



St. Joseph's Catholic Primary School
PE Overview

PACES – Partner School Document

PACES Sports Coaching Company is committed to providing high-quality sports coaching services in schools across Hereford and Worcestershire. As part of our dedication to promoting physical education and sports development in line with the National Curriculum, we have developed a "Progression of Skills" document. This document outlines our approach to teaching and enhancing physical skills, aligning with the National Curriculum objectives for students in primary schools. Our partner schools are welcome to use this document for their school planning purposes.

This document will outline the progression of skills currently used alongside the national curriculum for PE, and is a generic guide for schools who are able to input their own information in the document as they wish.

Name of School: St. Joseph's Catholic Primary School, Malvern

PE Coordinator: George Merchant

National Curriculum Aims
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Physical Development ELC: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - ELC: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases

Key Stage 1	Key Stage 2
Pupils should - develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending & perform dances using simple movement patterns.	Pupils should - continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. - They should enjoy communicating, collaborating and competing with each other. - They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best
Swimming and water safety: In particular, pupils should be taught to: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. Year 3/4 each year.	

Intent	At St. Joseph's, we are intent on creating a safe and caring environment with positive relationships and high expectations, where our uniqueness is respected and celebrated and where we develop skills and confidence for an ever-changing world. This intent is followed in our mission statement, following in the footsteps of Jesus together we love, live and learn, and developed through our school values and virtues. These intentions are promoted alongside the catholic social teaching principles to ensure children embed Catholic values and a well-rounded approach to life and its challenges. These beliefs and intentions have allowed us to develop a curriculum to meet the needs of our children and promote a love of learning throughout the primary school experience. The PE curriculum provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. The intent for PE is to develop a lifelong love of physical activity and sport in all young people. We aim to help ensure a positive and healthy physical and mental outlook in life and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness whilst competing, performing and evaluating all we do. All lessons are carefully differentiated, with developing complexity and independence incorporated in the progression of skills document, which helps to ensure that learning is as tailored and inclusive as possible whilst active listening ensures children are maximising their learning through the portrayal of these key behaviours. A range of sporting opportunities are given to all children, taking form from our playground pals initiative, our partnership with PACES CPD and the offering of numerous sporting activities throughout the school year. The national curriculum for physical education aims to ensure that all pupils: ● Develop competence to excel in a broad range of physical activities ● Are physically active for sustained periods of time ● Engage in competitive sports and activities ● Lead healthy, active lives.
Implementation	Within each Key Stage; EYFS, KS1 and KS2, documents include; Long term planning (EYFS and KS1/KS2 on a 2 year cycle), National Curriculum programs of study, clear learning objectives linked to each topic, progression of knowledge and skills document, lesson planning, including opportunities for assessment and observations. Planning documents and progression of knowledge and skills documents give the teachers confidence that progression of skills and knowledge and outcomes are met. Each key stage focusses on different topic areas developed for each cohort to allow for continued interest and curiosity in the subject as well as acquiring new knowledge. Throughout the development of topic areas, teachers follow the progression of knowledge and skills to enable the children to recall and build upon previous learning, explore the underlying principles of PE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost keywords, building a rich vocabulary to develop understanding. Our PE curriculum is designed for delivery in a creative manner, using many approaches such as exposing the children to games, gymnastics, dance and athletics. These activities enable children to build confidence and resilience. To further support children's learning, school will invite sports coaches into school such as Chance to Shine Cricket and regularly attend sporting competitions to provide a range of learning opportunities and experiences. St. Joseph's is partnered with PACES, an external company who provide expert sports coaching and CPD, which is important to support the development of practice and the implementation of strong PE sessions across the year groups. Our curriculum intent is seen in our classroom practice by ensuring staff have relevant CPD on subject knowledge and pedagogy. This includes sharing existing expertise (in our school & other schools), peer coaching and a rigorous monitoring cycle to drive our relentless focus on continually improving practice. We use the principles behind cognitive science research from Dan Williamson's Models of Memory and the thinking behind Ebbinghaus' Forgetting Curve to ensure teaching effectively results in maximised learning. We use our Key Concepts to link and build on ideas, in addition to 'recall and recap' at the start of every lesson to make connections to prior learning and increase our depth of understanding. Most importantly, our positive learning culture of growth mindset means we aim for our children to be engaged in their learning, value making mistakes and have regular experience of

