



**Bunbury Aldersey CE Primary School**  
**PE curriculum map:**  
**Reception to Year 6**

## Let Your Light Shine - Matthew v5:16

**Article 29:** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – 'Let your Light shine' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values –

WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially.

– *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards.

– *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others.

– *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child.

– *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community

- *as a family – as brothers and sisters*

## PE curriculum intent

Our physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities helps pupils build character and embeds our school values such as determination and respect.

### **Through our study of Physical education, we aim to ensure 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, activities and lead healthy and active lives

## Implementation

### **Curriculum structure & sequencing**

As a school, PE provides challenging and enjoyable learning through a range of sporting activities including: invasion games, net and wall games, strike and field games, gymnastics, dance, swimming and outdoor and adventure.

### **Content & concepts**

Using Complete PE, we maintain strong links to the National Curriculum guidelines to ensure all pupils participate in high quality PE lessons each week, covering four sporting disciplines each term. In addition, children are encouraged to participate in the varied range of extra – curricular activities (football, netball, mutli- skills, rounders, swimming, yoga and dance).

### **Enrichment and personal development:**

At Bunbury Aldersey, children are invited to attend competitive sporting events within the Sandstone Cluster EIP. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Where appropriate we use outside providers, inter-school competition, extra-curricular activity opportunities and visits from high-level athletes to excite and intrigue our children to find out more about themselves and to push the limits of their abilities to the utmost. We aim to give our children as much opportunity to explore personal health, become competitive individually or within a team and to understand the importance of PE and exercise in becoming a healthy citizen of their local and wider community.

### **Assessment and next steps**

Through the quality first teaching of PE taking place, we will see the impact of the subject in different ways. Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in PE lessons and want to find out more. Participation will show that a range of fundamental skills are being covered, cross curricular links are made where possible and differentiated outcomes set where appropriate. Assessments and monitoring will show standards in PE will be high and will match standards in other subject areas.

## PE in the Early Years Foundation Stage

Physical Education in the Early Years Foundation Stage (EYFS) is an integral part of children's Physical Development, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters.

Physical Education strands are set out in the early learning goals of 'Physical Development'

At Bunbury Aldersey, we believe physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Development Matters guides educators in facilitating Gross motor skills providing the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## Physical Development: Gross Motor Skills – Early Learning Goals

- 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

### Reception will be learning to:

Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping and climbing

Progress towards a more fluent style of moving, with developing control and grace

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

Combine different movements with ease and fluency

Develop overall body strength, balance, co-ordination and agility

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball



## Inclusion within Physical Education

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

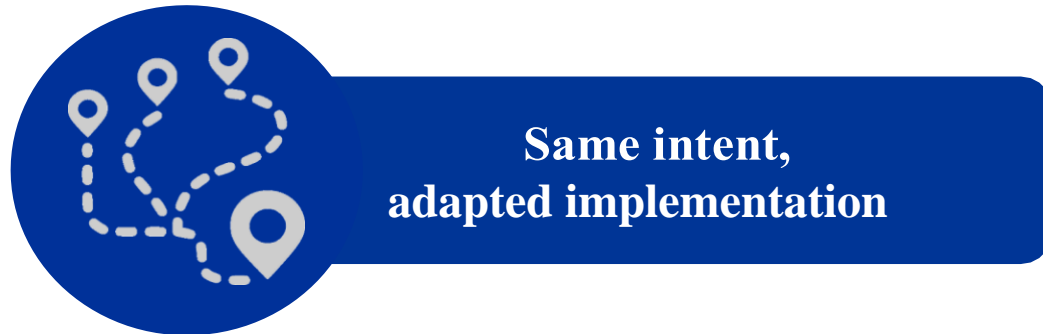
However, we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.

Provide learners with targeted resources to support their learning and understanding such as concept cartoons and visual aids.



# Curriculum Mapping



Year/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation	Jumping 1	Walking 1	High, Low, Over, Under	Rackets Bats Balls and Balloons	Hands 1	Playing through games
Year 1	Running 1	Feet 1	Team Building	Rackets Bats and Balls	Body Parts	Jumping 1
	Hands 1	Body Parts	Heroes	Cheshire Cricket	Hands 2	Playing Games
Year 2	Dodging 1	Feet 1	Team Building	Cheshire Cricket	Feet 1	Health and Wellbeing
	Games For Understanding	Pathways	Water	Rackets Bats and Balls	Jumping 1	Creating Games
Year 3	Tag Rugby	Symmetry & Asymmetry	Weather	Cheshire Cricket	Wild Animals	Athletics
	Hockey	Handball	Mindfulness	Tennis	Rounders	Athletics
Year 4	Hockey	Bridges	Mindfulness	Netball	Rounders	Athletics
	Tag Rugby	Handball	Space	Basketball	Cricket	Athletics
Year 5	Hockey	Handball	Health Related Exercise	Basketball	Orienteering	Athletics
	Tag Rugby	Health Related Exercise	Street Art	Netball	Rounders	Athletics
Year 6	Tag Rugby	Handball	Health Related Exercise	Cheshire Cricket	Orienteering	Athletics
	Hockey	Matching & Mirroring	Carnival	Tennis	Rounders	Athletics

# Assessment in Physical Education

**We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Physical Education.**

When assessing PE, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Bunbury Aldersey, we have mapped out all endpoints for all the PE units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

Teachers assess pupils three times per school year at the end of each school term.

