

	A1	A2	SPI	SP2	SUI	SU2
FS	<p>Introduction to PE (GS4PE)</p> <p>Children will be introduced to Physical Education. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop</p>	<p>Dance 1 (GS4PE)</p> <p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with</p>	<p>Gymnastics 1 (GS4PE)</p> <p>Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to</p>	<p>Games Unit 1 (GS4PE)</p> <p>Children will develop their understanding of playing games. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave</p>	<p>Gymnastics 2 (GS4PE)</p> <p>Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p>Key Skills: Running, throwing,</p>

	<p>fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.</p> <p><u>Key Skills:</u> Moving safely, running, jumping, throwing, catching, following a path, rolling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination 	<p>the music. They perform to others and begin to provide simple feedback.</p> <p><u>Key Skills:</u> Travel, action, perform, copy</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination <p>Fundamentals 2 (GS4PE)</p>	<p>understand using levels and directions when travelling and balancing.</p> <p><u>Key Skills:</u> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration <p>Ball Skills Unit 1 (GS4PE)</p>	<p>when winning and losing.</p> <p><u>Key Skills:</u> Running, balancing, changing direction, striking a ball, throwing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Fairness <p>Ball Skills Unit 2 (GS4PE)</p>	<p>understand using levels and directions when travelling and balancing.</p> <p><u>Key Skills:</u> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration <p>Dance Unit 2 (GS4PE)</p>	<p>catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique <p>Games Unit 2 (GS4PE)</p>
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	Fundamentals I (GS4PE)					
Y1	<p>Fundamentals (GS4PE)</p> <p>Pupils will be taught to balance on the balls of their feet, leading to jumping from one to two feet. They will balance by controlling their head, stomach muscles and back. Once in a position they will use their arms to help them balance. Children will be taught to preserve and keep trying if they don't succeed.</p>	<p>Gymnastics (GS4PE)</p> <p>Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given</p>	<p>Dance (GS4PE)</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a</p>	<p>Yoga (GS4PE)</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities.</p>	<p>Striking and Fielding (GS4PE)</p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three.</p>	<p>Sending and Receiving (GS4PE)</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in</p>

	<p><u>Key Skills:</u> jumping, balancing, controlling muscles, holding a position</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination 	<p>opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p><u>Key Skills:</u> Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance 	<p>partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p><u>Key Skills:</u> Travel, action, shape, perform, copy</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Collaboration • Sequence 	<p><u>Key Skills:</u> Balance, strength, flexibility of holding a position, focus and listening to others to follow instructions</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Collaboration • Balance • Agility 	<p>They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p><u>Key Skills:</u> Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility • Coordination 	<p>small groups and begin to organise and self manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><u>Key Skills:</u> Rolling, kicking, throwing, catching, tracking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Collaboration
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		<ul style="list-style-type: none"> • Agility • Coordination • Sequence • Technique 			<ul style="list-style-type: none"> • Collaboration • Fairness • Technique 	
	<p>Ball Skills (GS4PE)</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore</p>	<p>Target Games (GS4PE)</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore</p>	<p>Invasion (GS4PE)</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with</p>	<p>Team Building (GS4PE)</p> <p>Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p>

	<p>their own ideas in response to tasks.</p> <p><u>Key Skills:</u> Rolling, kicking, throwing, catching, dribbling, bouncing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration 	<p>their own ideas in response to tasks.</p> <p><u>Key Skills:</u> Rolling, kicking, throwing, catching, dribbling, bouncing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration 	<p>sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Key Skills:</u> Throwing, catching, kicking, dribbling with</p>	<p>others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, skipping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement 	<p><u>Key Skills:</u> Balancing, travelling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Collaboration • Fairness 	<p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique
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			<p>hands and feet, dodging</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition 			
Y2	<p>Fundamentals (GS4PE)</p> <p>Pupils will be taught to balance on the balls of their feet, leading to jumping from one to two feet. They will balance by controlling their head, stomach muscles and back. Once in a position they</p>	<p>Dance (GS4PE)</p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina.</p>	<p>Team Building (GS4PE)</p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities,</p>	<p>Invasion (GS4PE)</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession'</p>

	<p>will use their arms to help them balance. Children will be taught to preserve and keep trying if they don't succeed.</p> <p><u>Key Skills:</u> jumping, balancing, controlling muscles, holding a position</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination 	<p>will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, skipping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness 	<p>discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p><u>Key Skills:</u> Balancing, travelling, jumping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Collaboration • Fairness 	<p>pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><u>Key Skills:</u> Running at varying speeds, combining running and</p>	<p>means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Key Skills:</u> Throwing, catching, kicking, dribbling with</p>
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		<p><u>Key Skills:</u> Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Sequence 	<ul style="list-style-type: none"> • Sequence • Evaluation and improvement 		<p>jumping, throwing for distance</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Fitness • Technique 	<p>hands and feet, dodging</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition
	<p>Striking and Fielding (GS4PE)</p> <p>Pupils develop their basic understanding of striking and fielding games such as</p>	<p>Ball Skills (GS4PE)</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching,</p>	<p>Gymnastics (GS4PE)</p> <p>Pupils learn through exploring and developing basic gymnastic actions on the</p>	<p>Dance (GS4PE)</p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or</p>	<p>Sending and Receiving (GS4PE)</p> <p>Pupils will develop their sending and receiving skills including throwing and</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be</p>