	success. This is implemented further through the provision of lunchtime clubs and our playground pals to ensure Physical Education is prioritised in our school environment.
Impact	At St. Joseph's, Each PE unit taught is used alongside the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age appropriate curriculum content. Our indoor units are often themed with strong cross-curricular links to other subjects and topics. This helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress can be measured using our assessment tracker. The high quality and consistent approach to PE teaching. The impact of immersing children in a quality PE education will increase the profile of sport, PE and physical activity across the school. With technical PE vocabulary spoken and used by all learners, the learning environment will be more consistent across both key stages. Whole school and parental engagement will be improved through the use of active involvement in the children's supporting events that take place throughout the school year.

Area of P.E.	KEY STAGE 1 (1+2)	KEY STAGE 2 (3+4)	KEY STAGE 2 (5+6)
- Key Vocabulary - Words to be used to keep learning consistent and progressive	- Dance, move, shape, rhythm, space, feelings, mood - Hop, skip, jump, run, throw, catch, team, winning, losing, teamwork, fair play, competing, disguise - Racket, ball, club, bat, beanbag, hoop, bench, line, - Balance, control, levels, copy, explore, roll, travel, jump, shape, spring, safety, fast, slow, - Map, key, happy, emotions	- Types of roll, types of jump, leap, sequences, counterbalance, direction, equipment, mirror, canon, unison, core - Stimulus, music, appreciation, tempo, adapt, fluency, flexibility, acceleration, deceleration - Good sportsmanship, catching techniques, positions, marking, attacking, defending, finding space, tackling, intercepting, competition, tactics - Orienteering, key, mental health, endorphins - Bowl, bat, field, strike	+ Dance phrase, stimulus - Sports Specific positions, specific positions in team sports, tactics - interception, spatial awareness - Criteria, adapt, evaluate, perform - Positive mental health choices - Distance, hand-eye coordination, focus, control, manipulate
- Learning how to move example - Gymnastics progression in gymnastics	- Learning How to Move: - Basic Movements: - Learning to copy and try out simple movements like balancing on a big surface. - Trying to move in different ways with some control and coordination. - Using Equipment: - Starting to use equipment and knowing how to do it safely. - Different Body Shapes:	- Creating Movement Sequences: - Choosing Movements: - Picking ideas to create a movement sequence, both on your own and with others. - Giving Basic Feedback: - Starting to provide simple feedback on your own and others' performance. - Using Equipment Safely: - Using equipment safely as part of a sequence. - Combining Actions: - Combining different movements with more confidence, including changing direction, speed, or height. - Improving Quality:	- Creating Specific Sequences: - Choosing Movements and Shapes: - Selecting specific movements, shapes, and balances to create sequences, either alone or with others. - Adapting Sequences: - Changing their sequences to fit new criteria or suggestions. - Using Equipment Creatively: - Combining equipment with movement to create sequences. - Quality Feedback: - Giving Detailed Feedback: - Providing high-quality feedback on their own