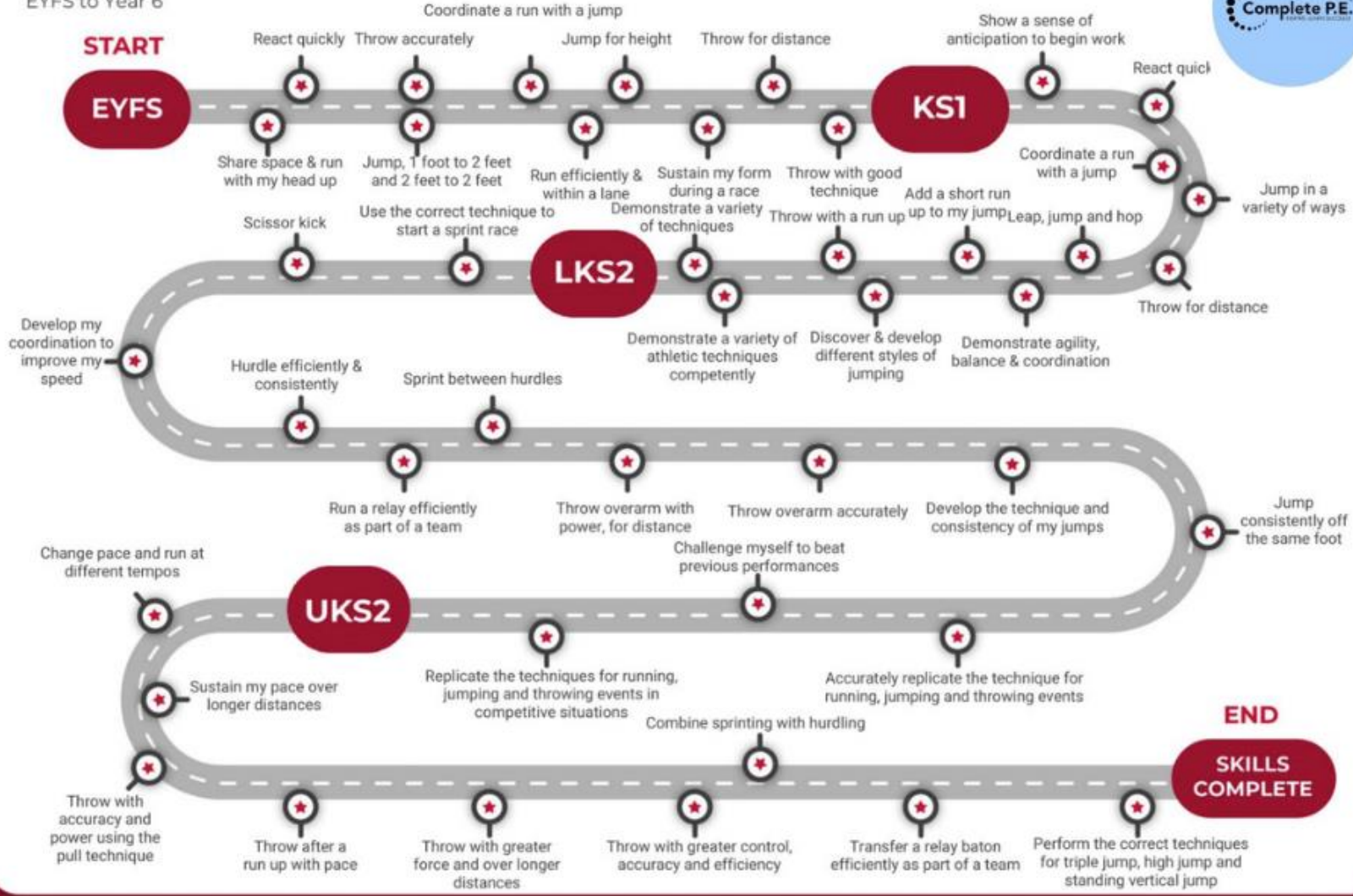
It is completed via SIMS using a combination of formative and summative assessment. Teacher's assessment through observation, forms the basis of assessment for PE.

Staff will use AFL to teach at the point of learning, in order to ensure that all children are making progress across a unit of work. This assessment is against a clear endpoint linked with the national curriculum.

We assess across a range of units to ensure coverage across the different strands of PE e.g. dance, gymnastics, OAA etc. The end of unit assessments clearly identifies those children who are exceeding or not meeting the lesson objectives and outcomes identified in the units of work. These are combined and averaged at the end of the academic year to give each child an overall grade which are then passed onto the next teacher in order to inform and adapt planning accordingly. Teacher's use this information to give children a termly assessment grading

