

"For we are the handiwork of God, born in Christ Jesus to do good works that God has pre-planned for us to do"
Ephesians 2:10



St Stephen's CE Primary School

PE

Curriculum Implement Statement And Progression Documents

Implement Statement

At St. Stephen's we implement our Physical Education curriculum using the Lancashire Passport for PE App. PE lessons are structured using the advice and support of Lancashire PE specialists via this App, because everything we need is of a high standard and easily accessible. Teachers are able to follow lessons for their year group and adapt them for appropriate progression in line with the skills required for their year group and those above and below. Differentiation is applied to PE lessons through teacher assessment at the time of the lesson, and groups can be switched around mid-session to account for growing ability and skills being demonstrated. As children master relevant skills, they are encouraged to use them in game situations at the appropriate level of skill acquisition.

Children experience both indoor and outdoor PE lessons on a weekly basis and, where appropriate, cross-curricular links are encouraged. For example - testing heart rates in science. Competition is encouraged through class games, school events such as sports day and the opportunity to compete on a school-to-school level through our network links and after school clubs.

Where possible we invite experts into school to support the teaching of physical education. We are fortunate to be linked with Preston North End Football Club, who provide lessons for our children, the Sports Partnership at Christ the King High School and Preston Hockey Club as well as links to The University of Central Lancashire.

Swimming is statutory for all pupils, usually in Year 4. Catch-up swimming, for those who do not meet the expected standards, is then offered in Years 5 and 6 as appropriate.

The Lancashire Passport for PE is not publishable on our website. Any questions about this app and its contents can be directed to our PE subject Leader.

Progressions in Physical Development in EYFS

	<p align="center"><u>ELG Physical development</u></p> <ul style="list-style-type: none"> - 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. 	
	Nursery	Reception
Progression	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Progress towards a more fluent style of moving, with developing control and grace.
	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	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.
		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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.

These will be delivered through the Lancashire Scheme of Work

Progressions in Dance KS1

	Year 1	Year 2
Aim of dance	<ul style="list-style-type: none"> Children will explore basic body actions and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes. Children think about how to use movement to explore and communicate their ideas, issues and their own emotions A range of subjects including some based on different times and cultures can be used. They will also create short dances individually and also create and perform with a partner. 	
Progression	Perform fundamental skills at a developing level Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	Perform fundamental skills at a developing level and start to master some movements Perform body actions with control and co-ordination Perform short dances showing an understanding of expressive qualities
Developing skills	Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, turn, Jump, Gesture, Stillness Copy simple movement patterns Show and tell using body actions to explore moods, ideas and feelings Vary speed, strength, energy and tension of their movements.	
Application of skills	Choose movements to make their own simple dance phrase with beginning, middle and ending Practice and repeat these dance phrases so they can be performed in a controlled way. Choose and link actions that express a mood idea or feeling.	Choose movements to make their own simple dance phrase with beginning, middle and ending Practice and repeat these dance phrases so they can be performed in a controlled way. Choose and link actions that express a mood idea or feeling. Remember and repeat movements showing greater control , co-ordination and spatial awareness.
Character Education	Resilience, co-cooperation, Encouragement, Responsibility, Respect, Empathy	

Progressions in Dance KS2

	Year 3	Year 4	Year 5	Year 6
Aim of educational dance	Children perform dance, focussing on creating , adapting and linking a range of dance actions. They create characters and narrative through dance These are inspired by a variety of subjects, including some traditional, social and historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance. Children can link phrases of movement fluently and with control		Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners or groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance. Children focus on using different visual images as the starting point for dance. They extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting leaning, balancing and lifting.	
Progression of performance skills	Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control	Perform dances clearly and fluently, and show sensitivity to the dance idea and accompaniment	Perform different styles of dance clearly and fluently; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.	Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.
Develop performing skills	To perform dances expressively, using a range of performance skills To perform dances with an awareness of rhythmic, dynamic and expressive qualities on their own, with a partner and in a group To perform more complex dance phrases that communicate character and narrative To perform in a whole class performance			
Application of performing skills	To create movement using a stimulus To explore and improvise ideas for dance in different styles, working on their own, with a partner or a group. To create and link dance phrases using a simple dance structure or motif To use simple choreographic principles to create motifs To compose dances by using, adapting and developing steps, formations and patterning from different dance styles To explore, improvise and combine movement ideas fluently and effectively.			