	○ Trying to make different shapes with your body. ▪ Changing Heights and Jumps: ○ Trying to move at different heights. ○ Learning to jump off the ground with both feet. ▪ Balance and Coordination: ▪ Balancing Skills: ○ Trying to balance on one foot, two feet, or three points with some control. ▪ Putting Moves Together: ○ Trying to combine two or three simple movements. ○ Starting to learn how to roll, like the Log roll, Curled side roll (egg roll), and Teddy bear roll. ▪ Different Kinds of Jumps: ○ Starting to do jumps like the Straight pencil jump, tuck jump, jumping jack, half-turn jump, and cat spring. ▪ Working with a Partner:	○ Improving the quality of your movements, shapes, and balances. ▪ Partner Balancing: ○ Starting to do simple counterbalances with a partner. ▪ Moving with Control: ○ Moving with coordination, control, and care. ▪ Rolling Skills: ○ Doing log rolls, egg rolls, and teddy bear rolls with control. ○ Beginning to practice crouched forward rolls, forward rolls from a standing position, and tucked backward rolls with better control. ▪ Using Turns: ○ Using turns while moving in different ways. ▪ Variety in Jumps: ○ Using various jumps in your sequences, like straight jumps, tuck jumps, jumping jacks, star jumps, straddle jumps, pike jumps, half-turn cat leaps. ▪ Balancing with Control: ○ Creating interesting body shapes while holding balances with control and confidence. ▪ Increasing Flexibility: ○ Starting to show more flexibility in your movements. ▪ Complex Sequences: ○ Composing more complex movement sequences, either by yourself or with others, and choosing your own movements. ○ Beginning to include equipment in these sequences and knowing how to use it safely.	and others' performances using more advanced gymnastics vocabulary. ▪ Using Terms Confidently: ○ Using terms like canon, unison, and mirror confidently in their sequences. ▪ Balancing with Precision: ▪ Precise Balancing: ○ Developing precise placement of their body parts in balances. ○ Recognizing where their center of gravity should be in relation to the balance base. ▪ Advanced Partner Balancing: ○ Completing more complex counterbalances with a partner while maintaining control. ▪ Equipment Mastery: ▪ Vaulting Skills: ○ Using equipment confidently to vault in various ways. ▪ Strength, Technique, and Flexibility: ○ Developing strength, technique, and flexibility throughout their performances. ▪ Rolling Proficiency: ▪ Advanced Rolling Skills: ○ Performing advanced rolls such as a forward
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	○ Trying to do a front support wheelbarrow with a friend. ▪ Remembering Movements: ○ Copying, trying, and remembering actions and movements to create your own sequence. ○ Putting actions together to make a sequence. ▪ Using Equipment Safely: ○ Making sure to use equipment in a safe way. ▪ Moving in Different Ways: ▪ Variety in Movement: ○ Trying different ways to move, including controlled rolling (like the Log roll, Curled side roll, and Teddy bear roll). ○ Using rocking to do forward rolls. ○ Trying a crouched forward roll. ▪ Balancing: ○ Trying to stay in one position while balancing on different	▪ Feedback and Gymnastics Vocabulary: ○ Providing feedback on your own and others' performances. ○ Starting to use gymnastics vocabulary to explain how to improve and refine performances. ▪ Using Terms: ○ Knowing and using terms like mirror, canon, and unison in your sequences. ▪ Linking Skills: ○ Linking skills with control, technique, coordination, and fluency. ▪ Partner Counterbalances: ○ Doing counterbalances with a partner while maintaining control. ▪ Advanced Rolling: ○ Doing previous rolls with control and careful thought. ○ Performing forward rolls from a standing position and backward rolls with more confidence. ○ Beginning to link rolls to other movements like balancing and traveling. ▪ Confident Turns: ○ Using turns confidently while moving in different ways. ▪ Confident Jumps: ○ Using a variety of jumps with confidence in your sequences.	roll from standing, straddle forward roll pike, forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, and pike backward roll. ▪ Confidently Linking Rolls: ○ Linking rolls with other movements confidently. ▪ Fluid Jumps, Shapes, and Balances: ▪ Fluid Performance: ○ Performing jumps (straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump, half-turn straight jump, full-turn cat leap, cat leap, half-turn split leap), shapes, and balances fluently and with control.
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	parts of your body. ▪ Jumping with Control: ○ Learning to jump in different ways and land with better control and balance. ○ Doing jumps like the straight pencil jump, tuck jump, jumping jack, half-turn jump, cat spring, and cat spring to straddle. ▪ Using Equipment Well: ○ Climbing onto and jumping off equipment carefully and safely. ▪ Moving Carefully: ○ Moving with more control and being careful.				
▪ Dance ▪ <i>Minimum of 1 unit of dance per academic year</i>	▪ Copy and repeat simple skills ▪ Follow the leader ▪ jumps, hops, skips ▪ Respond to different stimuli with a range of actions	▪ Copy, remember and repeat skills with control and co-ordination ▪ Can link several movements together with control and co-ordination	▪ Select, use and perform with co-ordination and fluency ▪ Respond and perform with a partner, demonstrating actions that link with fluency and accuracy ▪ Respond to the stimuli through the appropriate language, creating their own ideas and movement	▪ Select, use and perform with coordination and fluency ▪ Respond and perform with a partner, demonstrating actions that link with fluency and accuracy	▪ Respond to a variety of stimuli showing a range of actions performed with control and fluency ▪ experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group

