



PE CURRICULUM

	Autumn		Spring		Summer	
Year 1	Balance and Coordination Throwing and Catching Skills	Dance 1 Moving with a ball - dribbling	Gymnastics 1 Passing and Movement Skills – moving to receive	Gymnastics 2 Striking Skills	Dance 2 Athletics	Outdoor and Adventurous Team Games –Attacking and Defending
Year 2	Agility Skills (Short unit) Throwing and Catching Skills (Short unit)	Dance 1 (Short unit) Moving with a ball – dribbling (Short unit) Swimming (10 weeks)	Gymnastics 1 Passing and Movement Skills – moving to receive	Gymnastics 2 Striking Skills	Dance 2 Athletics (inc Sports Day Practise)	Outdoor and Adventurous Team Games - Attacking and Defending
Year 3	Dance (Short unit) Tag Rugby (Short unit)	Basketball (Short unit) Swimming (10 weeks)	Gymnastics Golf	Gymnastics Tennis – Striking Skills	Dance Athletics	Outdoor and Adventurous Cricket – Striking and Fielding Skills
Year 4	Athletics Tag Rugby	Dance Basketball	Gymnastics Golf	Gymnastics Tennis	Dance Athletics	Outdoor and Adventurous Cricket
Year 5	Athletics Tag Rugby	Dance Netball	Badminton Hockey	Gymnastics Volleyball	Gymnastics Athletics	Outdoor and Adventurous Cricket
Year 6	Athletics Tag Rugby	Dance Netball	Gymnastics Hockey	Gymnastics Volleyball	Badminton Athletics	Outdoor and Adventurous Cricket

Balance and Coordination

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I run using the correct technique over short and long distances?</p>	<p>Running – learn to pump arms when running, jog/run/sprint in a straight line</p> <p>Describe how the body feels before, during and after exercise.</p>	<p>Running involves keeping your head up, pumping your arms and lifting your knees.</p> <p>Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.</p>	<p>Children should be able to run at the 3 different speeds for a short distance and explain what happens to their body when they run as fast as they can compared to running slowly.</p> <p>Children should really concentrate on being able to run straight staying within markers or along a line.</p> <p>Children should be able to experiment with how they can run the quickest time by changing their techniques.</p>	<p>Run Jog Sprint Straight Body Breathing Time</p>
<p>Can I use the correct running technique whilst changing direction and carrying an object?</p>	<p>Running – learn to pump arms when running, jog/run/sprint in a straight line, change direction when jogging/running</p>	<p>Running involves keeping your head up, pumping your arms and lifting your knees.</p>	<p>Children should understand how they need to change their body to change direction. They should understand changes in direction can be as a result of rotating their whole body but in sports you can change the direction of travel by running backwards or sidestepping.</p> <p>Children should understand that when changing direction, they need to be alert for other children so that they do not bump into each other. This should include checking over</p>	<p>Run Jog Sprint Direction Sidestepping Forwards Backwards</p>

			their shoulder before they change.	
Can I jump off, and land on, a mixture of one and two feet?	<p>Jumping – jump as high as possible, jump as far as possible, land safely and with control</p> <p>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.</p>	<p>Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</p> <p>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.</p>	<p>Children should understand that there are different types of jumps and that they have benefits and weaknesses. They should understand it is easier to take off on one foot if you are moving at speed and also to continue to move quickly if you land on one foot. If you take off on two feet and land on two feet you are less likely to fall over.</p> <p>Children should understand that bending your knees is not only important to stop you getting hurt but it is also vital to help you to balance.</p>	Jump Landing Balance
Can I control the landing of my jumps when at speed or from a height?	<p>Jumping – jump as high as possible, jump as far as possible, land safely and with control</p> <p>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.</p>	<p>Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</p> <p>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.</p> <p>Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres.</p>	<p>Children should understand the more they swing their arms the further they can jump.</p> <p>Children should understand that if they bend their knees and jump from their tip toes they can jump higher and further.</p> <p>Children should understand that how they push off the floor will affect how high or how far they go.</p> <p>Children should be able to record their jumps simply and think about how they could</p>	Swing Bend Higher Further Landing Measure

			challenge themselves to improve.	
Can I jump as far as possible and jump to avoid obstacles?	Running – learn to pump arms when running, jog/run/sprint in a straight line, change direction when jogging/running, complete an obstacle course.	Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.	<p>Children should be able to combine running and jumping to clear obstacles.</p> <p>Children understand that different jumps will allow them to jump over certain obstacles whilst others will allow them to continue to run quickly when they land.</p> <p>Children understand that height of the obstacle will affect which jump they need to pick.</p> <p>Children understand that the speed of approach to the obstacle will change how well they can clear the obstacle.</p> <p>Children should understand that leaders can be the person who leads the way. People rely on the leader to pick a safe route to follow.</p>	<p>Obstacle</p> <p>Run</p> <p>Jump</p> <p>Land</p> <p>Clear</p> <p>Leader</p> <p>Safe</p>

