

## Subject: Physical Education

### Planning and colour codes

- Resource available from each site PE planning (PEP) Association for PE (AfPE), Premier League Primary Stars (PLS), National Governing Body (NGB) and Olympics and Paralympics (O&P)
- Aims to be taught**
- Declarative/substantive knowledge** and **procedural knowledge** has been colour coded to help teachers identify where and when it takes place within the learning.
- Key concepts:** Head, Heart, Hands is highlighted in green, yellow and no-colour to help teachers know what should be emerging in that year group (**yellow**) and what should be secure in that year group (**green**). No -colour means that there is no expectation for that aspect of the framework to be present at that time of learning

Term	Nursery and EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<b>Movement Development &amp; Fun and Games or Me and myself</b> <i>(can be taught now or at the end of in summer term)</i>	<b>Invasion Games</b>  Modified games from Netball, football, tag rugby and basketball	<b>Invasion Games</b>  Modified games: Tag rugby, basketball, football, netball	<b>Invasion Games</b>  Football, tag rugby, hockey, and Netball	<b>Invasion Games</b>  Netball, tag rugby, football and handball	<b>Invasion Games</b>  Football/tag rugby/rugby, netball and hockey  Choice/Options of new games, such as, handball and dodgeball if they have not been taught before.	<b>Invasion Games</b>  Football, netball, tag rugby/rugby and handball  Choice/Option to continue with new games, such as, and dodgeball
	<b>Resources to support learning</b>  PEP Select appropriate NGB O&P	<b>Resources to support learning</b>  PEP PLS NGB FA and RFU O&P	<b>Resources to support learning</b>  PEP NGB EN and BBF O&P	<b>Resources to support learning</b>  PEP PLS NGB FA and RFU Olympics and Paralympics O&P	<b>Resources to support learning</b>  PEP PLS NGB EN and EH Olympics and Paralympics O&P	<b>Resources to support learning</b>  PEP PLS NGB EN and EH Olympics and Paralympics O&P	<b>Resources to support learning</b>  PEP PLS NGB EHA and BD NGB FA and RFU O&P
	<b>Aims from NCPE (Scope)</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>
	<b>Focus:</b> To explore physical movement	<b>Focus:</b> To explore and improve basic motor control	<b>Focus:</b> To develop and refine motor control	<b>Focus:</b> To apply motor control and skills to adapted games and physical activities	<b>Focus:</b> To refine skills to sporting contexts and start to understand simple tactics, rules and strategies for sport and physical activity	<b>Focus:</b> To apply simple tactics, strategies and rules of sports and physical activity	<b>Focus:</b> To evaluate simple tactics, rules and strategies in sport and physical activity
	<b>Skills and knowledge to be learnt</b>  Declarative/Substantive & Procedural knowledge	<b>Skills and knowledge to be learnt</b>  Declarative/Substantive & Procedural knowledge	<b>Skills and knowledge to be learnt</b>  Declarative/Substantive & Procedural knowledge	<b>Skills and knowledge to be learnt</b>  Declarative/Substantive & Procedural knowledge	<b>Skills and knowledge to be learnt</b>  Declarative/Substantive & Procedural knowledge	<b>Skills and knowledge to be learnt</b>  Declarative/Substantive & Procedural knowledge	<b>Skills and knowledge to be learnt</b>  Declarative/Substantive & Procedural knowledge

	<p><b>Movement Development</b></p> <p>Children move safely, freely and with pleasure and confidence in a range of skilful ways.</p> <p>They show consideration for safety when engaging in new challenges and manage most risks when using new equipment.</p> <p>Children run skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles.</p> <p>They move freely, with pleasure and confidence in a range of skilful ways.</p> <p><b>Fun and Games</b></p> <p>Children run safely and skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles.</p> <p>They move freely within games, with pleasure and confidence in a range of skilful ways.</p> <p>Children show consideration for safety when engaging in new challenges and manage some risks using new equipment.</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p><b>Me and Myself</b></p> <p>Children engage in conversations with others about the activities they are learning about.</p> <p>Children run skilfully and safely, while negotiating space successfully, adjusting their speed and direction to avoid obstacles in specific games/activities</p> <p>They move freely within the context, with pleasure and confidence in a range of skilful ways</p> <p>They can link sounds to letters, naming and sounding the letters of the alphabet within physical activity games.