-type: none"> ● 'control,' and why it is important to keep the ball close to them. ● develop using the inside and outside of their feet to dribble the ball. ● apply their dribbling technique, keeping the ball away from their opponents. ● understand the consequences of what happens if they do not dribble into space, keeping the ball close to them. ● understand why we need to be accurate when kicking (passing) a ball. ● be able to collaborate and work together in a team. 	<ul style="list-style-type: none"> ● develop dribbling in order to keep possession and score a point. ● develop passing and receiving in order to keep possession and score a point. 	<ul style="list-style-type: none"> ● introduce pupils to throwing techniques used in dodgeball. ● introduce catching and when this applied into a dodgeball game. ● understand and application of when, where and why we need to change direction at speed during a game. ● understand and application of dodging and throwing. ● apply their understanding of dodgeball into mini games. 	<ul style="list-style-type: none"> ● understand when and where to play the backhand shot. ● develop the use of forehand and backhand shots applying these in game situations. ● develop pupil's ability to use a racket by considering tactical play (creating space) to win a point. ● bring together the suggested sequence of learning into a level 1 tournament. 	<ul style="list-style-type: none"> ● defending tactics. ● develop their understanding of where, when and why we shoot. ● apply their prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity. ● refine their defending (marking, tackling and blocking) skills applying defending tactics during a game to prevent attacking opportunities. ● bring together the suggested sequence of learning into a level 1 tournament. ● using passing and moving skills, refining these skills and applying them into game situations. ● use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity. ● understand that their role changes and they become a defender as soon as they lose possession of the ball. ● introduce pupils to Stinger netball. ● learn where and why other passing styles will be effective. For example the shoulder and bounce passes. ● bring together the suggested sequence of learning into a level 1 tournament. 	<ul style="list-style-type: none"> ● consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score. ● apply their prior learning of passing, dribbling and moving, to keep possession and create an attack that results in a successful shot. ● develop their understanding of the terminology relating to defending. ● apply their prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot. ● consolidate the pupils understanding of defensive tactics applying them to into game situations. ● bring together the suggested sequence of learning into a level 1 tournament. ● consolidate pupils ability to use passing and moving skills to keep possession and score. ● consolidate pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games. ● ensure pupils fully understand that we are defending as soon as we lose possession of the ball. ● consolidate pupils understanding of attacking and defending tactics applying them to Stinger netball games. ● demonstrate where and why other passing styles
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						<ul style="list-style-type: none">• will be effective. bring together the suggested sequence of learning into a level 1 tournament.
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	Rackets, bats and balls Health and well-being Yoga Locomotion	Rackets, bats and balls Health and well-being Yoga Locomotion	Netball Cricket Yoga Athletics	Netball Cricket Athletics	Rounders Cricket Athletics	Rounders Cricket Athletics
Sum	<ul style="list-style-type: none"> ● explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled. ● develop an understanding of why moving a ball into a space is so important. ● apply their understanding of why moving a ball into a space is so important to evade defenders. ● understand why we need to aim at a target when hitting (pushing) the ball. ● develop their understanding of the importance of being accurate as they apply their skills. ● apply their understanding of accuracy in a variety of games. ● understand what agility means and explore ways of being more 'agile' when moving. ● explore ways of being balanced and to understand why we need to be balanced when playing sport. ● understand what hand eye coordination means and will start to develop their throwing, bouncing and rolling skills ● perform a circuit to develop their application and understanding of agility, 	<ul style="list-style-type: none"> ● work with a partner and then against their partner as they become opponents. ● attempt to hit targets that are of varying distances away. ● consider the application of power and their developing tactical thinking skills ● understand why in certain games, hitting into space is essential in order to score points ● develop different ways of moving at speed and will understand the consequences of not being agile. ● explore different ways of balancing with a partner ● understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills. ● perform a circuit to develop their application and understanding of agility. ● perform the circuit with a partner and understand how motivation can help enhance their performance ● apply an effective jumping technique. ● consolidate pupils knowledge of how, where and why we jump in a 	<ul style="list-style-type: none"> ● introduce passing and receiving in order to keep possession of the ball. ● using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations. ● explore the transition between attack and defence. ● ensure pupils understand not just how we shoot but also where we shoot in terms of court position and why? ● bring together the suggested sequence of learning into a level 1 tournament. ● introduce the concept of batting and fielding. ● introduce throwing overarm. ● introduce throwing underarm. ● introduce catching. ● introduce striking the ball with intent away from fielders to score runs (points). ● bring together the suggested sequence of learning into mini games. ● explore how we can use our bodies to make us run as fast as possible. ● understand of how and 	<ul style="list-style-type: none"> ● apply their passing and moving skills to keep possession, developing this concept into a mini game situation. ● develop passing and creating space ● ensure pupils understand not just how we shoot but also where to shoot from (court position) and why? ● refine pupils shooting technique ● develop pupil's understanding of the footwork rule and how they can be more effective with their feet to increase the speed and fluidity of their movements. ● bring together the suggested sequence of learning into a level 1 tournament. ● develop pupils understanding of batting and fielding. ● explore different ways of bowling underarm ● develop ways of stopping and returning the ball. ● develop ways of retrieving and returning the ball to prevent the batters from scoring runs. ● develop an understanding of how, where and why we need to strike the ball to score runs. 	