# Athletics

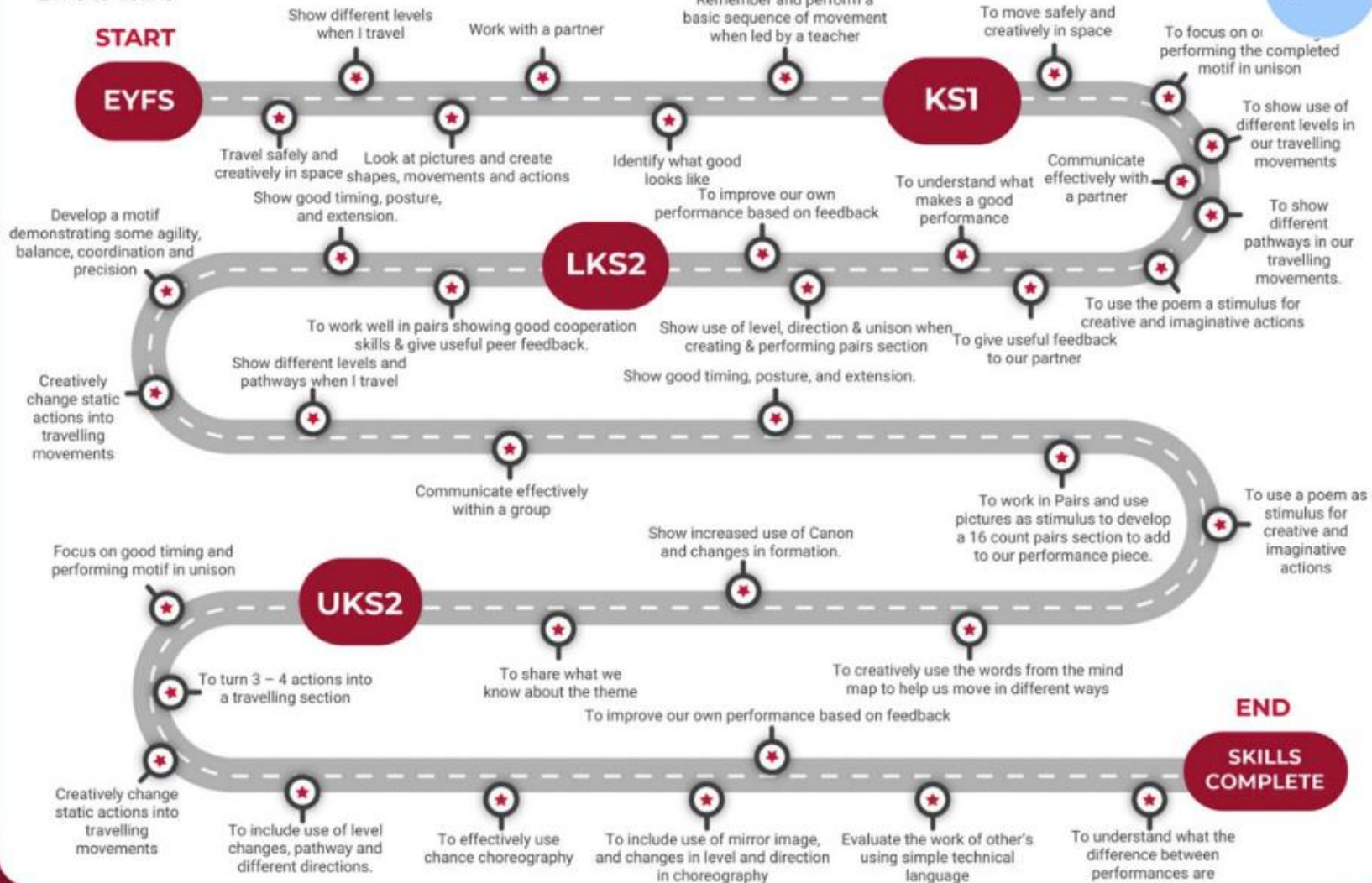
EYFS to Year 6





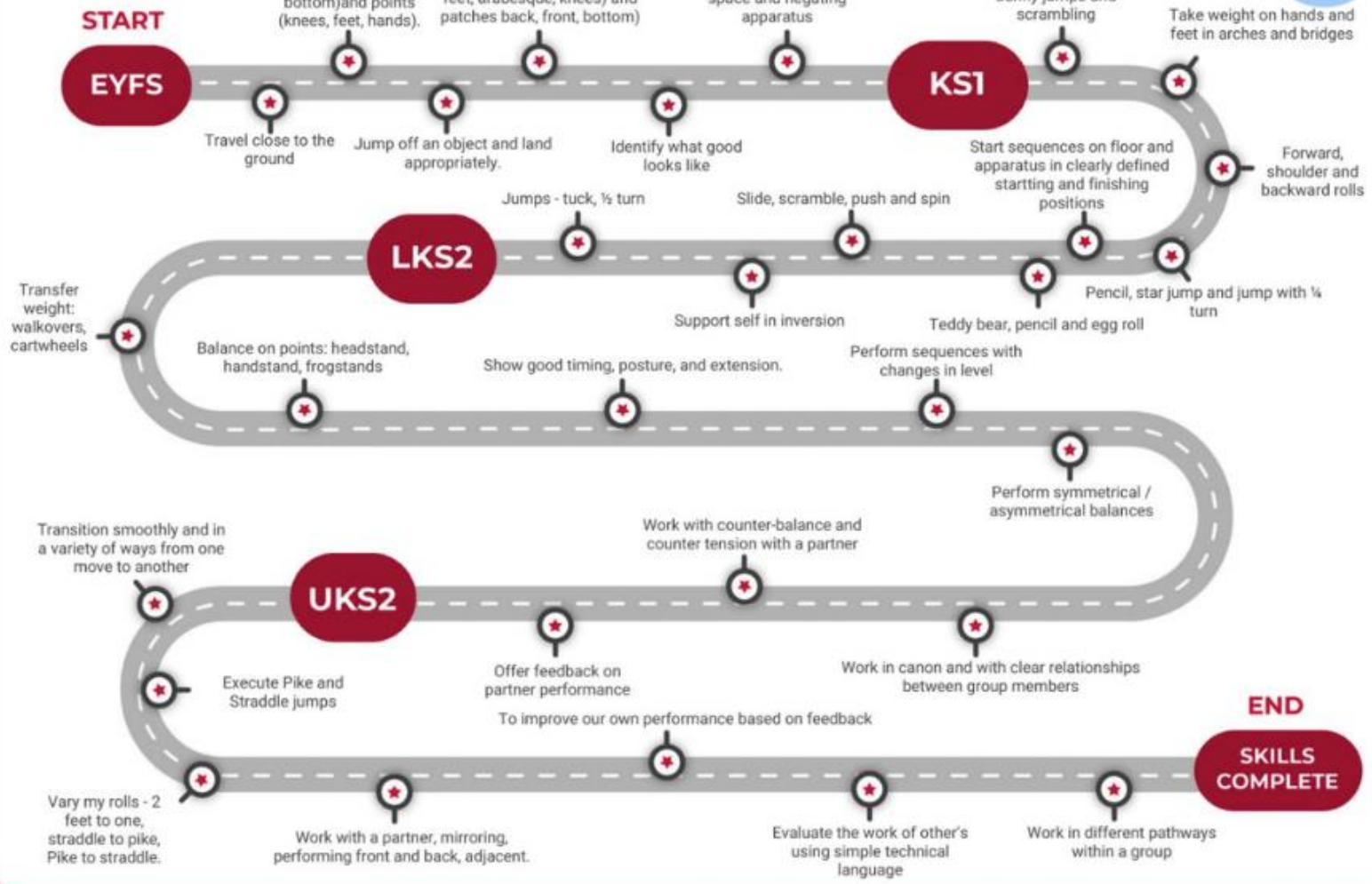
# Dance

EYFS to Year 6



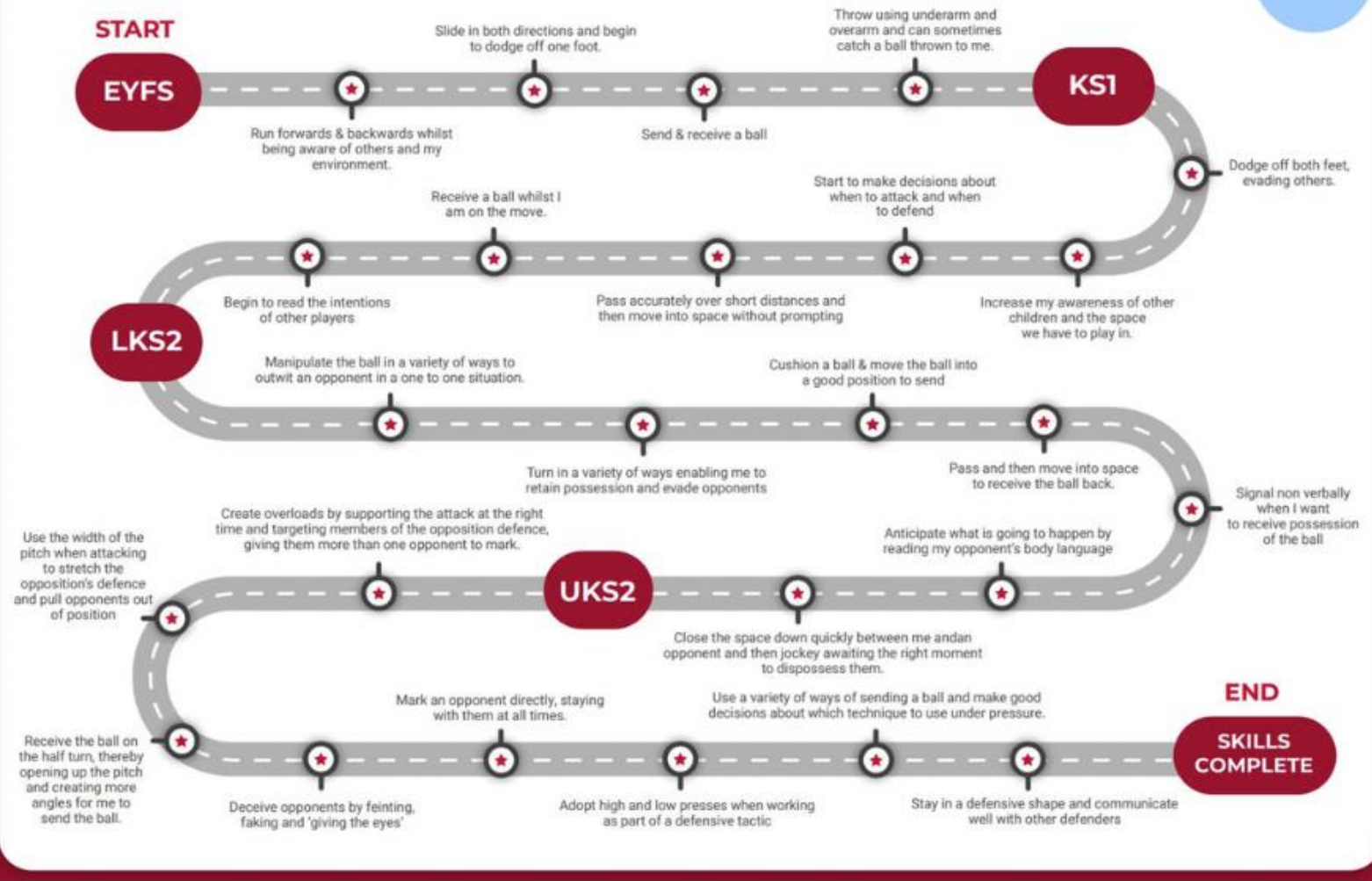
# Gymnastics

EYFS to Year 6



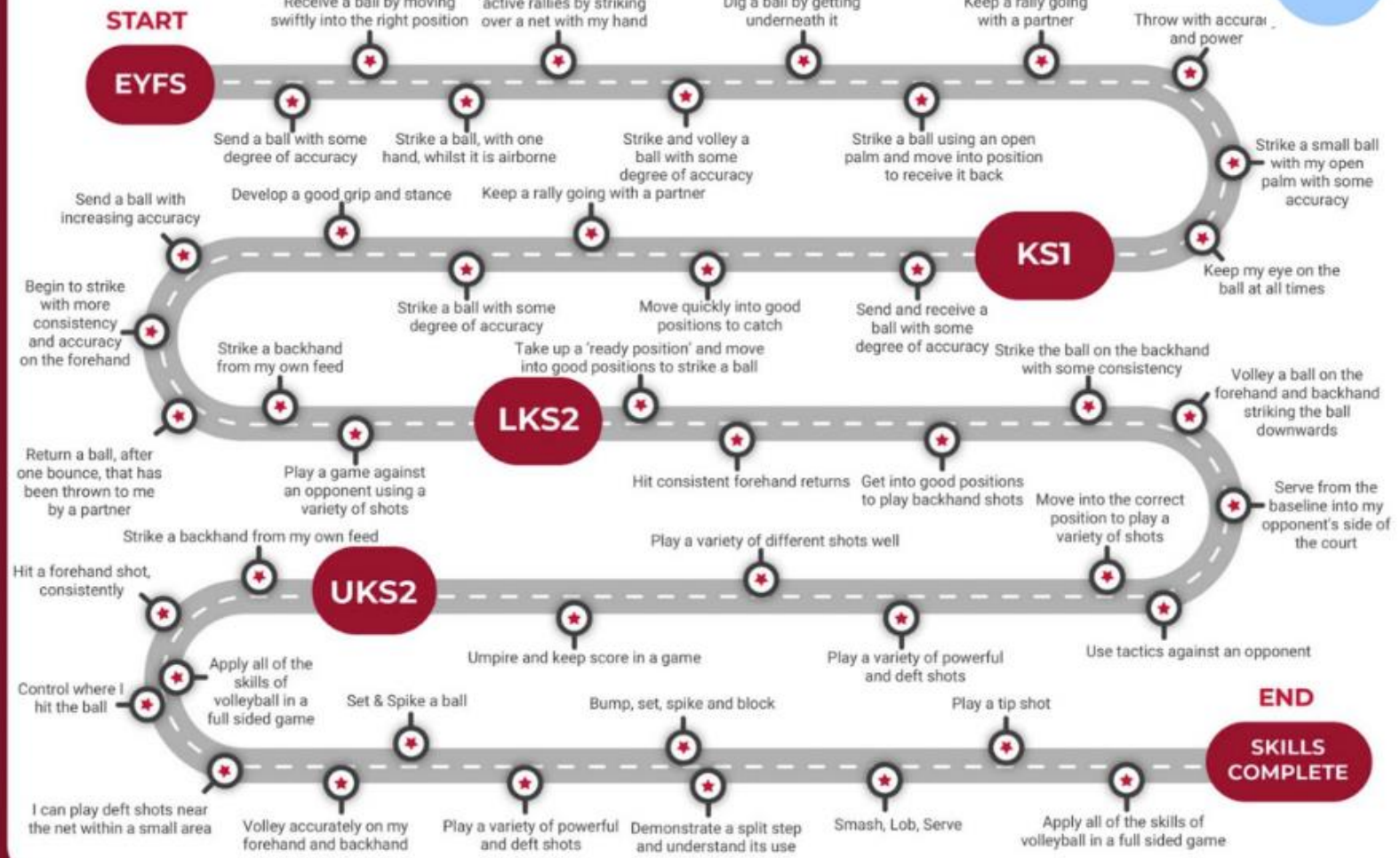
# Invasion Games

EYFS to Year 6



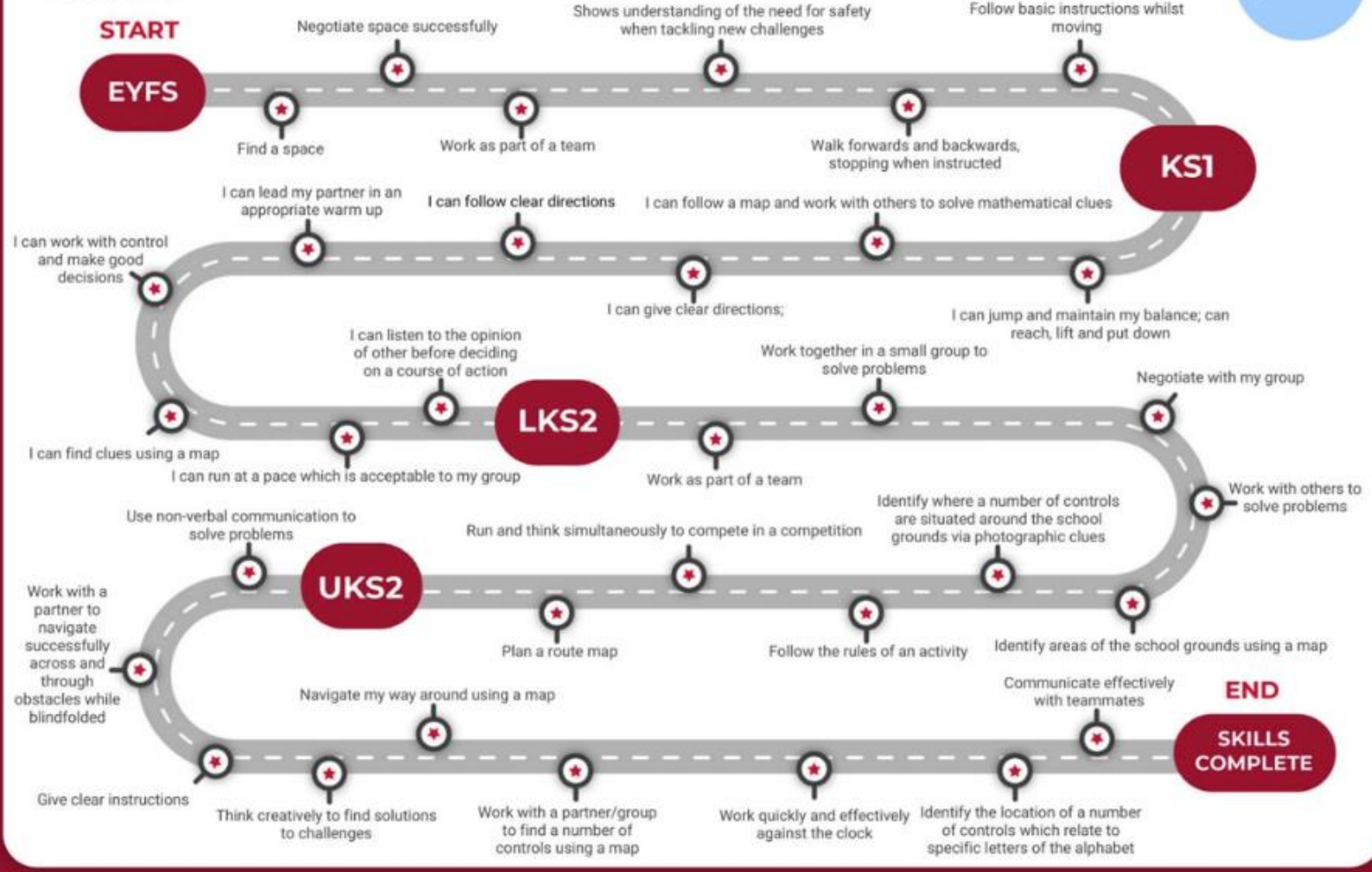
# Net and Wall Game Skills

EYFS to Year 6



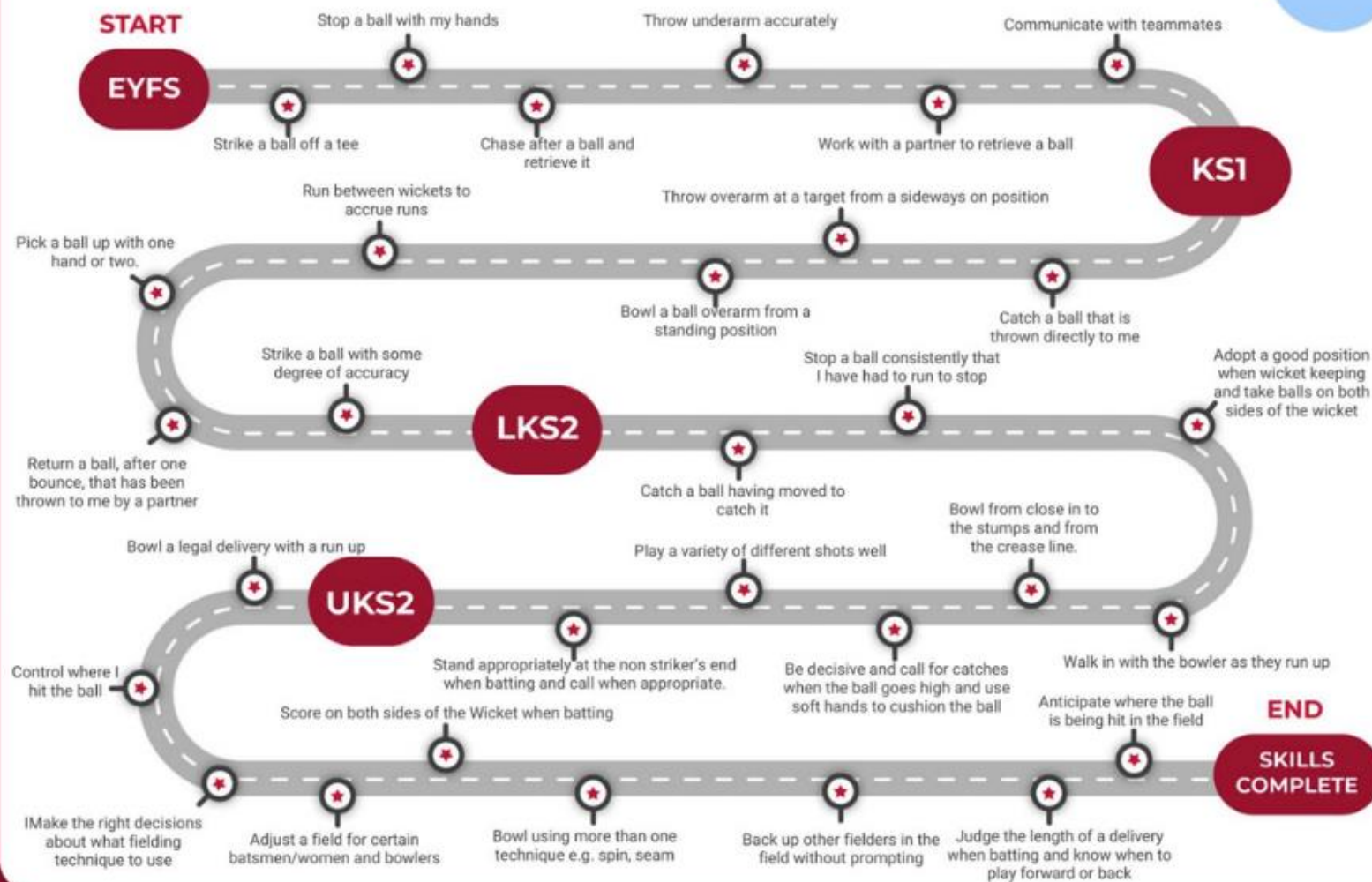
# OAA Skills

EYFS to Year 6



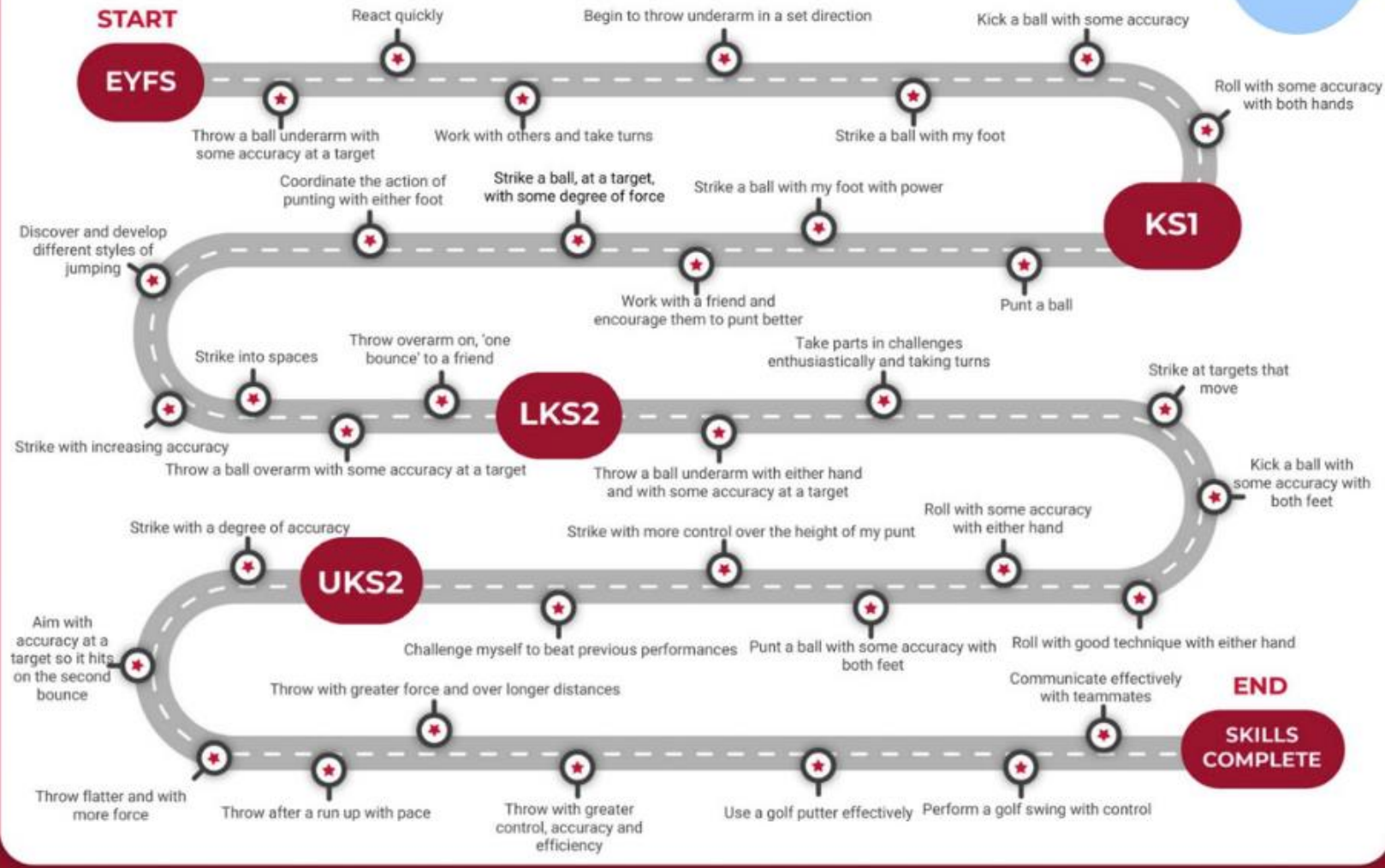
# Striking & Fielding Game Skills

EYFS to Year 6



# Target Game Skills

EYFS to Year 6



# PE – End Points

<b>Locomotion: running</b>	<b>Locomotion: Dodging</b>	<b>Invasion: Netball</b>	<b>Invasion: Netball</b>	<b>Invasion: Netball</b>	<b>Invasion: Netball</b>
<ul style="list-style-type: none"> <li>Explore running</li> <li>Apply running into a game</li> <li>Explore running at different speeds</li> <li>Running for speed: Acceleration</li> <li>Explore running in a team</li> <li>Consolidate running, apply running into a game</li> </ul>	<ul style="list-style-type: none"> <li>Explore dodging</li> <li>Develop Dodging</li> <li>Apply dodging: explore attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Introduce passing, receiving and creating space</li> <li>Develop/combine passing and moving</li> <li>Combine/develop passing and shooting</li> </ul>	<ul style="list-style-type: none"> <li>refine passing and receiving</li> <li>Develop passing and dribbling creating space</li> <li>Develop passing, moving and shooting</li> <li>Refine passing and shooting</li> <li>Develop footwork</li> </ul>	<ul style="list-style-type: none"> <li>Recap and refine dribbling and passing to create attacking opportunities</li> <li>Develop marking</li> <li>Refine shooting</li> <li>Refine attacking skills, passing, dribbling and shooting</li> <li>introduce officiating</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate keeping possession, develop officiating</li> <li>Consolidate defending</li> <li>Create, understand and apply attacking/defending tactics in game situations</li> </ul>