</p>	<p><b>Netball, Football, Tag Rugby and Basketball</b></p> <p>They will start to pass, send and catch/stop a ball using hands and feet.</p> <p>Children will explore different ways to use, move and send the ball to another child/player.</p> <p>Children will develop fundamental movement skills as they progress, such as change direction and speed.</p> <p>Children will start to understand the some of the basic rules of the chosen invasion game. These rules can be created by the teacher or be taken from the NGB guidance and modified to make them age appropriate.</p>	<p><b>Tag Rugby, Basketball, Netball and football</b></p> <p>Children will explore different ways to use, move and send the ball to another child/player.</p> <p>They will start to pass, send and catch/stop a ball using hands/feet.</p> <p>Children will start to understand the basic rules of the chosen invasion game. These rules can be created by the teacher or be taken from the NGB guidance and modified to make them age appropriate.</p> <p>Children will develop fundamental movement skills as they progress, such as change direction, and speed.</p>	<p><b>Football, Tag Rugby, Netball and Hockey</b></p> <p>Children will be able to move with the ball and keep control of it.</p> <p>Children will be able to pass and catch/stop the ball successfully in a game and in isolation.</p> <p>They will understand the basic game rules, which should be taken from PE planning or the NGB.</p> <p>They will be able to pass, shoot/attempt to score, and do these skills with increasing accuracy.</p> <p>Children will explore the use of space in a game, and start to exploit it</p> <p>They will continue to develop their movement competencies by moving in different directions to avoid their opponents.</p> <p>Children will apply some basic attacking/defensive skills within the game and in isolation.</p>	<p><b>Netball, Tag Rugby, and Football</b></p> <p>They will be able to move with the ball (not in netball) while keeping it under control and changing direction.</p> <p>They will be able to pass the ball using different techniques, in a game and in isolation</p> <p>Children will be able to find space and use it to their team's advantage.</p> <p>Children will move within a game to support teammates, getting into good positions within the game area.</p> <p>Children will apply basic attacking/defensive skills within the game and in isolation.</p> <p>They will understand the more complex rules associated with the game, which should be taken from PE planning or the NGB.</p> <p><b>Handball</b></p> <p>Children can pass and shoot into space with improving accuracy</p> <p>Children will start to understand the basic rules</p> <p>They will be able to keep possession of the ball for a period of time within the modified game</p> <p>Children will rotate positions</p> <p>They attack and defend in a game</p>	<p><b>Football, Tag rugby/Rugby, Netball and Hockey</b></p> <p>Children will develop control of the ball, whilst performing at speed</p> <p>Pupils will be able to pass and receive /catch the ball while running</p> <p>They will be able to successfully catch/stop a ball and send it towards the correct target.</p> <p>Children will understand the importance of quick reactions and start to use them within a game.</p> <p>Children will know the importance of keeping possession and know how to do this</p> <p>They will understand the importance of keeping to positions within a game, for tactical advantage.</p> <p>They will use different ways to attack and defend as a team, using agreed tactics.</p> <p>Children will apply the principles of marking, tracking opponents and space exploitation.</p> <p>Children will understand and apply defensive duties in games</p> <p>They will self and peer evaluate to suggest improvements, and lead teams.</p> <p><b>Handball</b></p> <p>Children can pass and shoot into space with accuracy, control and confidence</p> <p>Children accurately pass and shoot within the game and in isolation.</p> <p>They will be able to keep possession of the ball within the game or modified game.</p> <p>Children will choose different formations to suit the game/tactics, such as exploiting space, adapting tactics depending upon success</p> <p>Children know how to mark a player or space when defending</p> <p>They will apply attack and defence principles to a game, while combining them with tactical choices.</p> <p><b>Dodgeball</b></p> <p>Children know how to throw the ball in different ways, showing good accuracy, pace and consistency</p> <p>Children know how to move quickly and use different ways to dodge to ball – jump, skip, jockey, gallop</p>	<p><b>Football, Tag rugby/Rugby, and Hockey</b></p> <p>Children will develop control of the ball, whilst performing at speed</p> <p>They will be able to pass and receive /catch the ball while running</p> <p>They will 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	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>
