

# North Petherwin and Werrington Knowledge and Skills Organiser

## Physical Education



### Purpose of Study

At North Petherwin and Werrington Primary Schools we believe Physical Education, School Sport and Physical Activity should give all children the opportunity to improve and achieve physical competence in line with their age and potential. Physical Education, School Sport and Physical activity also enables children, whatever their circumstances or ability, to take part in and enjoy a wide range activities. The wider benefits of PE include the promotion of positive attitudes to health and well-being the development of emotional resilience and a wide range of personal skills including leadership – this is taught through Wild Tribe, Health and Well-being Days, Maths Leaders and Beach Days. We also teach an Alternative Sports Day.

**NOTE: PE is taught in year groups thus: Year 1 and 2, Year 3 and 4 and Year 5 and 6**

### Curriculum aims

- To teach children to become skilful and thoughtful performers, developing control and co-ordination and becoming physically literate.
- To develop an understanding of what they do in PE, school sport and physical activity and how it contributes to a healthy and active lifestyle.
- To give children the confidence to get involved in PE and school sport, applying and adapting their skills in a wide range of activities.
- To encourage an appreciation of the creative and aesthetic aspects of PE.
- To contribute to children's social and emotional development in promoting their confidence and self-esteem.
- To develop qualities such as commitment, fairness, tolerance and a concern for others as well as individual success.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.
- All children are entitled to a progressive and comprehensive Physical Education programme which embraces the statutory orders of the National Curriculum 2014 and which takes account of individual interests and needs.
- To encourage children to take part in 30 active minutes daily providing a varied menu of activities.

### Curriculum Planning

- The school uses the Arena and PAFC PE schemes of work
- PE lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.

- Resources are audited on a regular basis and new resources for new sports are to be purchased through Sports Premium funding.
- At KS2, all components of the National Curriculum are taught through Athletics, Dance, Games, Gymnastics, Outdoor Adventure Activities and Swimming are covered throughout the year, so that children receive a broad and balanced curriculum.
- PE lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.

### **Capabilities Curriculum**

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teacher's approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving      Creativity, Resilience and Determination

### **Visible Learning (metacognition)**

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

<b>Visible Learning</b>	<b>Surface Learning Strategies</b>	<b>Deep Learning Strategies</b>	<b>Transfer Learning Strategies</b>
	<p><i>Do I know what I need to do to complete my task?</i></p> <p><i>Can I plan and organise my learning before I start?</i></p> <p><i>Where am I with my learning?</i></p> <p><i>How well have I achieved my success criteria?</i></p> <p><i>What is my next step?</i></p> <p><i>I can seek feedback from others to help me in my next steps.</i></p>	<p><i>Can I explain my learning to someone else?</i></p> <p><i>I know and can explain what strategies I have used in my learning.</i></p> <p><i>I can make links between new content and ideas and learning I already know.</i></p> <p><i>I can share my ideas and questions to deepen my understanding.</i></p> <p><i>I know how I did at the end of my learning.</i></p> <p><i>I can explain how things link together.</i></p>	<p><i>Can I organise my knowledge to support new learning?</i></p> <p><i>I can look for and recognise similarities and differences in my tasks.</i></p> <p><i>I can organise my knowledge to support new learning.</i></p> <p><i>When have I applied my learning to another area?</i></p> <p><i>I know where I am heading in my learning.</i></p> <p><i>I understand what I am learning, where I am going and how to get there.</i></p>

					<i>I know what success looks like.</i>	
<b>EYFS</b>	<b>EYFS Areas of Learning codes</b> PSED- Making Relationships PSED(MR) PSED- Self-Confidence and Self-Awareness PSED(SC&SA) PSED- Managing Feelings and Behaviour PSED(MF&B) CAL- Listening and Attention CAL(L&A) CAL- Understanding CAL(U) CAL- Speaking CAL(S) PD- Moving and Handling PD(M&H) PD- Health and Self-Care PD(H&SC) L-Reading L(R) L-Writing L(W) M-Numbers M(N) M-Shape, Space and Measure M(SSM) UW- People and Communities UW(P&C) UW- The World UW(TW) UW- Technology UW(T) EAD- Exploring and Using Media and Materials EAD(EUMM) EAD- Being Imaginative EAD(BI)					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Fundamentals 1</b>	<b>Fundamentals 2</b>	<b>Gymnastics 1/2</b>	<b>Dance</b>	<b>Games 1/2</b>	<b>Striking and Fielding/Athletics</b>
<b>Knowledge</b>	I can begin to use the skills I have learned to jump and bound, run and move in different directions and balance in different shapes.	I can take part in an agility course using the skills I have learnt to bound, hop, jump and skip – I can take turns with other children	I can show a variety of actions using the floor and where appropriate, the apparatus, such as; walking, running, slithering, sliding, jumping, galloping, rolling, skipping, hopping, sidestep balancing and climbing.	I can move in a range of ways to perform a motif.	I can begin to use the skills I have learned to start and stop, move in different directions, balance in different shapes, bounce and pass a ball in a small game situation.	I can begin to use the skills I have learned to underarm throw, overarm throw, dribble using a unihoc stick and strike a ball using a tennis racket. I can take part in a mini Olympic Activity Circuit to show that can run, throw and jump with support. I