	▪ Copy and explore basic body actions ▪ demonstrated by the teacher ▪ Copy simple movement patterns from each other ▪ and explore the movement ▪ Pupils link simple actions and skills ▪ Compose and link movement phrases to make simple dances with clean beginning, middle and end. ▪ practise and repeat their movement phrases ▪ and perform them in a controlled way	▪ talk about different stimuli as the starting point for creating dance ▪ phrases and short dances ▪ explore actions in response to stimuli ▪ explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements ▪ Pupils vary skills, actions and ideas. They begin to show some understanding of simple dynamics ▪ Compose and perform	▪ phrases ▪ Use a range of actions and begin to combine movement phrases and patterns. ▪ Begin to respond within a small group, to speed and level. ▪ Pupils can link movement phrases together with increased precision. ▪ Begin to design their own movement phrases that respond to the stimuli or emotion ▪ Use a range of movement and dance phrases within different ways (unison, canon) with ▪ a partner or group ▪ Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	▪ Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases ▪ Use a range of actions and begin to combine movement phrases and patterns. ▪ Pupils can link movement phrases together with increased precision. ▪ Begin to design their own movement phrases that respond to the stimuli or emotion ▪ Use a range of movement and dance phrases within different	▪ Pupils link skills, ideas & techniques accurately and appropriately ▪ Create and perform dances using a range of movement patterns in response to a range of stimuli ▪ use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer ▪ remember, practise and combine longer, more complex dance phrases
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		▪ dance phrases and short dances that express ▪ communicate moods, ▪ ideas and feelings ▪ remember and repeat a short dance phrase, ▪ showing greater control, ▪ coordination and spatial ▪ awareness		▪ ways (unison, canon) with ▪ a partner of group ▪ Remember, perform ▪ and evaluate short dance ▪ phrase, showing an ▪ understanding and an ▪ awareness of others.	
▪ <u>Team Games</u> ▪ Football ▪ Basketball ▪ Netball ▪ Tag Rugby ▪ Hockey	▪ children begin to understand working as a team within a game ▪ begin to understand the idea of attacking and defending in its simplest form ▪ understand the idea of scoring in some way ▪ begin to understand losing and winning and what this	▪ Children continue to work on working as team within a competitive game. Build to doing this successfully with a shared aim. ▪ Some children practise leadership skills in small leadership roles ▪ Continue to understand the idea of attacking and defending in	Develop the ability to challenge themselves, such as striving to enhance their 'personal best.' • Engage in competitive activities involving fundamental movement skills, either individually or in various combinations. • Foster an appreciation for 'healthy competition' and competing with peers while demonstrating sportsmanship. • Exhibit our learning values as responsible sportsmen and sportswomen. • Grasp the concept of offense and defense while participating in team sports with the aim of achieving a	▪ • Develop the capacity to challenge oneself, such as enhancing their 'personal best.' ▪ • Commence participation in competitive games that utilize fundamental movement skills either individually or in combination. • Cultivate an awareness of 'healthy competition' and engage in contests	• Grasp the concept of healthy competition with others. • Focus on self-competition to achieve personal bests. • Demonstrate our school's learning values by exemplifying good sportsmanship. • Utilize running, jumping, throwing, and catching skills individually and in combination. • Acquire the necessary skills and understand the rules for a variety of sports, including basketball, handball, football, netball, hockey, tag rugby, tennis, etc. • Enhance comprehension of offense and defense while participating in team activities. • Diversify skills, actions, and ideas, and link them in ways that align with the game's objectives. • Display confidence in applying ball skills in diverse ways and interconnecting them seamlessly. • Demonstrate coordination, control, and