	<p>Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others</p>	<p>rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>Key Skills: Rolling, kicking, throwing, catching, dribbling, bouncing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement 	<p>floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and</p>	<p>feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity</p>	<p>catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self manage their own activities. They will understand the</p>	<p>ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p>Key Skills: Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique
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	<p>when playing competitively and develop communication skills.</p> <p><u>Key Skills:</u> Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility • Coordination • Collaboration • Fairness • Technique 	<ul style="list-style-type: none"> • Coordination • Collaboration 	<p>around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p><u>Key Skills:</u> Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility 	<p>to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><u>Key Skills:</u> Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Sequence 	<p>importance of abiding by rules to keep themselves and others safe.</p> <p><u>Key Skills:</u> Rolling, kicking, throwing, catching, tracking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Collaboration 	
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			<ul style="list-style-type: none"> • Coordination • Sequence • Technique 			
Y3	<p>Dance (GS4PE - not Romans)</p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison,</p>	<p>Gymnastics (GS4PE)</p> <p>Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their</p>	<p>Dodgeball (GS4PE)</p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to</p>	<p>OAA (School Plan)</p> <p>Pupils will look at basic maps to orient themselves to their surroundings. They will practise moving maps dependent on the direction they are travelling. Using maps pupils will follow routes. The children will work in teams to accomplish a goal. They will start to use vocabulary</p>

	<p>formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><u>Key Skills:</u> Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination 	<p>their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Individual point and patch balances, straight roll, barrel roll, forwards roll,</p>	<p>maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p>	<p>play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p><u>Key Skills:</u> Throwing, catching, dodging, blocking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Competition • Collaboration 	<p>achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Key Skills:</u> sprinting, running over obstacles, jumping for height and distance, push and pull throw for distance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility 	<p>around maps and positional and directional language.</p> <p><u>Key Skills:</u> map reading, working as a team, using new vocabulary, communication</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration • Sequence
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	<ul style="list-style-type: none"> € Collaboration € Sequence € Evaluation and improvement 	<p>straight jump, tuck jump, star jump, rhythmic gymnastics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Sequence • Technique 	<p><u>Key Skills:</u></p> <p>Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement 	<ul style="list-style-type: none"> • Fairness 	<ul style="list-style-type: none"> • Coordination • Fitness • Technique 	
	<p>Tag Rugby (GS4PE)</p> <p>Pupils will learn to keep possession of the ball using attacking skills. They</p>	<p>Yoga (GS4PE)</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and</p>	<p>Basketball (GS4PE)</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills</p>	<p>Football (GS4PE)</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills</p>	<p>Dance- Egyptians and Bollywood (imoves)</p> <p>Pupils will learn a number of different</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race.</p>

	<p>will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances</p>	<p>techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p>	<p>and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and</p>	<p>and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>movements. They will put these together to form a sequence using beats in a bar. They will work together to create a dance in an Egyptian style. Pupils will listen to music and react with movements. They will put these movements into sequences to perform Bollywood dances.</p> <p>Key Skills: listening and reacting to music, staying in time, creating a routine</p>	<p>Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p>Key Skills: Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique
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	<p>and suggest improvements.</p> <p>Key Skills: Passing, catching, dodging, tagging, scoring</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration 	<p>Key Skills: Breathing, balance, flexibility, strength, coordination</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Balance • Coordination • Fitness • Sequence • Technique 	<p>tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.</p> <p>Key Skills: Throwing, catching, dribbling, intercepting, changing direction and speed, shooting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition 	<p>Key Skills: Dribbling, passing, ball control, tracking, jockeying, turning</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Collaboration • Sequence • Evaluation and improvement 	
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			<ul style="list-style-type: none"> • Collaboration • Fairness • Technique 			
Y4	<p>Swimming (GS4PE)</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p> <p><u>Key Skills:</u> Float, travel, submerge, kick with legs, pull with arms, glide</p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will</p>	<p>Dance (GS4PE)</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their</p>	<p>Rounders (GS4PE)</p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and</p>		

also be introduced to some personal survival skills and how to stay safe around water.

Key Skills: Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position

This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.

Key Skills: Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions

Key Concepts:

- Movement
- Coordination
- Fitness

ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.

Key Skills: Performing actions, using canon, unison, formation, dynamics, character, structure, space

Key Concepts:

- Movement

greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.