					I can use the skills I have learnt to bounce a ball over a line in a game.	can run, throw and jump with a little prompting.
<b>Skills</b>	Move with confidence, travel in different ways with control and co-ordination.	Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise.	Ability to listen and observe, show an awareness of space for themselves and others.	To link symmetrical body shapes and movements To link asymmetrical body parts and movements	Move confidently, change direction and speed avoiding collisions, stop quickly. Move with increasing control and co-ordination, use a range of small equipment, carry and control equipment, familiarization, begin to work with a partner. Controlling a ball, steering a ball, use a small range of equipment,	ELG - Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
Metacognition	<b>Planning</b>		<b>Monitoring</b>		<b>Evaluation</b>	
	<i>What resources do I need to carry out my task? Can I describe what I am going to do? How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well?</i>		<i>How did I do?</i>	
<b>Year A/B 1 &amp; 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Dance Games 1 & 2	Gymnastics – Basic Skills	Gymnastics OAA	Games 3 Games 4 (Hockey)	Athletics	Net and Wall Striking and Fielding

		<b>Football</b>			<b>Striking and Fielding (Cricket)</b>	
<b>Knowledge</b>	<b>Dance</b> I can recall and perform a dance based on Animals. I can describe the work of others.	<b>Gymnastics</b> I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus. I can make a shape at the beginning and the end of my movements. (Start and finish positions).	<b>Gymnastics - Travelling and Jumping</b> I can choose 2-4 different gymnastic actions. I can include a jump in my sequence. I can link these together, so I do one after the other, using the floor and apparatus. I can make a shape at the beginning and the end of my movements. (Start and finish positions)	<b>Games 3</b> I can use my throwing skills to play a Frisbee golf game as in the pupil challenge. I can send, receive and steer a ball in a game situation.	<b>Athletics</b> I am beginning to increase the distance I can jump by improving my technique and I can hop, jump and leap	<b>Net &amp; Wall</b> I can begin to use the skills I have learned to play a competitive game. (ready position, volley, return the ball).
<b>Knowledge</b>	<b>Games 1 &amp; 2</b> I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation. I can use the skills I have learnt over this term (bouncing, dribbling, passing and receiving) and apply them to a Basketball game.	<b>Football</b> I can play a mini soccer game and I am beginning to understand attack and defence.	<b>OAA</b> I can work with a partner to complete an orienteering course of 10 controls on a playground. I can work in a group to cross an imaginary river safely. I can use only the equipment on the river bank to help me and work as part of a team.	<b>Games 4</b> I can send, receive and steer a ball in a game situation.	<b>Striking and Fielding (rounders)</b> I can begin to use the skills I have learned to bowl, roll, throw, catch, strike and hit a ball in a small game situation.	<b>Striking and Fielding (cricket)</b> I can play a cricket game using the following skills: hit the ball a range of distances off a batting tee. I can bowl a ball underarm or overarm towards a target a designated area, allowing the ball to bounce once. I can stop the ball and throw back to the bowler or a set of stumps.
<b>Skills</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Games 3</b>		<b>Net and Wall</b>