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<b>Spring</b>	<b>Ball skills / Dance</b>	<b>Gymnastics, Dance, Fitness games and Fundamentals</b>	<b>Dance, Gymnastics, Fitness, and Outdoor Adventurous Activities</b>  Wellbeing should be taken from the mental health and exercise lessons under the 'Resources' section of PE Planning	<b>Gymnastics, Dance, Outdoor Adventurous Activities and fitness</b>	<b>Outdoor Adventurous Activities, Dance, Gymnastics and Basketball</b>	<b>Gymnastics, Outdoor Adventures Activities, Dance and Basketball</b>  Choice/Option of fitness which can be applied to dance or gymnastics or done in isolation	<b>Outdoor Adventurous Activities Dance, Gymnastics and Basketball</b>  Choice/Option of fitness which can be applied to dance or gymnastics
	<b>Resources to support learning</b>  PEP NGB Select appropriate NGB O&P	<b>Resources to support learning</b>  PEP NGB BG and EADA O&P	<b>Resources to support learning</b>  PEP NGB BG and EADA O&P	<b>Resources to support learning</b>  PEP NGB BG and EADA O&P	<b>Resources to support learning</b>  PEP NGB BO NGB BG O&P	<b>Resources to support learning</b>  PEP NGB BG and EADA O&P	<b>Resources to support learning</b>  PEP NGB BO NGB BG and EADA

<p><b>Aims from NCPE</b></p> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<p><b>Aims from NCPE</b></p> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<p><b>Aims from NCPE</b></p> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<p><b>Aims from NCPE</b></p> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<p><b>Aims from NCPE</b></p> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<p><b>Aims from NCPE</b></p> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<p><b>Aims from NCPE</b></p> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>
<p><b>Focus:</b> To explore physical movement</p>	<p><b>Focus:</b> To explore and improve basic motor control</p>	<p><b>Focus:</b> To develop and refine motor control</p>	<p><b>Focus:</b> To apply motor control and skills to adapted games and physical activities</p>	<p><b>Focus:</b> To refine skills to sporting contexts and start to understand simple tactics, rules and strategies for sport and physical activity</p>	<p><b>Focus:</b> To apply simple tactics, strategies and rules of sports and physical activity</p>	<p><b>Focus:</b> To evaluate simple tactics, rules and strategies in sport and physical activity</p>
<p><b>Skills and knowledge to be learnt</b></p> <p><b>Declarative/Substantive &amp; Procedural knowledge</b></p> <p><b>Ball skills</b></p> <p>Children show consideration for safety when engaging in new challenges and using new equipment.</p> <p>They can play in a group, extending and elaborating play ideas within a group.</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p>They start to show increased control when throwing and catching a large ball.</p> <p><b>Dance</b></p> <p>Children explore and copy basic body actions and rhythms.</p> <p>They can negotiate space confidently, using appropriate strategies.</p> <p>Children use their bodies to respond to stories, topics and music</p>	<p><b>Skills and knowledge to be learnt</b></p> <p><b>Declarative/Substantive &amp; Procedural knowledge</b></p> <p><b>Gymnastics</b></p> <p>Children will be able to perform basic gymnastics movements: travelling, rolling, jumping, and staying still through games and isolated skills</p> <p>They will explore and combine movements, such as a leap to a jump, a jump with a spin.</p> <p>Children will develop basic shapes, balances, agility, and coordination through games and in isolated skills.