Appreciation	<p>To talk about how they might improve their dances.</p> <p>To describe and evaluate some of the compositional features of dances performed with a partner and in a group</p> <p>To understand how a dance is formed and performed</p> <p>To evaluate, develop and refine their own and others' work</p>
Character education	Resilience, co-cooperation, Encouragement, Responsibility, Respect, Empathy

Progressions in Gymnastics KS1

	Year 1	Year 2
Aim of Gymnastics	<p>Children will investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of like (2 jumps/ 2 rolls) and unlike (jump/ roll/ shape) actions.</p> <p>Children use their skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	
Progression of performance Skills	<p>Perform fundamental movement skills at a developing level.</p> <p>Perform body actions with some control and co-ordination.</p>	<p>Perform fundamental movement skills at a developing level and start to master some basic movements in travelling skills.</p> <p>Perform body actions with some control and co-ordination.</p>
Developing physical skills	<ul style="list-style-type: none"> • Shape – wide, thin • Travelling (feet) jog, skip gallop, hop, walk forward, walk backwards • Travelling (hand and feet) – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc. • Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder • Jumping and landing 2-2 for height • Rolling – Rocking on back, pencil, egg rolls • Apparatus 	<ul style="list-style-type: none"> • Shape – wide, thin dish arch tuck • Travelling (feet) jog, skip gallop, hop, walk forward, walk backwards • Travelling (hand and feet) – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc. • Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder • Jumping and landing • Rolling – Rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward roll • Apparatus
Application of skills through core tasks	<p>The making shapes core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either performing two actions on apparatus or one on floor and one on apparatus.</p> <p>The “families of actions” core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus of 4 actions by linking a roll, a balance, a jump and a travel. The children develop a sequence on the floor and mats before transferring it to</p>	

	apparatus. They link the four actions together smoothly, choosing one action from each family of actions. The balance focus is large body parts.
Character education	Resilience, perseverance co-operation, courage.

Progressions in Gymnastics KS2

	Year 3	Year 4	Year 5	Year 6
Aim of Gymnastics	Children will focus on improving the quality of their movement (by stretching fingers, pointing toes etc.) to produce extension developing control and precision. They will extend their range of actions, balances, body shapes and agilities, working towards more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.		Children will develop a wider range of actions and use their skills and agilities individually and in sequence with a partner, showing as much control and precision as possible. They will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience. They will choose their own apparatus and design a simple layout.	
Progression of performance Skills	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.	Master fundamental movement skills and start to develop sport specific skills and perform them with consistency, accuracy and some control.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing physical skills	<ul style="list-style-type: none"> • Travel • Balance – small body parts • Jump • Rolling • Apparatus • (see Y2 for range) 	<ul style="list-style-type: none"> • Travel • Balance – large body parts, small body parts, dish/ arch, 1 foot balance • Jump using different shapes when jumping, $\frac{1}{4}$ and $\frac{1}{2}$ turn • Rolling (basic rolls) • Apparatus 	<ul style="list-style-type: none"> • Travel • Balance – partner balance • Jump using different ways of jumping and landing with shape • Rolling (basic rolls) • Apparatus 	<ul style="list-style-type: none"> • Travel • Balance – partner balance and group balance • Jump using different ways of jumping and landing with shape • Rolling (basic rolls) • Apparatus

Application of skills through core tasks	<p>The balancing act core task involves children creating a gymnastics sequence with 6 actions on floor, mats and apparatus. The children develop a sequence on the floor and mats, before transferring it to apparatus. The sequences should focus on small body part balances, linked through travelling, rolling and jumping and must show different levels and a change in direction.</p> <p>The partner work, core task - this involves children creating a sequence on floor, mats and apparatus focussing on how they work with a partner.</p>	<p>The acrobatic gymnastics core task involves children repeating and performing a paired sequence on floor, mats and apparatus that include 3 basic acrobatic balance (a part weight bearing balance, counter-tension, a counter balance and up to 6 other actions.</p> <p>The group dynamics core task involves children working in groups of 4 -6 to create and perform a sequence that shows their knowledge of gymnastic actions and compositional phrases. These sequences are then developed on the floor and mats before adapting it to incorporate apparatus.</p>
Character education	Trust, Courage, Evaluation, Self –Motivation, Problem solving, Communication, Responsibility, Resourcefulness.	