Throwing and catching				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I roll and stop a rolling ball effectively?	Roll a ball in a straight line towards a target.		<p>Children should be able to roll the ball to each other and along a straight line. The distance of this line will change as the challenge increases.</p> <p>Children should understand that by looking in the correct direction, pulling the ball back straight and releasing it straight that the ball is more likely to go forward. Children should understand that a follow through will help objects to go in the intended direction.</p> <p>Children should understand that a roll is not the same as a throw.</p> <p>Children should understand that to stop the ball the need to get low and watch the ball all the way into the hands.</p>	<p>Roll</p> <p>Follow through</p> <p>Stop</p>
Can I use an underarm throw to direct an object towards a target?	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p> <p>Record achievement in running, jumping and throwing activities</p>	Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance	<p>Children understand that throwing underarm is often the most accurate way to throw.</p> <p>Children understand that where you release the ball in the swing will affect how high and far it will go.</p>	<p>Accurate</p> <p>Throw</p> <p>Release</p>

	<p>by measuring how fast or far something has travelled.</p>		<p>Children understand that if you lean as you carry out the underarm throw you can get it to go in a certain direction.</p> <p>Children understand that different objects will go different distance with the same underarm throw and that some objects are easier to throw.</p> <p>Children can alter and adjust their throws to get objects to land closer to targets.</p>	
<p>Can I use an overarm throw to direct an object towards a target?</p>	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p> <p>Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p>	<p>Children should understand that an overarm throw is used when you need to throw something less accurately but further.</p> <p>Children should think about how they pull their arm back and where they release the ball from. As with rolling, they should understand how their follow through affects the direction of the ball.</p> <p>Children should be able to record how far their ball has gone using simple measurements such as number of steps away.</p> <p>Children should understand that trying to throw something harder does not always make</p>	<p>Accurate Further Measure Harder Technique</p>

			it go further as they lose technique.	
Can I catch a ball using two hands?	<p>Pass a soft ball from the chest - Introduce the 'W' shape to hands when receiving.</p> <p>Bounce and catch a ball on the spot.</p> <p>Catch a soft ball safely that they have thrown</p> <p>Catch a soft ball safely that a partner has thrown.</p> <p>Catch a soft ball safely that they have thrown</p>		<p>Children should be able to throw an object up and catch it. They should be able to discuss what makes an object easier to catch and what makes one harder to catch.</p> <p>Children should understand how they can use an underarm throw to allow them to throw the object up and control how high the throw goes.</p> <p>Children can try catching objects in different ways so that they understand that the most reliable way to watch is with the w shaped hands into their chest.</p>	Chest Underarm Shaped
Can I throw and catch a range of objects effectively?	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p> <p>Throw a variety of equipment underarm to a partner.</p> <p>Throw a variety of equipment underarm towards a target.</p> <p>Catch a variety of equipment safely, either thrown by themselves or a partner.</p>	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p>	<p>Children can combine their knowledge of throwing and catching from previous weeks to carry out a range of challenges.</p>	Accuracy Throw Catch Challenge

<p>Can I alter the power of my throws appropriately?</p>	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p> <p>Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p>	<p>Children can change how powerful their throw is for different reasons. This could be to get something to go further or faster. In sports, we need things to go faster because it stops other people getting the object.</p> <p>Children also should understand that you sometimes need to throw harder because you need to knock an object over and a soft throw will not do it. Children should understand that the harder the throw the harder it is to be accurate.</p>	<p>Accurate Hard</p>
<p>Can I play simple throwing and catching games?</p>	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p> <p>Pass a soft ball from the chest - Introduce the 'W' shape to hands when receiving.</p> <p>Throw a variety of equipment underarm to a partner.</p> <p>Throw a variety of equipment underarm towards a target.</p>	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p> <p>Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair. Participate in simple playground games, following the rules.</p>	<p>Children should be able to play a range of simple games which require them to use underarm and overarm throws. They should be able to consider which type of throw is going to be more effective depending on what the outcome of the game is supposed to be.</p> <p>Children should understand that when you start to play games it is harder for throws to be perfect so they will need to move more to get into the right position to catch.</p> <p>Children should understand that for a game to work they</p>	<p>Throw Catch Position Game Rules Leader Fair</p>

	<p>Catch a soft ball safely that they have thrown</p> <p>Catch a soft ball safely that a partner has thrown.</p> <p>Move into space in a playing area, when playing a game.</p> <p>Try to intercept a ball in a mini game.</p> <p>Follow rules to play a game.</p>		<p>need to have rules and that together they need to make sure they all are following the rules.</p> <p>Withing a game, there might be a leader. This could be the person who is in charge of where people need to be or they might make sure the rules are followed correctly. One characteristic of being a leader is being fair.</p>	
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Balance and Coordination