</p> <p><b>Dance</b></p> <p>Pupils describe what they have done or seen others doing in dance</p> <p>Pupils describe what it feels like to breathe quickly during exercise</p> <p>Pupils understand why being active and playing games is good for you</p> <p>Pupils respond imaginatively to a range of stimuli when using dance movements</p> <p>Children move confidently and safely within their own and other spaces within dance, using changes of speed, levels and direction</p> <p>Perform movement phrases, using a range of different body actions and body parts</p>	<p><b>Skills and knowledge to be learnt</b></p> <p><b>Declarative/Substantive &amp; Procedural knowledge</b></p> <p><b>Dance</b></p> <p>They will be able to identify where the start, middle and end movements</p> <p>Pupils can describe expressive qualities within a dance phrase</p> <p>Pupils begin to understand the importance of warming up</p> <p>Pupils watch and describe a peer dance performance accurately, and recognise what is successful</p> <p>Pupils explore, remember, and repeat short dance phrases, showing greater control of actions and understanding of spatial awareness</p> <p>Pupils perform a range of actions and simple movement patterns with control and coordination, with or with music</p> <p>Pupils are starting to work well together and individually when exploring dances</p> <p>Pupils compose short dance phrases that express and communicate mood, ideas, and feelings, and vary simple compositional ideas</p> <p>Children will be able to respond to a range of music/sounds through body movement.</p>	<p><b>Skills and knowledge to be learnt</b></p> <p><b>Declarative/Substantive &amp; Procedural knowledge</b></p> <p><b>Gymnastics</b></p> <p>Children will perform a range of actions, agility tasks, and skills with increasing consistency, fluency and clarity of movement.</p> <p>They will explore spatial patterns, speed and body tension in isolation and in sequences.</p> <p>Children will explore and create, perform and repeat sequences, motifs and phrases.</p> <p>Children will develop their understanding and use actions of: canon, unison, repetition and action/reaction.</p> <p><b>Dance</b></p> <p>Pupils describe and evaluate the effectiveness and quality of a dance performance</p> <p>Pupils collaborate with others to create a dance phrase</p> <p>Children explore and create characters and narratives in response to a range of stimuli</p> <p>Children perform dances using a range of movements patterns - accurately,</p>	<p><b>Skills and knowledge to be learnt</b></p> <p><b>Declarative/Substantive &amp; Procedural knowledge</b></p> <p><b>OAA</b></p> <p>Children will recognise where they are on a map (using previously learnt skills and knowledge from geography).</p> <p>They will develop basic understanding of map reading, map making and applying these skills (using skills and knowledge previously learnt in geography).</p> <p><b>Gymnastics</b></p> <p>Pupils will find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.</p> <p>Pupils show control, accuracy and fluency of movement when performing actions on your own and with a partner.</p> <p>They devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</p> <p>Pupils create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.</p> <p>They collaborate with others to create sequences</p> <p>Pupils will apply agility, balance and coordination by building on previous knowledge and skills from gymnastics and dance.</p> <p>Pupils recognise good gymnastics performances</p>	<p><b>Skills and knowledge to be learnt</b></p> <p><b>Declarative/Substantive &amp; Procedural knowledge</b></p> <p><b>Gymnastics</b></p> <p>Children will improvise and combine movements and ideas into sequences.</p> <p>They will perform skills and sequences with fluency and clarity of movement.</p> <p>Children will develop their own gymnastics sequences, by understanding, choosing, and applying a range of compositional principles – varying levels, speeds, and pathways to improve the performance</p> <p>Children will continue to develop their strength, control, technique and balance and demonstrate this in longer sequences</p> <p><b>Dance</b></p> <p>Pupils will identify and provide feedback on, which aspects of a dance phrase were performed consistently, accurately, fluently, and clearly</p> <p>Pupils will work effectively as part of a team to create dance phrases</p> <p>Pupils can explain how their bodies reacts and feels when taking part in a range of dance activities.</p> <p>Children will perform with a sense of rhythm to music, building upon previously learnt knowledge from dance.</p>	<p><b>Skills and knowledge to be learnt</b></p> <p><b>Declarative/Substantive &amp; Procedural knowledge</b></p> <p><b>OAA</b></p> <p>Children know that planning strategies can help achieve success</p> <p>They know that communication is vital to achieving success in team activities and know how to do this</p> <p>They know when to move a map and when to move myself to orientate and can explain this to others</p> <p>Children know what appropriate skills and approaches to choose for the challenge</p> <p>Children know when relevant techniques and elements are required to navigate to and from controls orientate and can explain this to others</p> <p>Children will self and peer evaluate to suggest improvements, and lead their teams.