<ul style="list-style-type: none"> ● understand the role of the batting and fielding team. ● develop an understanding of fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. ● what happens if the batter misses the ball. ● learning is to refine fielding tactics. ● apply prior knowledge of fielding and tactical thinking in ability games. ● bring together all of the units of learning into a level 1 tournament. ● refine pupils' understanding of batting, applying simple batting tactics into mini games. ● applying simple bowling tactics into mini games. ● refine pupils fielding skills; catching, stopping and throwing. ● refine batting creating and applying batting tactics into game scenarios ● bring together the suggested sequence of learning into a mini game. ● develop pupils' understanding of how to finish a sprinting race, maintaining their speed 	<ul style="list-style-type: none"> ● consolidate and refine learning from year 5, ensuring that all pupils have a clear and accurate understanding of their roles and their team's roles when batting and fielding. ● introduce the class to the full version of rounders. ● use their prior knowledge of fielding tactics and consider when, where and why they will apply these during a game. ● recap what happens if the batter misses the ball and to introduce what happens if the batter hits the ball backwards. ● consider tactics which batters can apply during the game. ● bring together all of the units of learning into a level 1 tournament. ● consolidate pupils' understanding of batting. ● consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games. ● consolidate pupils knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games.

<p>balance and coordination.</p> <ul style="list-style-type: none"> ● understand the different reasons when, where and why we jump in different ways. ● apply their jumping skills during a circuit. ● explore skipping. ● apply our understanding of jumping and skipping into a game. ● apply their knowledge of jumping into competitions. ● begin to understand how to run efficiently. ● develop their understanding of where we need to run and why. ● exploring running at different speeds. ● apply the correct technique of running as fast as we can in a racing context. ● running over a longer duration and as part of a team. ● to apply their understanding of running, applying it into a competitive game. 	<p>game.</p> <ul style="list-style-type: none"> ● apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps. ● explore jumping using different combinations, jumping for distance and speeds. ● develop jumping using different combinations, jumping for distance. ● apply their knowledge of jumping into competitions. 	<p>why we need to accelerate at the start of a race.</p> <ul style="list-style-type: none"> ● apply pupils' understanding and application of running for speed, when running as part of a team. ● be introduced to a curved track and will start to understand simple changeover tactics. ● explore the differences between throwing for accuracy and throwing for distance. ● explore how we can use our bodies to jump as far as possible. ● apply pupils understanding and application of running over a longer duration and as part of a team. ● develop their understanding of what the consequences could be in a game if we do not run and avoid the defender. 	<ul style="list-style-type: none"> ● develop their own sprinting technique. ● develop pupils application of stride length during the middle third of a race. ● explore pacing and running for distance. ● develop pupils' understanding of throwing for distance. ● how we can use our bodies to jump as far as possible ● explore the differences between throwing for accuracy and throwing for distance. ● learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance. ● learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance. ● explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump. 	<p>until they cross the line.</p> <ul style="list-style-type: none"> ● consolidate pupils' knowledge, understanding and ability to sprint effectively. ● evaluate their own and others sprinting technique making suggestions on how they can improve their performance to improve their personal best. ● consolidate running as part of a team. ● throw a primary school shot put and how they can use their bodies to throw with greater distance. ● explore and develop an understanding of how to hurdle safely, applying the correct technique. ● explore the differences between throwing for accuracy and throwing for distance. ● learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance. ● explore how we can use our bodies to jump as far as possible in one jump. ● jump as far as possible, using a combination of jumps, in particular hop, skip and jump. 	<p>bring together the suggested sequence of learning into a mini game.</p> <ul style="list-style-type: none"> ● running for speed and culminate this into a competition. ● throwing in a competition. ● jumping in a competition. ● bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. Pupils will be responsible for selecting which pupils compete in each event. ● explore the differences between throwing for accuracy and throwing for distance. ● learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance. ● learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance. ● explore how we can use our bodies to jump as far as possible in one jump. ● explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.
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