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I run using the correct technique over short and long distances?</p>	<p>Running – learn to pump arms when running, jog/run/sprint in a straight line</p> <p>Describe how the body feels before, during and after exercise.</p>	<p>Running involves keeping your head up, pumping your arms and lifting your knees.</p> <p>Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.</p>	<p>Children should be able to run at the 3 different speeds for a short distance and explain what happens to their body when they run as fast as they can compared to running slowly.</p> <p>Children should really concentrate on being able to run straight staying within markers or along a line.</p> <p>Children should be able to experiment with how they can run the quickest time by changing their techniques.</p>	<p>Run Jog Sprint Straight Body Breathing Time</p>
<p>Can I use the correct running technique whilst changing direction and carrying an object?</p>	<p>Running – learn to pump arms when running, jog/run/sprint in a straight line, change direction when jogging/running</p>	<p>Running involves keeping your head up, pumping your arms and lifting your knees.</p>	<p>Children should understand how they need to change their body to change direction. They should understand changes in direction can be as a result of rotating their whole body but in sports you can change the direction of travel by running backwards or sidestepping.</p> <p>Children should understand that when changing direction, they need to be alert for other children so that they do not bump into each other. This should include checking over their shoulder before they change.</p>	<p>Run Jog Sprint Direction Sidestepping Forwards Backwards</p>

<p>Can I jump off, and land on, a mixture of one and two feet?</p>	<p>Jumping – jump as high as possible, jump as far as possible, land safely and with control</p> <p>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.</p>	<p>Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</p> <p>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.</p>	<p>Children should understand that there are different types of jumps and that they have benefits and weaknesses. They should understand it is easier to take off on two feet if you are moving at speed and also to continue to move quickly if you land on one foot. If you take off on two feet and land on two feet you are less likely to fall over.</p> <p>Children should understand that bending your knees is not only important to stop you getting hurt but it is also vital to help you to balance.</p>	<p>Jump Landing Balance</p>
<p>Can I control the landing of my jumps when at speed or from a height?</p>	<p>Jumping – jump as high as possible, jump as far as possible, land safely and with control</p> <p>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.</p>	<p>Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</p> <p>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.</p> <p>Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres.</p>	<p>Children should understand the more they swing their arms the further they can jump.</p> <p>Children should understand that if they bend their knees and jump from their tip toes they can jump higher and further.</p> <p>Children should understand that how they push off the floor will affect how high or how far they go.</p> <p>Children should be able to record their jumps simply and think about how they could challenge themselves to improve.</p>	<p>Swing Bend Higher Further Landing Measure</p>

<p>Can I jump as far as possible and jump to avoid obstacles?</p>	<p>Running – learn to pump arms when running, jog/run/sprint in a straight line, change direction when jogging/running, complete an obstacle course.</p>	<p>Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</p>	<p>Children should be able to combine running and jumping to clear obstacles.</p> <p>Children understand that different jumps will allow them to jump over certain obstacles whilst others will allow them to continue to run quickly when they land.</p> <p>Children understand that height of the obstacle will affect which jump they need to pick.</p> <p>Children understand that the speed of approach to the obstacle will change how well they can clear the obstacle.</p> <p>Children should understand that leaders can be the person who leads the way. People rely on the leader to pick a safe route to follow.</p>	<p>Obstacle</p> <p>Run Jump Land Clear Leader Safe</p>
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Dance 1

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I move different parts of my body in time to different music?	Copy, remember and repeat different actions in a sequence.	Begin to understand how to dance to the counts in music.	<p>Children should understand that the pulse of music changes. Some music has quicker pulses and others far slower.</p> <p>Children should be able to control the isolated movement of single body parts such as moving their foot without moving their whole leg or their hand without their whole arm.</p> <p>Children can experiment with how far they can go with isolating a movement to the speed of the pulse e.g a finger.</p> <p>Children should understand that the tempo of the pulse would change what a dance would look like.</p>	<p>Pulse Tempo Isolate</p>
Can I carry out different movements in time to different music?	<p>Copy, remember and repeat different actions in a sequence.</p> <p>Move around an area confidently and in a safe way.</p>	<p>Begin to understand how to dance to the counts in music.</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent</p>	<p>Children should understand that in dance there are a range of different actions which are put together to make a dance. Children can go do different actions in time to the music which is playing. They can discuss how some become more difficult if they are very slow or if they are very fast because it is hard to balance.</p>	<p>Actions Balance Leader</p>

		<p>of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture 	<p>Children understand that gesture can be used in dance to help tell a story. Children start to think about how different gestures can mean different things.</p> <p>Leaders in dance often can be the person who comes up with the ideas or the person that people copy.</p>	
<p>Can I copy and repeat a sequence of different movements in time to music?</p>	<p>Copy, remember and repeat different actions in a sequence.</p> <p>Move around an area confidently and in a safe way.</p>	<p>Begin to understand how to dance to the counts in music.</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture 	<p>Children should be able to copy a simple sequence of movements and actions created by the teacher.</p> <p>Children should be able to travel during these movements but have an awareness of who is around. Children should understand that this will look different to sport where you can check over shoulders. This needs to be done without ruining what the dance looks likes.</p> <p>Children should understand that the same routine at different tempos will look very different.</p>	<p>Sequence Awareness Actions Routine Tempo</p>