</p> <p>They know how to use a map competently and confidently.</p> <p>They know how to design a route to the controls</p> <p>Children know how to take part in orienteering events, such as picture orienteering and control orienteering, with success.</p> <p>Children know how to build a detailed map.</p> <p>They can work well as part of a team, contributing effectively</p>

	<p>Pupils create linked dance movements, combining different ways of travelling, with beginnings, middles and ends.</p> <p><b>Fundamentals</b></p> <p>Children understand why being active good for you.</p> <p>Children know different ways of being active</p> <p>They know how to be flexible</p> <p>They know how exercise helps them feel good</p> <p><b>Fitness Games</b></p> <p>Children know that their heartrate changes when playing a game.</p> <p>Children recognise that their breathing changes during exercise</p> <p>Children are fully active during fitness games</p>	<p>They will be able to move safely and confidently in a set space either with or without music/sound.</p> <p>Children will start to create linked movements by starting to combine travelling, such as hops into leaps.</p> <p><b>Gymnastics</b></p> <p>They will be able to identify where the start, middle and end movements</p> <p>Children will develop fundamental movement skills, form simple sequences, combining travelling, balance and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another</p> <p>Children develop their agility, balance and coordination</p> <p>Form simple sequences of different actions, using both the floor and apparatus</p> <p><b>Fitness</b></p> <p>Children understand why being active and playing games is good for you.</p> <p>Children describe why running and playing games is good for you</p> <p>Children Improve physical fitness by taking part in activities</p> <p><b>Wellbeing through exercise</b></p> <p>Children understand and describe changes to your heartrate when playing a game.</p> <p>Children describe what it feels like to breathe quickly during exercise</p> <p>Children can describe some of their feelings/emotions before, during and after PE</p> <p>They can use exercise to help them feel emotionally better</p> <p><b>OAA</b></p> <p>I know that there are safety rules and procedures for taking part in orienteering events.</p> <p>I know that there are some basic features on a map and what they represent.</p>	<p>consistently, fluently, with control, on your own and with a partner</p> <p>Children develop dances phrases, and know what canon, unison, repetition, action, reaction and questions/answers mean, and use them in a sequence</p> <p>Pupils communicate their dance performance to others, with control and some expression</p> <p>Pupils combine dance actions and maintain the quality of performance when working simultaneously with a partner</p> <p><b>Fitness</b></p> <p>Children can describe what happens to your heart rate and breathing when playing games</p> <p>They begin to understand why you get hotter.</p> <p>Children develop the understanding of the importance of speed and stamina when playing invasion games.</p> <p>Children Improve physical fitness by taking part in activities for longer periods</p> <p><b>OAA</b></p> <p>I know the importance of safety rules and procedures for taking part in events.</p> <p>I know that there are physical aspects needed for OAA</p> <p>I know that maps are scaled down to make them accessible.</p> <p>I know when activities need thinking through</p> <p>I know how to recognise where I am on a map</p> <p>I know how to move with agility, balance, and coordination</p> <p>I know how to participate in events, following instructions of the game</p> <p>I know how to apply basic map reading skills and apply these skills and techniques in game</p>	<p><b>Basketball</b></p> <p>Children will develop control of the ball</p> <p>They will use different ways to attack and defend as a team</p> <p>Children will understand the importance of quick reactions and</p> <p>They will be able to successfully catch/stop a ball and send it towards a target.</p> <p>Children will apply the principles of marking and tracking opponents.