<b>Gymnastics: Wide, Narrow, Curled</b>	<b>Gymnastics: Linking</b>	<b>Gymnastics: Symmetry and Asymmetry</b>	<b>Gymnastics: Bridges</b>	<b>Gymnastics</b>	<b>Health related exercise</b>
<ul style="list-style-type: none"> <li>Wide, Narrow and Curled Introduction to wide, narrow and curled</li> <li>Exploring the difference between wide, narrow and curled</li> <li>Transitioning between wide, narrow and curled movements</li> </ul>	<ul style="list-style-type: none"> <li>Develop Linking</li> <li>Linking on apparatus</li> <li>Jump, roll, balance sequences/ on apparatus</li> <li>Creation of sequences</li> <li>Completion of sequences and performances</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to symmetry</li> <li>Introduction to asymmetry</li> <li>application of learning onto apparatus</li> <li>Sequence formation</li> <li>Sequence completion</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to bridges</li> <li>Application of bridges learning onto apparatus</li> <li>Develop sequences with bridges</li> <li>Sequence formation</li> <li>Sequence completion</li> </ul>	<ul style="list-style-type: none"> <li>Counter Balance and Counter Tension</li> <li>Introduction to Counter Balance</li> <li>Application of Counter Balance learning onto apparatus</li> <li>Sequence formation</li> <li>Counter Tension</li> <li>Sequence completion</li> </ul>	<ul style="list-style-type: none"> <li>Develop a secure understanding of cardio fitness</li> <li>Develop a secure understanding of flexibility fitness</li> <li>Develop a secure understanding of strength fitness</li> </ul>
<b>Ball Skills hands: 1</b>	<b>Ball skills: Hands 1</b>	<b>Invasion: Handball</b>	<b>Invasion: Handball</b>	<b>Invasion: Football</b>	<b>Invasion: Football</b>
<ul style="list-style-type: none"> <li>Ball Skills Hands 1</li> <li>Introduce sending (bouncing) with control</li> <li>Introduce aiming with accuracy</li> <li>Introduce power and speed when sending a ball</li> <li>Introduce/develop stopping, combining sending skills</li> <li>Combine sending and receiving skills</li> </ul>	<ul