<p>Can I control my movements when the beat of music is faster and slower?</p>	<p>Copy, remember and repeat different actions in a sequence.</p> <p>Move around an area confidently and in a safe way</p> <p>Show some dynamics and expressive qualities in work.</p> <p>Watch and describe performances and begin to say how they could be improved.</p>	<p>Begin to understand how to dance to the counts in music.</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture <p>Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions. Comment on their own or others' performance, routine or game.</p>	<p>Children should be able to do similar to the previous lesson but introduce the idea of control.</p> <p>Children should understand that control affects how a dance looks. Children should understand that dance is an art and they are trying to create something which is beautiful to watch. A lack of control is often the result of poor balance.</p> <p>Children should be able to explain how control is harder when music is very fast or very slow.</p> <p>Children should be able to use words to evaluate their own performance and others.</p> <p>Leaders in dance often can be the person who comes up with the ideas or the person that people copy.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Control</p> <p>Balance</p> <p>Feedback</p> <p>Tempo</p> <p>Actions</p>
<p>Can I add simple travelling matched to the beat of the</p>	<p>Copy, remember and repeat different actions in a sequence.</p>	<p>Begin to understand how to dance to the counts in music.</p>	<p>Children can explore different ways of travelling. If they have</p>	<p>Travel</p> <p>Tempos</p>

<p>music into a sequence of movement?</p>	<p>Move around an area confidently and in a safe way</p> <p>Work with others to share idea and select actions.</p> <p>Say what I like about someone's performance.</p> <p>Show some dynamics and expressive qualities in work.</p> <p>Watch and describe performances and begin to say how they could be improved.</p>	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture <p>Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions. Comment on their own or others' performance, routine or game.</p>	<p>a sequence to carry out in the chorus of a song, they can use the verses to travel to a different position in the room. This will give them a good opportunity to think about their position and being aware of others around them.</p> <p>Children think about how different travels can be done at different tempos and how they look.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Position</p> <p>Verse</p> <p>Chorus</p> <p>Feedback</p>
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Moving with a ball – Dribbling

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I run with different shaped objects in my hands without dropping them?</p>	<p>Running – learn to pump arms when running, jog/run/sprint in a straight line, change direction when jogging/running</p> <p>Hold a rugby ball in two hands and move forwards.</p> <p>Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.</p> <p>Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	<p>Running involves keeping your head up, pumping your arms and lifting your knees.</p>	<p>Children understand that in sports you often have to run with either a ball in your hand or something that allows you to strike a ball. This stops you being able to run as effectively.</p> <p>Children should run with different size balls and think about how they are best held to run the fastest they can without dropping them. Children should consider which balls need to be held in two hands and which can be held in one.</p> <p>Children should be able to run with different equipment in their hand too. Progress from a relay baton to a hockey stick. Children should think about the safety aspect of running with equipment.</p>	<p>Safety Measure</p>
<p>Can I throw a ball in front of me to bounce and then collect it?</p>	<p>Experiment with bouncing and dribbling a ball.</p>	<p>In some sports, you can't run with the ball.</p>	<p>Children should understand that in some sports you are not allowed to run with the ball in your hands. This means that you can only run when the ball is out of your hands.</p> <p>Children experiment with throwing the ball in front of</p>	<p>Dribble Bounce Defender</p>

			<p>themselves and picking it up. Children understand the distance in front of themselves they throw it will affect how in control they are of the ball but also how quickly they can move. A longer throw in front of them means they can run after the ball quicker but it means that a defender could steal the ball. Short throws mean that you can't travel very quickly but it is harder for someone to take the ball.</p>	
<p>Can I pat a ball on the spot and moving in a straight line?</p>	<p>Experiment with bouncing and dribbling a ball.</p>	<p>In some sports, you can't run with the ball.</p> <p>Patting involves tapping a ball with open hands.</p>	<p>Children can progress from moving by throwing and running after the ball to patting the ball on the spot to dribble. Larger balls are easier to control with this. Children need to understand that the harder they pat the ball then the higher it will go. Children understand that if they do not pat the ball hard enough then it will not bounce back to them.</p> <p>Children should be able to do this standing still and then move at different speeds in a straight line.</p>	<p>Straight Pat</p>
<p>Can I pat a ball with different hands and use this to change direction?</p>	<p>Experiment with bouncing and dribbling a ball.</p>	<p>In some sports, you can't run with the ball.</p> <p>Patting involves tapping a ball with open hands.</p>	<p>Children should be able to progress from patting the ball with their strongest hand to being able to control the ball by patting with both hands.</p>	<p>Dribble Patting Position</p>