Key Skills: Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance

tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Key Skills: Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting

Key Concepts:

	<ul style="list-style-type: none"> • Sequence • Technique 		<ul style="list-style-type: none"> • Balance • Coordination • Collaboration • Sequence • Evaluation and improvement 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique 	<ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique 	
	<p>Cricket (GS4PE)</p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about</p>	<p>Gymnastics (GS4PE)</p> <p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and</p>	<p>Handball</p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching and shooting. Pupils will learn to use attacking skills to maintain possession as well as</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength,</p>	<p>Hockey (GS4PE)</p> <p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise</p>

	<p>how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being</p>	<p>explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their</p>	<p>defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to</p>	<p>playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why</p>	<p>team work by taking part in team challenges.</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique
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	<p>respectful of the people they play with and against.</p> <p><u>Key Skills:</u> Underarm and overarm throwing, catching, over and underarm bowling, batting</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique 	<p>performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination 	<p><u>Key Skills:</u> Throwing, catching, intercepting, shooting</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique 	<p>work safely and with control when performing new tasks</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, strength, power</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement 	<p>this behaviour is important</p> <p><u>Key Skills:</u> Dribbling, passing, receiving, intercepting, tackling</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 	
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		<ul style="list-style-type: none"> • Collaborat ion • Sequence • Technique 				
Y5	<p>Cricket (GS4PE) Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to</p>	<p>Dance (GS4PE) Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of</p>	<p>Basketball (GS4PE) Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work</p>	<p>Athletics (GS4PE) Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to</p>	<p>OAA (School Plan) The children will use maps to familiarise themselves with keys, symbols and the area around school. They will walk around the site to recognise the mpa. The children will work in groups to use a map to find control points around school. They will compete in different challenges to</p>	<p>Tennis (GS4PE) Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical</p>

	<p>outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	<p>collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p><u>Key Skills:</u> Throwing, catching, dribbling, intercepting, shooting</p>	<p>persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple</p>	<p>discover the best ways to find all the orienteering points.</p> <p><u>Key Skills:</u> working as a team, reading a map</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration • Sequence 	<p>awareness, learning how to outwit an opponent.</p> <p><u>Key Skills:</u> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Competition • Collaboration • Technique
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	<p><u>Key Skills:</u> Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique 	<p><u>Key Skills:</u> Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Sequence • Evaluation and improvement 	<p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique 	<p>jump, shot put and javelin.</p> <p><u>Key Skills:</u> Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique • Evaluation and improvement 		
	<p>Netball (GS4PE)</p>	<p>Fitness (GS4PE)</p>	<p>Gymnastics (GS4PE)</p>	<p>Tag Rugby (GS4PE)</p>		<p>Sports Day Practice</p>

	<p>Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when</p>	<p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even</p>		<p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p>Key Skills: Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility
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	<p>when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.</p> <p><u>Key Skills:</u> Passing, catching, footwork, intercepting, shooting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement 	<p>they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination 	<p>order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand</p> <p>Key Concepts:</p>	<p>sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p><u>Key Skills:</u> Throwing, catching, running,</p>		<ul style="list-style-type: none"> • Coordination • Competition • Collaboration • Fairness • Technique
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	<ul style="list-style-type: none"> • Agility • Coordination • Competition • Collaboration • Technique 	<ul style="list-style-type: none"> • Fitness • Sequence • Evaluation and improvement 	<ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique 	<p>dodging, tagging, scoring</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration 		
Y6	<p>Football (GS4PE)</p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to</p>	<p>Dance - (GS4PE)</p> <p>Pupils will practise moving hands and feet to a beat. They will work in groups to sequence a number of movements. They will create cannon</p>	<p>Hockey (GS4PE)</p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to</p>	<p>Yoga (GS4PE)</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and</p>	<p>Athletics (GS4PE)</p> <p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As</p>	<p>Tennis (GS4PE)</p> <p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their</p>

	<p>develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p>and ripple effects in groups to a Broadway style. Children will group and march dependent on ally and axis nations. They will also dance using scenarios from WW2. Children will use the theme of WW2 to combine movements and stories.</p> <p>Key Skills: <u>Movement to a beat, combing actions, combining stories</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance 	<p>develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p>body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p>Key Skills: <u>Balance,</u></p>	<p>in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this</p>	<p>tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p> <p>Key Skills: <u>Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley,</u></p>
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	<p><u>Key Skills:</u> Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique 	<ul style="list-style-type: none"> • Agility • Coordination • Collaboration • Sequence • Evaluation and improvement 	<p><u>Key Skills:</u> Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 	<p>flexibility, strength, coordination</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Balance • Coordination • Fitness • Sequence • Technique 	<p>unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p> <p><u>Key Skills:</u> Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination 	<p>underarm serve, split step</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Competition • Collaboration • Technique
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	<p>Gymnastics (GS4PE)</p> <p>Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working</p>	<p>Dodgeball (GS4PE)</p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to</p>	<p>Volleyball (GS4PE)</p> <p>Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities,</p>	<p>Rounders (GS4PE)</p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into heats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p>

	<p>collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Straddle roll,</p>	<p>opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p><u>Key Skills:</u> Throwing, catching, dodging, blocking</p> <p><u>Key Concepts:</u></p>	<p>work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed,</p>	<p>pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with</p>	<p>batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p><u>Key Skills:</u> Throwing and catching</p>	<p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique
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	<p>forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique 	<ul style="list-style-type: none"> • Movement • Agility • Competition • Collaboration • Fairness 	<p>stamina, strength, power</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement 	<p>coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <p>Key Skills: Volley, dig, set, serve</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 	<p>tracking, fielding and retrieving a ball, batting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique 	
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