</p> <p>Children will know how to keep possession and apply it</p> <p>They will be able to pass and receive /catch the ball while moving</p> <p>Children will understand and apply some defensive duties in games</p> <p>They will understand the importance of keeping to positions within a game</p> <p><b>Dance</b></p> <p>Pupils are able to describe their own dances, taking characters into account</p> <p>Pupils can identify what they need to practice to improve their dance</p> <p>Pupils understand the link between heart rate and breathing when dancing</p> <p>Pupils explore and create characters and narratives in response to a range of stimuli.</p> <p>Pupils perform dances using a range of movement patterns – accurately, fluently, consistently and with good body control.</p> <p>Pupils use different compositional ideas to create motifs, which incorporating unison, canon, action, and reaction.</p> <p>Pupils experiment with a wide range of dance actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</p> <p>Pupils are working well as part of a team when creating and performing dance phrases</p>	<p>They will use compositional principles when creating fluent and effective dance phrases</p> <p>Children will be creative/imaginative when developing motifs and phrases, through expressive qualities based on their own, peer ideas and teacher feedback.</p> <p>Pupils will explore and develop a broad range of dance knowledge, skills and movement patterns, inspired by stimulus</p> <p>Children will perform to an audience with confidence with rhythm, fluency, and clarity</p> <p><b>OAA</b></p> <p>Children know that communication is vital to achieving success in team activities</p> <p>They know when to move a map and when to move myself to orientate</p> <p>Children start to know what appropriate skills and approaches to choose for the challenge</p> <p>Children know when relevant techniques and elements are required to navigate to and from controls</p> <p>They know how to use a map competently</p> <p>They start know how to design a route to the controls</p> <p>Children know how to take part in orienteering events, such as picture orienteering and control orienteering,</p> <p>Children start to know how to build a detailed map.</p> <p>They can work well as part of a team,</p> <p>They can develop their teamwork and resilience skills</p> <p><b>Basketball</b></p> <p>Children will develop control of the ball, whilst performing at speed</p> <p>They will use different ways to attack and defend as a team, using agreed tactics.</p> <p>Children will understand the importance of quick reactions and start to use them within a game.</p> <p>They will be able to successfully catch/stop a ball and send it towards the correct target.</p> <p>Children will apply the principles of marking, tracking opponents and space exploitation.</p> <p>Children will know the importance of keeping possession and know how to do this</p>	<p>They can develop their teamwork and resilience skills through problem-solving activities.</p> <p><b>Dance</b></p> <p>Children know what they need to do to improve their performance through exploring, improvising and combining ideas inspired from a stimulus</p> <p>Pupils share ideas in small groups, working together to create a phrase for dance.</p> <p>They use their imagination to develop dances to music and develop expressive qualities.</p> <p>Pupils can perform to reflect and express the music</p> <p>Children perform to an audience with rhythm and confidence</p> <p>Perform dance phrases using canon and unison, which have clarity</p> <p>Explore and practice movement ideas inspired by a stimulus, such as a piece of music or a story</p> <p>Explore, improvise, and combine dance movement ideas fluently and effectively into a dance phrase</p> <p><b>Gymnastics</b></p> <p>Children will develop, flexibility, fitness, strength, control, technique and balance</p> <p>Children know what combinations work best using dynamics and the space effectively</p> <p>Children will work in small groups to develop their own longer sequences, through choosing from a range of compositional ideas (varying direction, levels, speeds, strength and fitness)</p> <p><b>Fitness</b></p> <p>Children understand the importance of being physically fit and know how to apply it contribute to a healthy lifestyle and participation.</p> <p>They develop physical fitness and are able to describe its importance in orienteering/gymnastics/dance.</p> <p>Children know how sports help their fitness and health, and can play games for long periods</p>	
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	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	