style="list-style-type: none"> <li>Develop dribbling/ passing and receiving</li> <li>Combine dribbling, passing and receiving keeping possession</li> <li>Develop dribbling/passing and receiving to score a point</li> </ul>	<ul style="list-style-type: none"> <li>Introduce passing, receiving and creating space</li> <li>Develop passing and moving</li> <li>Combine passing and moving</li> <li>Introduce shooting</li> <li>Develop passing and shooting</li> </ul>	<ul style="list-style-type: none"> <li>refine passing and receiving</li> <li>develop passing and creating space</li> <li>develop passing, moving and shooting</li> <li>combine passing and shooting</li> <li>introduce defending</li> </ul>	<ul style="list-style-type: none"> <li>Refine dribbling and passing to maintain possession</li> <li>Introduce and develop defending</li> <li>Develop shooting</li> <li>Refine attacking skills, passing, dribbling and shooting, introduce officiating</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate keeping possession, develop officiating</li> <li>Consolidate defending</li> <li>Organise formations and manage teams</li> <li>Organise formations decide tactics, manage teams and officiate games</li> </ul>
<b>Gymnastics: Body Parts</b>	<b>Gymnastics: Pathways</b>	<b>OAA: Communication</b>	<b>Invasion: Basketball</b>	<b>Health related Exercise</b>	<b>Gymnastics: Matching and Mirroring</b>
<ul style="list-style-type: none"> <li>Body Parts</li> <li>Introduction to big/ small body parts</li> <li>Combining big and small with wide, narrow and curled</li> <li>Transition between wide narrow and curled using big and small body parts</li> <li>Adding (linking) movements together</li> </ul>	<ul style="list-style-type: none"> <li>Explore/develop zig zag pathways on apparatus</li> <li>Explore/develop curved pathways on apparatus</li> <li>creation of pathway sequences</li> <li>Completion of pathway sequences and performances</li> </ul>	<ul style="list-style-type: none"> <li>Creating and applying simple tactics</li> <li>Developing leadership</li> <li>Develop communication as a