Progressions in Invasion Games KS1

	Year 1			Year 2		
Aim of Games	Children develop basic game-playing skills in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have an opportunity to play 1 against 1, 1 against 2 and 1 against 3			Children will improve and apply their FMS IN GAMES. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.		
Performance of skills - progression	Perform fundamental skills at a developing level Travelling skills Sending skills Receiving Skills			Perform fundamental skills at a developing level and start to master some basic movements in Travelling skills Sending skills Receiving Skills		
Developing Physical skills Lancashire Scheme (on a rolling program across the year groups)	Side gallop underarm throw Running	Rolling a ball Bounce a ball Catch a ball Running	Overarm throw Running	Underarm throw Catching Running Dodging	Throw Catch Strike a ball Side gallop	Strike a ball off a tee Strike with a drop feed Catch Overarm throw

Application of skills through Lancashire Core task	10 point hoop core task Knowledge – To use a simple tactic (feint pass)	Knowledge – To use a simple tactic (look one way/roll another)	Knowledge – To use a simple tactic (throw away from the fielders)	Piggy in the middle core task Knowledge – Use a simple tactic (move into space to receive a ball/ pass to a player in a space)	Knowledge – To use a simple tactic - throw the ball into a space away from an opponent	Knowledge - To use a simple tactic – strike the ball away from fielders
Character Education						

Progressions in Invasion Games KS2

	Year 3	Year 4	Year 5	Year 6
Aim of invasion Games – Children are thinking about how to use skills, strategies and tactics to outwit opponents.	Children learn to apply their understanding and skills from KS1. Children will then improve their accuracy in throwing and catching, and learn new sport-specific techniques.	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They play small uneven sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games they enter their opponents territory with the ball and try to get into good positions for shooting or reaching the goal.	Children learn how to work well as a team when attacking and explore a range of ways to defend. They play uneven sided games. They learn a wider range of sport specific techniques for passing, dribbling and shooting. They learn to apply the basic principles for attacking and defending.	Children will improve defending and attacking play. They start to play even sided mini versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games they enter their opponents territory with the ball and try to get into good positions for shooting or reaching the goal.
Progression of skills	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Master fundamental movement skills, develop sport specific skills and perform them with consistency and accuracy.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Development of skills across a 2 year rolling programme	Invasion games skills through <ul style="list-style-type: none"> Netball – running/ dodging/ chest pass/bounce pass/ catch a ball Rugby – running/ dodging/ swing pass/ catching a ball 		Invasion games skills through <ul style="list-style-type: none"> Netball – running/ dodging/ chest pass/ bounce pass/ catching/shoulder pass/ shooting Rugby – running/ dodging/ swing pass/ catching ball/ kicking a ball 	

	<ul style="list-style-type: none"> Handball – running/ dodging/ one handed pass/ one handed bounce pass/ catching a ball/ shooting ball Basketball – running/ chest pass/ bounce pass/ dribbling a ball 		Hockey – running/ push pass/ dribbling/ receiving a pass/ shooting	
Application of skills	<p>Develop attacking skills in a 3v 1 invasion game</p> <p>Knowledge – to know to move into a space to receive a ball</p> <p>To pass a ball to a player in a space..</p>	<p>Develop attacking skills in a 4 v 2 invasion game</p> <p>To move into space to receive a ball</p> <p>To feint or disguise a pass to outwit a defender.</p>	<p>Collaborate as a team and develop defending skills through modified versions of 5 v 3 5 v 4 invasion games.</p> <p>Knowledge – Attacking tactics – to use a range of passes. To pass ahead of supporting players. To get away from a defender to receive pass.</p> <p>Defending tactic – to close down space.</p>	<p>Apply attacking and defending skills through modified versions of 4v4 or 5v5 invasion games. Attacking tactics – to use a range of passes</p> <p>To get away from a defender to receive a pass.</p> <p>To send the ball wide or deep to supporting players.</p> <p>Defending tactic – To close down space, To intercept a pass.</p>