			<p>Children should understand that by changing hand and where their hand is positioned will change the direction of the ball.</p> <p>Children should be able to play simple games where they are required to dribble a ball and change direction.</p>	
Can I use my foot to dribble a ball?	Dibble a ball along the floor in a straight line.	Dribbling is one way that people move with a ball in sport.	<p>Children understand that dribbling is a skill in lots of sports but can mean different things. In sports like basketball, this means with your hand but in sports like football this is with your foot.</p> <p>Children understand that like with throwing the ball to retrieve if they kick it further in front of them, they can move quicker but it is easier for a defender to take the ball. If the ball is close to them, they move much more slowly but have the ball under control.</p> <p>Children understand that different parts of their foot can be used to dribble the ball.</p> <p>Leaders make the right choice at the right time. Sometimes it is best to push the ball out further and sometimes it is</p>	Control Dribble

			<p>not. Leaders have to be brave in sport and take some risks.</p>	
<p>Can I use a stick to dribble a ball?</p>	<p>Dibble a ball along the floor in a straight line.</p> <p>Move a hockey ball along the floor, using a plastic racket.</p>	<p>Dribbling is one way that people move with a ball in sport.</p>	<p>Children understand that you can dribble with feet and hands. In some sports, you can use a stick to dribble like in hockey.</p> <p>Children can hold a hockey stick correctly and experiment with how their hands are positioned and the effect that has on being able to dribble.</p> <p>Children again understand that the distance they push the ball away from them affects their speed and control.</p> <p>Leaders make the right choice at the right time. Sometimes it is best to push the ball out further and sometimes it is not. Leaders have to be brave in sport and take some risks.</p>	<p>Dribble Control</p>

Gymnastics 1

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I balance on different legs and whilst stood on objects?	Balances – standing balances, kneeling balances	Balancing means holding the body steady without wobbling or falling Using space safely means showing awareness of other people and obstacles in the setting.	<p>Children understand that they will balance better if they put their arms out and focus on a single spot.</p> <p>Children understand how to compensate if they start to lean one way.</p> <p>Children understand that what they are balancing on affects how easy it is to balance. They can test themselves by balancing on thinner and high equipment.</p>	Balance Focus
Can I balance on my legs and knees?	Balances – standing balances, kneeling balances	Balancing means holding the body steady without wobbling or falling Using space safely means showing awareness of other people and obstacles in the setting.	<p>Children understand that they will balance better if they put their arms out and focus on a single spot.</p> <p>Children understand how to compensate if they start to lean one way.</p> <p>Children understand that what they are balancing on affects how easy it is to balance. They can test themselves by balancing on thinner and high equipment.</p>	Balance Focus
Can I travel using tip-toe step, skipping and galloping?	Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping	Balancing means holding the body steady without wobbling or falling	Children understand that travels need balance. Children can move from a travel into a balance and hold it.	Posture Balance Travel

		Using space safely means showing awareness of other people and obstacles in the setting.	Children understand that travels can happen on the floor or on equipment. Children understand that gymnastics is about making travels and balances look pleasing. Children understand posture is important to make movements look nice and to help balance.	
Can I travel using jumps, hops and hopscotch?	Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping	Balancing means holding the body steady without wobbling or falling Using space safely means showing awareness of other people and obstacles in the setting.	Children understand that travels need balance. Children can move from a travel into a balance and hold it. Children understand that travels can happen on the floor or on equipment. Children understand that gymnastics is about making travels and balances look pleasing. Children understand posture is important to make movements look nice and to help balance.	Posture Balance Travel
Can I complete a straight jump and a tuck jump?	Jumps – Straight Jump, Tuck Jump	Balancing means holding the body steady without wobbling or falling Using space safely means showing awareness of other people and obstacles in the setting.	Children build on jumping knowledge from previous unit about landing and taking off. Children know to bend knees to land. Children understand that the jumps previously taught were about jumping far or high. These jumps are about technique and control. Children understand the aim is to land still and strong.	Jump Control Technique Still Strong

<p>Can I complete a sequence of balances, jumps and travels?</p>	<p>Jumps – Straight Jump, Tuck Jump</p> <p>Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping</p> <p>Balances – standing balances, kneeling balances</p>	<p>Balancing means holding the body steady without wobbling or falling</p> <p>Using space safely means showing awareness of other people and obstacles in the setting.</p> <p>Watch and describe performances and begin to say how they could be improved.</p>	<p>Children can make very simple sequences which combine the skills together. Children can think about how they land and how that would affect the next skill they do.</p> <p>Children remember that gymnastics is about the skills looking pleasing.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Skills Sequence Feedback</p>
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Passing and moving skills – moving to receive

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I change direction and dodge to find a space?</p>	<p>Change direction to dodge past a defender.</p>	<p>A dodge is used in sport to get away from the defender.</p> <p>Know the difference between attacking and defending.</p>	<p>Children understand that in sport there are times when you are attacking and times when you are defending. When you are attacking, you are often trying to get the ball to a goal or a target or you are trying to get yourself to a certain area. When you are defending, you are trying to stop this or get the ball back.</p> <p>Children understand that if they stand still then it is very easy to stop the ball from getting to them.</p> <p>Children understand that it is hard to defend against someone that is always moving.</p>	<p>Defend Attack Dodge</p>
<p>Can I move to a space and call for a pass (range of objects) when I am ready?</p>	<p>Move into a space to receive a soft ball. Look to throw the ball on to another teammate.</p> <p>Find open spaces to receive a pass in a game situation.</p>	<p>Space means there is nobody near me to stop me getting the ball.</p> <p>Call means you shout to say you want the ball.</p> <p>Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards</p>	<p>Children understand that they need to move into space to receive the ball but they also need to tell other players on their team they are ready to receive the ball. This is done by calling to their teammate.</p> <p>Children understand that just because someone calls it does not mean you will always pass it but it means that you can.</p>	<p>Space Call Teammate</p>