	<p>Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction.</p> <p>Compose and link movement to make simple dances with clear beginnings, middles and ends</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Talk about dance ideas inspired by different stimuli.</p> <p>Copy, watch and describe dance movement</p> <p>Recognise how their body feels when still and exercising</p>	<p>Explore gymnastics actions and still shapes.</p> <p>Move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Copy or create and link movement phrases with beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Know how to carry and place apparatus.</p> <p>Recognise how their body feels when still and when exercising.</p> <p>Watch copy and describe what they and others have done.</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Lift, move and place equipment safely.</p> <p>Improve their work using information they have gained by watching, listening and investigating.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p>	<p><b>Athletics</b></p> <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p>	<p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Watch, copy and describe what others are doing.</p> <p>Describe what they are doing.</p> <p>Know that being active is good for them and fun.</p> <p>Choose and use skills effectively for particular games.</p> <p>Know that being active is good for them and fun.</p>
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<b>Skills</b>	<b>Games 1 &amp; 2</b> Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun.	<b>Football</b> Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise good quality in performance. Use information to improve their work.	<b>OAA</b> Recognise their own space. Explore finding different places. Follow simple routes and trails, orientating themselves successfully. Solve simple challenges and problems successfully. Recognise and describe how their body feels during exercise. Observe what they and others have done and use their observations to improve their performance.	<b>Games 4</b> Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance. Use information to improve their work.	<b>Striking and Fielding (cricket)</b> Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games.	<b>Striking and Fielding (cricket)</b> Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance. Use information to improve their work.
<b>Year A/B 3 &amp; 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Dance</b> <b>Football</b>	<b>Gymnastics - Flight</b> <b>Tag Rugby</b>	<b>Netball</b> <b>Hockey</b>	<b>OAA</b> <b>Basketball</b>	<b>Athletics</b> <b>Striking and Fielding</b>	<b>Tennis</b> <b>Striking and Fielding (Rounders)</b>
<b>Knowledge</b>	<b>Dance</b> I can create and perform a dance	<b>Gymnastics</b> I can make up a sequence of 6 - 8	<b>Netball</b> I can demonstrate some footwork, shooting,	<b>OAA</b>	<b>Athletics</b> I can sprint using an effective arm	<b>Tennis</b> I can play a competitive tennis game using the

	<p>which has 3 sections within it.</p> <p>I can include an action - reaction element to my dance.</p> <p>I can include unison and canon within my dance.</p>	<p>actions that link together using the floor and apparatus. I can show contrasting shapes, actions and travelling movements within a sequence. I can show different levels in a sequence.</p>	<p>passing and receiving, finding a space and positions skills in a game of High 5 Netball.</p>	<p>I can complete the course using my map to find the controls</p> <p>I can work cooperatively with my partner / group to complete the challenges.</p>	<p>action. I can pass and receive a baton successfully. I can select a jump for distance, driving arms and legs to gain height. I can throw balls in a variety of ways with increasing accuracy.</p>	<p>following skills: to control a tennis ball with a tennis racket, to play a forehand and backhand tennis shot, be able to serve consistently into an area and use some tactics in gameplay.</p>
<b>Knowledge</b>	<p><b>Football</b> I can play in a small football game, making some effective decisions during play. I can dribble the ball close to my body and pass and receive the ball with control.</p>	<p><b>TAG Rugby</b> I can run with the ball at speed, dodging tackles and passing with accuracy.</p>	<p><b>Hockey</b> I can control the ball whilst moving and pass and receive it in a game situation.</p>	<p><b>Basketball</b> I can move into space whilst dribbling a basketball and pass and receive a ball from a partner with accuracy in game 5v5 game of basketball</p>	<p><b>Cricket</b> I can play a cricket game using the following skills: hit the ball a range of distances off a batting tee. I can bowl a ball underarm towards a target a designated area, allowing the ball to bounce once. I know how runs are scored in cricket.</p>	<p>I can play a rounders game using the following skills: hit the ball a range of distances off a batting tee. I can bowl a ball underarm towards a target a designated area, allowing the ball to bounce once. I know how runs are scored in rounders.</p>
<b>Skills</b>	<p><b>Dance</b> Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p>	<p><b>Gymnastics</b> Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</p>	<p><b>Netball</b> Consolidate and improve the quality of their techniques and their ability to link movements.</p>	<p><b>OAA</b> Develop the range and consistency of their skills and work with others to solve challenges.</p>	<p><b>Athletics</b> Consolidate and improve the quality, range and consistency of the techniques they use</p>	<p><b>Tennis</b> Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules.</p>

	<p>Create and link dance phrases using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>Keep up activity over a period of time and know they need to warm up and cool down for dance.</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>Talk about how they might improve their dances.</p>	<p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Know the importance of suppleness and strength.</p> <p>Describe and evaluate the effectiveness and quality of a performance.</p> <p>Recognise how their own performance has improved.</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p>	<p>Choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p>Recognise the effect of different activities on the body and to prepare for them physically.</p> <p>Work safely.</p> <p>Describe and evaluate their own and others' performances, and identify areas that need improving.</p>	<p>for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>	<p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p>
Skills	Football	TAG Rugby	Hockey	Basketball	Cricket	Rounders