Progressions in Athletics KS1

	Year 1	Year 2
Aim of Athletics	Children explore the FMS of running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	
Progression of performance Skills	Perform fundamental movement skills at a developing level.	Perform fundamental movement skills at a developing level and start to master some basic movements.
Developing physical skills over a 2 year cycle	<ul style="list-style-type: none"> Running Hopping Rolling a ball Jumping Underarm throw Overarm throw Push throw Jumping for distance 	
Application of skills through core tasks	The Honey pot Core task involves children running in different directions to pick up objects as quickly as they can.	

	The Colour match core task involves children throwing different pieces of equipment as accurately as possible in order to hit targets.	

Progressions in Athletics KS2

	Year 3 /4	Year5/6
Aim of Athletics	Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time, which involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.	Children will focus on developing their technical understanding of athletic activity. They will learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children) In jumping events, they will explore how their run-up affects jumping for height and length.
Progression of performance Skills	Master fundamental movement skills and start to develop athletic specific skills, performing them with consistency and accuracy.	Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing physical skills over a 2 year cycle	Throwing – push/ pull and sling Hop step and jump Combination of jumping actions	Throwing- push pull sling and heave Jumping and landing in different ways Running for short and long distances Passing a baton in a relay
Application of skills through core tasks	Take Aim- This core task involves children trying to score as many points as possible by throwing different pieces of equipment at targets using sling, push and pull throws. Furthest five – children use a run up and perform the 5 basic jumps consecutively to reach the furthest distance possible. The children groups of 3: a jumper, a measurer and a coach. Pass the baton – children run in a relay and try to complete as many laps of the track as possible in 3 minutes.	Three run – children select ways of running as far as possible for 3 different time lengths. Three jumps – children select and perform three consecutive jumps with the aim of travelling as far as possible. Three throws – children try to score as many points as possible by throwing different pieces of equipment for distance using 3 different types of throws.
Character education	Resilience , evaluation, self-motivation and determination	

Progressions in Creative and Target Games KS2

	Year 3 / 4 - Creative tag and target games	Year 3 /4 Boccia	Year 5/6 Dodgeball	Year 5/6 creative game
Aims of the target games	This unit lays foundation for children understanding how games work through designing their own tag and target games. Children will improve their FMS and start to understand how to design their own game.	In this unit, children will learn how to apply simple tactics in a range of target games using a range of equipment.	In this unit, the children will learn how to apply simple tactics in a range of target games. The children will learn how to play the target game of dodgeball.	In this unit, children will apply their knowledge of invasion games and create their own games which follow invasion principles.
Progression of performance of skills	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Master fundamental skills and start to develop sport specific skills performing those skills with consistency and accuracy.	Continue to develop sport specific skills performing those skills with consistency, accuracy, confidence and control.	Continue to develop sport specific skills performing those skills with consistency, accuracy, confidence, control and speed.
Developing skills through the Lancashire Scheme	Dodging Catching Underhand throw Rolling a ball Overhand throw	Propelling a ball Rolling a ball Underarm throw	One handed throw Catching Dodging	A range of sending and receiving skills
Application of skills through the Lancashire Scheme	Creative tag and target game. Use throws to hit a target – the targets get a point if they catch the ball (leading towards dodgeball).	Boccia 12s. Use knowledge – to apply tactics (throw near to the jack, block the jack and knock the opponents ball out of the way or away from the jack).	Dive into dodgeball. Use knowledge to apply tactics (keep a ball to defend with, communicate with team mates so 2 or more children throw balls at opponents).	‘Call the shots’ core task. Set up equal sided invasion games, creating rules and scoring method Knowledge – to know a range of tactics without the ball, with

				equipment and to know a range of defending tactics.
Character Education	Co-operation reflection respect		Self-discipline, respect, decision making, evaluation	