			Leaders have to make decisions. This includes picking who they pass to and when.	
Can I alter my body position to catch a ball on the move?	Catch a soft ball safely that a partner has thrown.	Know the difference between attacking and defending. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards	Children understand that in moving to find space they will be moving targets and this is harder to pass to. They also understand that moving and catching is more difficult. Children understand that once the ball has been thrown, they will need to change their body position so that they can catch	Space Position
Can I pass, with a throw, a ball around and over a defender?	Pass the ball to another player in a game situation. To use basic attacking and defending skills in a variety of adapted games.	Know the difference between attacking and defending. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards	Children understand that sometimes it is not possible for their teammate to get into space so they have to pass in a way to stop the defender getting the ball. Children understand that dodges and calls will make this easier still. Children understand that not all calls have to be verbal. They can point where they want the ball to be.	Space Teammate Attacker Defender Dodge Call
Can I pass a ball into space for someone to run and catch?	Pass the ball to another player in a game situation. Find open spaces to receive a pass in a game situation.	Know the difference between attacking and defending. Space means there is nobody near me to stop me getting the ball.	Children understand that sometimes you can't pass the ball over or around a defender or defenders. It is sometimes better to pass the ball into space so that a teammate can move towards the ball.	Point Pass Teammate Space

			Pointing where the ball should go allows teammates to understand where both people want the pass to be.	
Can I pass quickly or slowly depending on a defender's position?	<p>Pass the ball to another player in a game situation.</p> <p>Find open spaces to receive a pass in a game situation.</p> <p>Play a 2v1 passing game, swapping over the attacking and defending roles.</p> <p>To use basic attacking and defending skills in a variety of adapted games.</p>	<p>Know the difference between attacking and defending.</p> <p>Space means there is nobody near me to stop me getting the ball.</p>	<p>Children understand that in a small game you can decide if you pass the ball quickly or slowly.</p> <p>Quick passes stop the defender being ready but are harder to catch.</p> <p>Slow passes are easier to catch but also easier to defend.</p> <p>Leaders have to make decisions. This includes picking who they pass to, when to pass and how quickly to pass.</p>	<p>Quick</p> <p>Slow</p> <p>Defender</p> <p>Attacker.</p>

Gymnastics 2

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I recap my knowledge of jumps and include a jump off a springboard?	Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely. Vaults – Straight Jump off Springboard Jumps – Straight Jump, Tuck Jump	Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting.	Recap of prior learning from gymnastics. Introduce children to a springboard and how it works.	Springboard Vault Jumps
Can I complete a log and teddy bear roll safely?	Rolls – Log Roll, Teddy Bear Roll	Rolls – Log Roll, Teddy Bear Roll	Children taught the two rolls and how to control them so that they are safe and look good.	Rolls Control
Can I complete a bunny hop and a front support wheelbarrow?	Handstands, Cartwheels and Round-offs – Bunny-hop, Front Support Wheelbarrow with a partner	Handstands, Cartwheels and Round-offs – Bunny-hop, Front Support Wheelbarrow with a partner Balancing means holding the body steady without wobbling or falling.	Children recap understanding of balance. Children understand that different parts of their body affect balance. Core strength will affect their ability to balance in a wheelbarrow.	Balance Strength
Can I complete travels at different speeds into jumps landing on different legs?	Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping	Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping	Children understand how speed affects control and balance. Children can explain how they control their movements to make them look better.	Control Balance Speed
Can I copy a routine that includes travels, rolls and balances with a partner?	Jumps – Straight Jump, Tuck Jump	Jumps – Straight Jump, Tuck Jump	Children combine skills to make routines.	Routine Control Balance Jumps

	<p>Rolls – Log Roll, Teddy Bear Roll</p> <p>Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping</p> <p>Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.</p>	<p>Rolls – Log Roll, Teddy Bear Roll</p> <p>Travelling and Linking Actions – Tip-toe Step, Jump, Hop, Hopscotch, Skipping, Galloping</p>		<p>Rolls Travels</p>
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Striking Skills