	Use what they have learned to improve their work.				a performance that need improving. Use what they have learned to improve their work.	
<b>Year A/B 5 &amp; 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Dance Football	Gymnastics TAG Rugby	Netball Hockey	OAA Handball	Athletics Swimming	Tennis Striking and Fielding (cricket)
<b>Knowledge</b>	<b>Dance</b> I can be part of a group dance sequence based on The Romans, playing an effective role in storytelling.	<b>Gymnastics</b> I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus? I can travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances.	<b>Netball</b> I can play a game of High 5 Netball applying some of the skills such as: footwork, accurate passing and shooting, moving into a space, positions and roles.	<b>OAA</b> I can take part in an orienteering competition using most of the skills that I have learned. I can work sensibly and collaboratively with your partner / group to achieve a safe outcome and be able to trust each other.	<b>Athletics</b> I can sprint with a good knee lift and arm action and hurdle at speed. I can aim and throw a variety of different implements with accuracy and long jump by landing on both feet. I can participate in an athletics competition and am trying to improve my sprinting, long distance running, jumping and throwing skills	<b>Tennis</b> I can play a competitive tennis game using the following skills: to play a forehand and backhand tennis shot in a match, be able to overhead pop and push serve, to be able to volley and use some tactics in gameplay for both singles and doubles matches.
<b>Knowledge</b>	<b>Football</b>	<b>TAG Rugby</b>	<b>Hockey</b>	<b>Handball</b>	<b>Swimming</b>	<b>Cricket</b>

	<p>I can decide which player it is best to pass the ball to so I can keep possession and I can you explain formation.</p> <p>I can decide when it is best to pass around the defenders or take them on, and I can play a position in a team.</p>	<p>I can run forward with the ball and pass backwards to a player once tagged. I am beginning to evaluate my own performance and the performance of others.</p>	<p>I can control the ball whilst moving and pass and receive it in a game. I can involve teammates, running into space controlling and passing the ball accurately and looking for intercepting opportunities.</p>	<p>I can play a competitive Handball game using the following skills: to pass and receive a ball under pressure and in a match situation at times, to be able to run with the ball in a match, be able to use some attacking and defending tactics in gameplay.</p>	<p>I can swim front crawl for 1 width showing a good technique and arm recovery</p> <p>I can swim back crawl for 1 width showing a good technique and arm recovery.</p> <p>I can scull head first for a distance of 5m and return feet first.</p> <p>I can swim 25m front crawl.</p> <p>I can swim 1 length front crawl and follow with a strong push off from the pool side, on the back, using both feet and arms extended.</p> <p>I can retrieve an object from the pool bottom using both hands</p>	<p>I can play a competitive cricket game using the following skills: hit the ball a range of distances and bowl a ball over or underarm consistently into a designated area, allowing the ball to bounce once. I can stop the ball and throw over arm towards the bowler at the stumps.</p>
<b>Skills</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Netball</b>	<b>OAA</b>	<b>Athletics</b>	<b>Tennis</b>

	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles.</p> <p>Perform dances expressively, using a range of performance skills.</p> <p>Organise their own warm-up and cool-down activities to suit the dance.</p> <p>Show an understanding of why it is important to warm up and cool down.</p> <p>Describe, analyse, interpret and evaluate dances, showing an</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities.</p> <p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.</p> <p>Know and understand the basic principles of warming up and why it is important for good quality performance.</p> <p>Understand why physical activity is good for their health.</p> <p>Choose and use information and basic criteria to evaluate their own and others' work.</p>	<p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet the challenge set.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p>	<p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p> <p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p>	<p>Choose, combine and perform skills more fluently and effectively in net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>
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	understanding of some aspects of style and context.				Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others' work and suggest ways to improve it.	
<b>Skills</b>	<b>Football</b> Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities.	<b>TAG Rugby</b> Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.	<b>Hockey</b> Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.	<b>Handball</b> Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and	<b>Swimming</b> Further development of stroke technique for 3 main strokes Jump into the water at full reach depth and swim a continuous 10m without holding the side or touching the pool bottom. Surface dive in the water showing good technique. Hold a stationary position by treading water with head up for 45 seconds. Start to develop early life saving skills eg. Enter the	<b>Cricket</b> Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.

	<p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>	<p>important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>	<p>Understand why exercise is good for their fitness, health and wellbeing.</p>	<p>others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>	<p>water of full reach depth / Tread water for 10 seconds / Followed by a 10m swim.</p> <p>Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres</p> <p>Use a range of strokes effectively including front crawl, back crawl and breast stroke.</p> <p>Perform safe self-rescue in different water based – situations</p> <p>Tread water for 30 seconds followed by a 25m swim.</p>	<p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>
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