Progressions in Outdoor Adventurous Activities KS2

	Year 3	Year 4	Year 5	Year 6
Aims of Outdoor Adventurous activities	Children will take part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups children will learn to use simple maps and follow simple trails.	Children will be presented with physical challenges and problems to solve. They will take part in a range of communication activities to develop problem-solving skills in some adventure games. The problem solving tasks they tackle will require team-work, with clearly defined roles and responsibilities.	Children will develop their orienteering and problem solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.	Children will take part in more complex orienteering events. They will learn to read maps more accurately and to adapt their skills to meet challenges set in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take the initiative more often.
Progression of performance of skills	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Master fundamental skills and start to develop sport specific skills performing the skills with consistency and accuracy.	Continue to develop sport specific skills performing the skills with consistency, accuracy, confidence and control.	Continue to develop sport specific skills performing the skills with consistency, accuracy, confidence, control and speed.

Developing skills through the Lancashire Scheme	Orientate a map. Use a control card Navigate a course safely.	Travel and balance safely when carrying out challenges. Demonstrate team-work skills during planning, doing and reviewing.	Know how to keep the map set or “orientated” when they move around a simple course. Know the 8 points of the compass. Record information accurately at the control marker. Navigate to a control marker.	To set a map using a compass. To practise and refine thumbing the set map. To set direction of travel using a compass. To follow instructions in order to complete an orienteering course.
Application of skills through the Lancashire Scheme	Complete the counting cones challenge. To know where they are on a map using a variety of different routes.	To complete a series of challenges (crossing the swamp, millipede carry, shepherd and sheep, electric fence and hula hut challenge).	Working in pairs or small groups complete an orienteering course using a map.	Take part in different competitive orienteering activities, balancing speed and accuracy.
Character Education	Trust, self-discipline, communication, resilience Problems solving		Respect, co-operation, communication	

Progressions in Net and Wall Games KS2

	Year 3	Year 4	Year 5	Year 6
Aims of striking and fielding	Children will learn how to hit or strike the ball so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters scores down. Players learn to strike a ball and try to avoid a ball and try to avoid fielders so that they can run around bases to score runs.		Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.	
Progression of performance of skills	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform the with consistency, accuracy, confidence, control and speed.

Developing skills through the Lancashire Scheme	Bowl underarm Strike a ball off a tee Perform a straight drive Catch a ball Field a ball and return it quickly	Bowl underarm Bowl overarm Strike a ball off a tee Strike a bowled ball Catch a ball Field a ball and throw back overarm
Application of skills through the Lancashire Scheme	<p><u>Rounders Type Game</u></p> <p>Striking a ball and running between bases and fielders trying to retrieve throw and catch the ball quickly and accurately.</p> <p>Knowledge</p> <p>Batters/striker – hit the ball into a space away from the fielders.</p> <p>Fielders – Judge which direction the ball is going to be hit, and try to intercept it.</p> <p><u>Cricket type game</u></p> <p>Batters try to score points by striking the ball and running between wickets. Fielders retrieve, throw and catch the ball quickly.</p> <p>Knowledge</p> <p>Batters/Strikers – run as quickly as possible and strike the ball into a space away from fielders.</p> <p>Fielders judge where the ball is going to be hit and try intercept it.</p>	<p><u>Rounders</u></p> <p>9v9 level 1 competition within class.</p> <p>Knowledge</p> <p>Batters/striker –To run as quickly as possible between bases hit the ball into a space away from the fielders.</p> <p>Fielders – Retrieve the hit object as quickly as possible to limit runs scored.</p> <p><u>Cricket</u></p> <p>Level 1 competition</p> <p>Pairs to score as many runs as possible.</p> <p>Knowledge – Batters/Strikers – run as quickly as possible and strike the ball into a space away from fielders.</p> <p>Fielders judge where the ball is going to be hit, retrieve the ball and return as quickly as possible.</p>
Character Education	Communication evaluation	Encouragement decision making evaluation