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I hold a bat/racquet correctly and hit a ball off a tee?	Can hold a bat correctly and hit a ball off a tee.	Swing backwards and following through will make a hit more powerful.	<p>Children know that different equipment is held differently.</p> <p>Children understand that different equipment is swung differently.</p> <p>Children understand that they can control the speed of their swing to control how far they hit something.</p>	Swing Hold
Can I complete tap ups with a bat/racquet hitting the middle of it?	Complete tap ups (using the racket) - keeping an eye on the ball at all times with knees bent	Complete tap ups (using the racket) - keeping an eye on the ball at all times with knees bent	<p>Children understand that if a ball is hit from the middle of a racquet or bat then it will go further and straighter.</p> <p>Children understand that to hit the middle of the racquet or bat they need to move their body and the piece of equipment.</p>	Middle Straight
Can I drop and hit a tennis ball, with a racquet/bat, after a bounce?	Can hold a bat correctly and hit a ball	Swing backwards and following through will make a hit more powerful.	<p>Children understand that if a ball is hit from the middle of a racquet or bat then it will go further and straighter.</p> <p>Children understand that to hit the middle of the racquet or bat they need to move their body and the piece of equipment.</p>	Middle Straight
Can I direct a hit to left, middle or right?	Can hold a bat correctly and hit a ball	How the racquet or bat is held and the way it faces will change the direct of the ball.	Children understand that if a ball is hit from the middle of a racquet or bat then it will go further and straighter.	Middle Straight Direction

			<p>Children understand that to hit the middle of the racquet or bat they need to move their body and the piece of equipment.</p> <p>Children understand that the direction their body is facing will change the direct of a ball's travel.</p>	
Can play a simple batter and fielder game?	<p>Play a simple 2-position game, batter, fielder - batter aims to hit the ball from a tee and run to another cone before the fielder retrieves ball and reaches the cone.</p> <p>Participate in simple playground games, following the rules.</p>	<p>How the racquet or bat is held and the way it faces will change the direct of the ball.</p> <p>Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.</p> <p>Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked. Pat, throw, kick, stop and catch a ball.</p>	<p>Children can play simple games which involve a mixture of striking and sending skills.</p>	<p>Rules Middle Straight Direction</p>

Dance 2

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I travel at different speeds and carry out a range of different actions?</p>	<p>Copy, remember and repeat different actions in a sequence. Move around an area confidently and in a safe way. Work with others to share idea and select actions.</p> <p>Show some dynamics and expressive qualities in work.</p>	<p>Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture 	<p>Children understand that different speeds create different dynamics in a sequence. Children experiment with carrying out the same routine but at different speeds.</p>	<p>Dynamics Sequence</p>
<p>Can I travel and then hold a position at different levels?</p>	<p>Copy, remember and repeat different actions in a sequence. Move around an area confidently and in a safe way. Work with others to share idea and select actions.</p>	<p>Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be</p>	<p>Children understand that the same action can be completed at different levels. When it is completed at a different level it makes the dance more</p>	<p>Levels Dynamics</p>

	<p>Show some dynamics and expressive qualities in work.</p>	<p>ordered to create a movement pattern</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance • Gesture 	<p>interesting to watch and can help everyone be seen.</p>	
<p>Can I learn a sequence of simple dance moves at different levels for the chorus of a song?</p>	<p>Copy, remember and repeat different actions in a sequence. Move around an area confidently and in a safe way. Work with others to share idea and select actions.</p> <p>Show some dynamics and expressive qualities in work.</p>	<p>Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern</p> <p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that</p>	<p>Children can learn a taught routine where they explore different dynamics, levels and tempo.</p> <p>Leaders think about the feelings of those around them. They give honest feedback but try to be as kind and positive as possible.</p>	<p>Dynamics Levels Tempo</p>

		<p>these movements can be improved when you consider extension, shape and the intent of the move. Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Stillness/ balance <p>Gesture</p>		
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Athletics				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I sprint in a straight line running at my fastest speed?	<p>Running – learn to pump arms when running, jog/run/sprint in a straight line</p> <p>Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds. Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	Running involves keeping your head up, pumping your arms and lifting your knees.	<p>Children have explored running technique in previous unit. They have looked at different speeds they can run at. Focus in this lesson is being able to run as fast as they possibly can.</p> <p>Children to focus on being able to run perfectly straight as the quickest way to get down a track.</p>	<p>Sprint Pump Straight Track</p>
Can I jump as far as possible from two feet landing on two feet?	Perform different types of jumps: for example, two feet to two feet, two feet to one foot,	Jumping involves starting in a crouch, swinging your arms behind your body, taking off on	Children have learnt how to jump. This lesson should look	<p>Measure Personal challenge Improve</p>

	<p>one foot to same foot or one foot to opposite foot.</p> <p>Jumping – jump as high as possible, jump as far as possible, land safely and with control</p> <p>Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds. Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	<p>both feet and landing with bent knees.</p>	<p>at personal challenge and trying to improve each jump.</p> <p>Children to look at the different parts of the technique that they can break down and improve.</p> <p>Children to understand that in athletics the measurement is taken from their further back point so they want to topple forward and not backwards.</p>	<p>Technique</p>
<p>Can I jump as high as possible from two feet in a vertical jump?</p>	<p>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.</p> <p>Jumping – jump as high as possible, jump as far as possible, land safely and with control</p> <p>Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in</p>	<p>Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</p>	<p>Children to understand the difference between trying to jump high and trying to jump far.</p> <p>Children to think about making themselves like a spring and using their knees and arms to propel themselves.</p> <p>Introduce standing wall jump and that it is about getting the biggest jump above their actual height not just who can jump the highest.</p>	<p>Spring Highest</p>