team</li> <li>Create defending and attacking tactics as a team</li> </ul>	<ul style="list-style-type: none"> <li>refine dribbling – refine passing and receiving</li> <li>refine passing and dribbling creating space</li> <li>refine passing and dribbling creating shooting opportunities</li> <li>introduce marking</li> </ul>	<ul style="list-style-type: none"> <li>Explore and understand cardio fitness</li> <li>Explore and understand flexibility fitness</li> <li>Explore and understand strength fitness</li> </ul>	<ul style="list-style-type: none"> <li>Matching and Mirroring</li> <li>Introduction to matching /mirroring</li> <li>Application of matching mirroring learning onto apparatus</li> <li>Sequence development</li> </ul>
<b>Ball skills: Feet</b>	<b>Ball skills: Feet</b>	<b>Invasion: Basketball</b>	<b>Dance: Cats</b>	<b>Invasion: Tag Rugby</b>	<b>Invasion: Basketball</b>
<ul style="list-style-type: none"> <li>Ball Skills Feet</li> <li>Develop moving the ball using the feet</li> <li>Apply dribbling into games</li> <li>Consolidate dribbling</li> <li>Explore kicking (passing)</li> <li>Apply kicking (passing) to score a point</li> </ul>	<ul style="list-style-type: none"> <li>Develop dribbling, passing, receiving, keeping possession</li> <li>Combine, dribbling, passing, receiving, keeping possession to score a point</li> <li>Apply dribbling, passing and receiving as a team to score a point</li> </ul>	<ul style="list-style-type: none"> <li>Introduce dribbling</li> <li>Introduce passing and receiving</li> <li>Combine dribbling and passing to create space</li> <li>Develop passing receiving and dribbling</li> <li>Introduce shooting</li> </ul>	<ul style="list-style-type: none"> <li>Responding to stimuli working together</li> <li>Extending sequences with a partner in character</li> <li>Exploring two contrasting relationships and interlinking dance moves</li> </ul>	<ul style="list-style-type: none"> <li>Refine passing and moving to create attacking opportunities</li> <li>Explore different passes that can be used to outwit defenders</li> <li>Refine defending as