	means and how it affects them ▪ begin to understand being a good sportsperson ▪ show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. ▪ Use skills in different ways in different games to try to win	its simplest form and put this into ▪ Begin to score in small game scenarios ▪ Show our values when winning and losing ▪ show good sportsperson skills individually and with others	common goal, which may involve scoring.	with fellow children. ▪ • Demonstrate our commitment to learning values by embodying good sportsmanship. ▪ • Apply the principles of offense and defense while engaging in team-based sports, aiming to achieve a shared objective that may involve scoring. ▪	fluency in executing skills. • Initiate thoughts about creating their own games based on knowledge and skills. • Provide suggestions for utilizing resources to customize a game experience.
▪ Athletics	▪ Running ▪ Vary their pace and speed when running. Run with a basic technique over different distances. ▪ Show good posture and balance. ▪ Jog in a straight line. ▪ Change direction when	▪ Running ▪ Run at different paces, describing the different paces. ▪ Travel at different speeds. ▪ Begin to select the most suitable pace and speed for distance.	▪ Running ▪ Identify and demonstrate how different techniques can affect their performance. ▪ Focus on their arm and leg action to improve their sprinting technique. ▪ Begin to combine running with jumping over hurdles. ▪ Focus on trail leg and lead leg action when running over hurdles. ▪ Understand the	▪ Running ▪ Confidently demonstrate a technique for sprinting. ▪ Carry out an effective sprint finish. ▪ Perform a relay, focusing on the baton changeover technique. ▪ Speed up and slow down smoothly with	▪ Running ▪ Accelerate from a variety of starting positions and select their preferred position. ▪ Identify children's reaction times when performing a sprint start. ▪ Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. ▪ Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.

	jogging and sprint in a straight line. Maintain control as they change direction when jogging or sprinting. ▪ Jumping ▪ Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. ▪ Perform a short jumping sequence. ▪ Jump as high as possible. Jump as far as possible. Land safely and with control. ▪ Throwing ▪ Throw underarm and overarm. ▪ Throw a ball towards a	▪ Complete an obstacle course. ▪ Vary the speed and direction in which they are travelling. ▪ Be able to maintain and control a run over different distances. ▪ Jumping ▪ Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. ▪ Combine different jumps together with some fluency and control. ▪ Jump for distance from a standing position with accuracy and control.	importance of adjusting running pace to suit the distance being run. ▪ Jumping ▪ Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. ▪ Develop an effective flight phase for the standing long jump. ▪ Land safely and with control. ▪ Throwing ▪ Throw various weighted objects with greater control and accuracy. ▪ Show increasing control in their overarm throw. ▪ Perform a push throw. ▪ Continue from previous years to develop techniques to throw for increased distance	control. ▪ Jumping ▪ Learn how to combine a hop, step and jump to perform the standing triple jump. ▪ Land safely and with control. ▪ Begin to measure the distance jumped. ▪ Throwing ▪ Perform a pull throw. ▪ Revisit previously taught throws in other year groups. ▪ Measure the distance of their throws. ▪ Continue to develop techniques to throw for increased distance..	▪ Identify and demonstrate stamina, explaining its importance for runners. ▪ Jumping ▪ Improve techniques for jumping for distance. ▪ Perform an effective standing long jump. ▪ Perform the standing triple jump with increased confidence. ▪ Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. ▪ Land safely and with control. ▪ Measure the distance and height jumped with accuracy. ▪ Investigate different jumping techniques. ▪ Throwing ▪ Perform a fling throw. ▪ Throw a variety of implements using a range of throwing techniques. ▪ Measure and record the distance of their throws. ▪ Continue to develop techniques to throw for increased distance
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	target with increasing accuracy. ▪ Improve the distance they can throw by using more power.	▪ Investigate the best jumps to cover different distances. ▪ Choose the most appropriate jumps to cover different distances. ▪ Know that the leg muscles are used when performing a jumping action. ▪ Throwing ▪ Throw different types of equipment in different ways, for accuracy and distance. ▪ Throw with accuracy at targets of different heights. ▪ Investigate ways to alter their throwing technique to achieve greater distance.			
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Outdoor and Adventurous Activity			- Shows an understanding of and begin to use key values: adaptability, perseverance, courage, teamwork, independence, communication when completing OAA activities - Develop listening skills - Listens to instructions from a partner/adult - Beginning to think activities through before attempting them - Attempt to problem solve simple problems - Discuss and work with others in a group with a shared goal - Begin to read and create simple maps using symbols - Begin to understand the concept of 'orienteering' using simple maps	- Shows an understanding of and begin to use key values: adaptability, perseverance, courage, teamwork, independence, communication when completing OAA activities - strategies to solve problems with support. - Communicate effectively and work as part of a team to achieve an end goal in a group activity - Read and create simple maps with keys - Begin to understand the concept of 'orienteering' using simple maps	- Develops strong listening skills. - Uses and interprets simple maps. - Think activities through and problem solve using general knowledge. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe.
<u>Healthy Lifestyles</u> (to be covered in PSHE lessons/DT		beginning to understand why we do exercise and that it can make our	- Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle (healthy eating, enough	- Understands the need to warm up and cool down. <u>Mental Health</u>	- Understands the need to warm up and cool down. - Can describe the effect exercise has on the body