	<p>minutes and seconds. Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>			
<p>Can I throw a ball/ beanbag as straight and far as possible?</p>	<p>Throwing – throw a ball underarm for accuracy and over arm for distance, throw a ball underarm towards a target, throw a ball overarm to reach a designated distance</p> <p>Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds. Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	<p>Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards</p>	<p>Children understand that like running the best throwing distance will be in a straight line. This involves thinking about the follow through.</p> <p>Children need to consider the height that they throw at and how this affects the distance.</p>	<p>Height Straight Distance</p>

Outdoor and Adventurous

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I follow a set of instructions to complete an obstacle course?	Follow a simple route around the school grounds	Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right.	<p>Children can use the vocabulary to talk their partner through completing tasks or follow instructions to complete it themselves.</p> <p>Leaders give clear instructions for others to follow.</p>	<p>Instructions</p> <p>Obstacle course</p>
Can I follow a simple route around the school grounds?	Follow a simple route around the school grounds	Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right.	<p>Children follow very simple instructions and maps to find things around the school ground.</p> <p>Leaders give clear instructions for others to follow.</p>	<p>Maps</p> <p>Instructions</p>
Can I follow instructions to complete a task blindfolded?	Direct a blindfolded partner between two landmarks on the school field. Progress to three landmarks when successful.	Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right.	<p>Children can use the vocabulary to talk their partner through completing tasks or follow instructions to complete it themselves with the challenge of a blindfold.</p> <p>Good introduction to the idea of difficulty some athletes face competing in sports without one of their senses.</p>	<p>Instructions</p> <p>Blindfold</p>
Can I follow an aerial route around a familiar place?	Use an aerial photo of the school and draw on a route for the children to follow in pairs.	Position, direction and movement can be described using the words top, middle, bottom, in front of, above,	<p>Leaders give clear instructions for others to follow.</p>	

		between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right.		
Can I take on different roles in a team to complete a challenge?	Work as a team to complete a task	Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right.	<p>Children can complete simple tasks which require some people to lead and some people to do things.</p> <p>Leaders give clear instructions for others to follow. Different people have different ideas of how to do things. Just because they are different does not mean that they are not right.</p>	<p>Instructions</p> <p>Roles/ jobs</p>

Team Games – Attacking and Defending				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I take on the role of an attacker and a defender?	Play a 2v1 passing game, swapping over the attacking and defending roles.	Know the difference between attacking and defending.	<p>Children understand the two different roles and how to do it effectively.</p> <p>Children understand that in games you switch between defenders and attackers.</p> <p>Defending and attacking can be to score but also can be games where children are trying to get a certain space.</p>	<p>Attack</p> <p>Defend</p> <p>Roles</p> <p>Space</p>
Can I follow rules to play simple games?	Play a 2v1 passing game, swapping over the attacking and defending roles.	<p>Follow rules to play a game.</p> <p>Scoring into goals/targets using various types of equipment –</p>	<p>Children can follow simple rules. Children can cope with rules being added to a game as</p>	<p>Rules</p> <p>Attack</p> <p>Defend</p> <p>Roles</p>

	Follow rules to play a game.	beanbags thrown into hoops, rackets to push a ball through cones, kicking a ball between 2 cones, soft ball thrown into a container	<p>it goes a long to change how the game is played.</p> <p>Children can make their own suggestions about a rule that could be used in the game.</p>	Space
Can I mark someone as a defender?	To use basic attacking and defending skills in a variety of adapted games.	To use basic attacking and defending skills in a variety of adapted games.	<p>Children refine what is meant by marking. They understand that marking is about stopping an attacker getting a ball.</p> <p>Children need to think about which side of the attacker they stand to stop the ball but also to stop the attacker being free to score.</p>	Attacker Defender Mark
Can I intercept a ball to gain possession?	Try to intercept a ball in a mini game.	Try to intercept a ball in a mini game.	<p>Children need to understand what is meant by intercept. They need to understand that to intercept you need to guess that someone is about to pass a ball and go where you think it is going to go.</p>	Intercept Guess Pass
Can I play overloaded team games (more attackers than defenders)?	Play a 2v1 passing game, swapping over the attacking and defending roles.	<p>Play a 2v1 passing game, swapping over the attacking and defending roles.</p> <p>Scoring into goals/targets using various types of equipment – beanbags thrown into hoops, rackets to push a ball through cones, kicking a ball between 2 cones, soft ball thrown into a container</p>	<p>Children need to understand that in games there will be times where you do not have the same number of defenders and attackers. Attackers understand that if the defender does not go towards the person with the ball, then they are free to score.</p> <p>Often the most effective attack is to let the defender get close and then pass. Children need to think about the timing of</p>	Attackers Defenders Decisions

			<p>this pass to have maximum impact.</p> <p>Leaders can be correct decisions under pressure.</p>	
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