a team</li> <li>Create and apply defending tactics. Develop officiating</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate keeping possession and officiating</li> <li>Consolidate defending</li> <li>Create, understand and apply attacking tactics in game situations</li> <li>Create, understand and apply defending tactics in game situations</li> </ul>
<b>Dance: Growing</b>	<b>Water</b>	<b>Dance: Wild Animals</b>	<b>Invasion: Tag Rugby</b>	<b>Dance: The Circus</b>	<b>Carnival</b>
<ul style="list-style-type: none"> <li>Growing</li> <li>Responding to rhythm</li> <li>Developing the growing plant 'dance'</li> <li>Introduction to motifs</li> <li>Creating motifs</li> <li>Creating movement sequences</li> <li>Relationships and performance</li> </ul>	<ul style="list-style-type: none"> <li>responding to a stimuli</li> <li>developing whole group movement</li> <li>improvisation and physical descriptions</li> <li>creating contrasting movement sequences</li> <li>sequences, relationships and performances</li> </ul>	<ul style="list-style-type: none"> <li>Responding to stimuli</li> <li>Developing character dance into a motif</li> <li>Develop sequences with a partner in character that show relationships</li> <li>Extending sequences with a partner in character</li> </ul>	<ul style="list-style-type: none"> <li>Develop passing, moving and creating space</li> <li>Apply learning in 3x3 mini games</li> <li>Develop defending in game situations</li> <li>Combine passing and moving to create an attack and score</li> </ul>	<ul style="list-style-type: none"> <li>Develop character movements linked to prejudices</li> <li>Create movements that represent different characters and performers in a circus</li> <li>Extending our performance incorporating props and apparatus linked to the variety of</li> </ul>	<ul style="list-style-type: none"> <li>Performing with technical control and rhythm in a group</li> <li>Creating rhythmic patterns using the body</li> <li>Experiencing dance from a different culture</li> <li>Choreographical elements including still imagery</li> </ul>