(cooking) lessons/in isolation)		bodies healthier and stronger - beginning to understand a healthy lifestyle and what effects this has <u>Mental Health</u> - Children begin to see that there is a connection between doing exercise and feeling happy.	sleep, good mental health) - Understands the need to warm up and cool down. <u>Mental Health</u> - Children begin to understand the impact of physical activity on their mental health. - Children begin to identify active activities that can help their mental health.	- Children begin to understand the impact of physical activity on their mental health. - Children begin to identify active activities that can help their mental health.	- Can explain the importance of exercise and a healthy lifestyle. <u>Mental Health</u> - Children begin to understand the impact of physical activity on their mental health. - Children begin to identify active activities that can help their mental health.
<u>Striking and fielding</u> - Cricket - Rounders - Tennis	- children throw small equipment underarm and overarm and begin to understand when to do each type of throw - children build skills in catching, showing correct hand and body positions - begin to work on aiming	- children throw small equipment underarm and overarm and begin to understand when to do each type of throw - children build skills in catching, showing correct hand and body positions - begin to work on aiming	- Use fielding skills to stop the ball effectively. - Learn batting control and how you can use the bat/your body to hit the ball to certain areas. - Learn the role of backstop. - Work as team, using tactics in order to beat another team. - Strike the ball for distance.	- Catch a small ball hit from different speeds and levels. - Use fielding skills to stop the ball effectively and throw accurately back to the bowler. - Hit the ball nearly every time with a variety of bats (tennis rackets, rounders, cricket etc).	- Consistently control a small ball in both batting and fielding situations. - Attempt a small range of recognised shots in isolation and in competitive scenarios. - Use a range of tactics for attacking and defending in role of bowler, batter and fielder. - Hit a bowled ball over longer distances. - Use good hand-eye coordination to be able to direct a ball when striking or hitting. - Understand how to serve in order to start a game. - Work as team, using tactics in order to beat another team.

	when throwing using targets ▪ begin to work with rackets/bats to hit a large ball with some aim ▪ These should be completed in isolation and then followed by using them in mini game-based situations. ▪ Play as a fielder and get the ball back to a stop zone.	when throwing using targets ▪ begin to work with rackets/bats to hit a large ball with some aim ▪ Play as a fielder and get the ball back to a stop zone. ▪ These should be completed in isolation and then followed by using them in mini game-based situations.		▪ Hit a ball over longer distances. ▪ Work as team, using tactics in order to beat another team.	
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