				performers	
<b>Ball skills: Hands 2</b>	<b>Ball skills: Hands 2</b>	<b>Invasion: Tag Rugby</b>	<b>Dance: Space</b>	<b>Invasion: Hockey</b>	<b>Invasion: Hockey</b>
Ball Skills Hands 2 • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching	*Consolidate pupils application and understanding of underarm throwing *Applying the underarm and overarm throw to win a game *Applying the underarm throw to beat an opponent	*Introduce moving with the ball, passing and receiving *Introduce tagging *Create space when attaching *Develop passing and moving *Combine passing/moving to create attacking opportunities	*Extending sequences with a partner in character *Developing sequences with a partner in character that show relationships and interlinking dance moves *Sequences, relationships, choreography and performance	• Develop defending; blocking and tacking • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack	• Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations
<b>Dance: The Zoo</b>	<b>Dance: Explorers</b>	<b>Dance: Weather</b>	<b>Net/wall Tennis</b>	<b>Striking and Fielding</b>	<b>OAA: Orienteering</b>
The Zoo • Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence motifs • Exploring relationships within our motifs	*Responding to stimuli *developing our motif with expression and emotion *Applying choreography in our motifs *Extending our motifs *sequences, relationships and performance	*Responding to stimuli, extreme weather *Developing thematic dance into a motif *Extending dance to create sequences with a partner *Developing sequences with a partner	*Developing the forehand *Creating space to win a point using a racket *Introduce the backhand *Applying the forehand and backhand in game situations *Applying the forehand and backhand creating space to win a point	• Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games	• Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition
<b>Locomotion: Jumping</b>	<b>Locomotion: Jumping</b>	<b>Net/wall tennis</b>	<b>OAA: Problem Solving</b>	<b>Net and Wall Tennis</b>	<b>Striking and Fielding Rounders</b>
Locomotion: Jumping • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game	*Consolidate jumping *apply jumping into a game *Linking Jumping *Explore jumping combinations *Develop jumping combinations	*Introduction to tennis outwitting an opponent *Creating space to win a point *Consolidate how to win a game introduce rackets *Introduce the forehand	Problem solving (School Fest/residential) *Benches and mats challenge *Round the clock card challenge *The pen challenge *The river rope challenge *Caving challenges	• Introduce/develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a point	• Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations
<b>Games for understanding</b>	<b>Games for understanding</b>	<b>Striking and Fielding: Rounders</b>	<b>Striking and Fielding: Rounders</b>	<b>Striking and Fielding Cricket</b>	<b>Net and Wall: Tennis</b>
Games For Understanding • Understanding the principles of attack/defence • Applying attacking/defending principles into a game • Consolidate attacking/defending	*Attacking/defending as a team *Understanding the transition between defence and attack *Create and apply attacking/defensive tactics	*Introduce rounders *Introduce overarm throwing *Apply overarm and underarm throwing *Introduce stopping the ball *Application of stopping the ball in a game	*Develop fielding and bowling with a backstop *Introduce batting *Develop batting when and why *Introduce and apply basic fielding tactics	• Refine batting, batting and bowling tactics • Refine fielding stopping, catching and throwing • Combine bowling and fielding creating and applying tactics • Introduce umpiring and scoring	• Game application • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations
<b>Team building</b>	<b>Team Building</b>	<b>Athletics</b>	<b>Athletics</b>	<b>Athletics</b>	<b>Striking and Fielding: Cricket</b>
Team Building • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork	*Introducing teamwork *Develop teamwork *Building trust and developing communication *Cooperation and communication *Explore simple strategies *Problem solving: consolidate teamwork	*Explore running for speed *Explore acceleration *Introduce/ develop relay: running for speed in a team *Throwing: accuracy v distance *Standing long jump	*Develop running at speed *Exploring our stride pattern *Exploring running at pace *Understand and apply tactics when running for distance *Javelin *Standing triple jump	• Running for speed competition • Running for distance competition • Throwing competition • Jumping competition	• Consolidate batting, fielding and bowling • Create, understand and apply attacking and defensive tactics in game
<b>Health and well being</b>	<b>Health and Well being</b>				<b>Athletics</b>
Health and Wellbeing • Introduce and explore agility • Introduce and explore balance • Introduce and explore coordination: Bouncing, rolling and throwing	*Consolidate agility *Consolidate balancing: Explore balancing on apparatus *Introduce and explore coordination: Dribbling and kicking				• Running for speed competition • Running for distance competition • Throwing competition

					• Jumping competition
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