<b>Term</b>	<b>Nursery and EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Summer</b>	<p><b>Throwing and Catching</b>  <b>Working with others</b></p> <p>Ball skills can be repeated here if more learning is required</p>	<p><b>Striking &amp; fielding skills &amp; Athletics</b></p> <p>Cricket/rounders blend on throwing, then striking, tennis and athletics</p>	<p><b>Athletics, Net/wall and Striking and Fielding</b></p> <p>Cricket/rounders blend on throwing, then striking, tennis and athletics</p>	<p><b>Swimming and Water Safety/Athletics, rounders and cricket</b></p> <p>(If swimming is taught to another year group then tennis should replace it here, or in year 4.</p>	<p><b>Athletics, Striking and Fielding, Swimming and Water Safety</b></p> <p>Cricket, rounders, athletics and swimming. The option of enrichment through tennis is available this term</p>	<p><b>Athletics, Striking &amp; Fielding, Net-wall, Target sports</b></p> <p>Cricket, rounders, tennis and athletics and a choice of golf, volleyball or softball may be chosen</p>	<p><b>Athletics, Net/wall &amp; Striking and Fielding</b></p> <p>Athletics, cricket, rounders and a choice of: Volleyball, badminton, squash or tennis. If not taught before, golf, volleyball or softball may be chosen</p>

<b>Resources to support learning</b>  PEP Select appropriate NGB O&P	<b>Resources to support learning</b>  PEP NGB ECB and RE	<b>Resources to support learning</b>  PEP NGB BA NGB LTA O&P	<b>Resources to support learning</b>  PEP NGB SE O&P	<b>Resources to support learning</b>  PEP NGB BA NGB LTA O&P	<b>Resources to support learning</b>  PEP NGB ECB and RE NGB BBS O&P	<b>Resources to support learning</b>  PEP NGB BA NGB LTA and BE NGB ES O&P
<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>	<b>Aims from NCPE</b> <ul style="list-style-type: none"> <li>developing competence and confidence to excel in a broad range of team and individual physical activities</li> <li>being physically active for sustained periods of time</li> <li>engaging in competitive sports and activities</li> <li>leading healthy, active lives both physically and mentally</li> </ul>
<b>Focus:</b> To explore physical movement	<b>Focus:</b> To explore and improve basic motor control	<b>Focus:</b> To develop and refine motor control	<b>Focus:</b> To apply motor control and skills to adapted games and physical activities	<b>Focus:</b> To refine skills to sporting contexts and start to understand simple tactics, rules and strategies for sport and physical activity	<b>Focus:</b> To apply simple tactics, strategies and rules of sports and physical activity	<b>Focus:</b> To evaluate simple tactics, rules and strategies in sport and physical activity
<b>Skills and knowledge to be learnt</b> <b>Declarative/Substantive &amp; Procedural knowledge</b>  <b>Throwing and Catching</b>  Children show increased control when catching a smaller ball.  They show increased control over an object when, pushing, throwing, catching and kicking it.  Children are able to respond to simple instructions, showing good understanding of safety when using equipment.  <b>Working with Others</b>  They can play positively within a group.  They keep play going by responding to what others are saying or doing  Children begin to accept the needs of others and can take turns in sharing.  Children run skilfully and negotiate space successfully, adjusting their	<b>Skills and knowledge to be learnt</b> <b>Declarative/Substantive &amp; Procedural knowledge</b>  <b>Striking and fielding</b> Children will throw and hit a ball in different ways, using a range of bats.  They will successfully catch/stop a ball when it is sent towards them.  Children will move to retrieve a ball and send it to an agreed target/area.  Children will start to understand the basic rules of the chosen game. These rules can be created by the teacher or be taken from the NGB guidance and modified to make them age appropriate.  <b>Athletics</b>  Pupils start to recognise successful and unsuccessful techniques in jumping and throwing	<b>Skills and knowledge to be learnt</b> <b>Declarative/ Substantive &amp; Procedural knowledge</b>  <b>Athletics</b>  Pupils begin to evaluate their athletics performance and improve it  They will start to understand the difference between sprinting and distance running and be able to demonstrate a longer distance technique  Children will explore and practice basic athletics principles of running, jumping and throwing, in isolation and explore in combinations.  They will experiment with athletics principles, such as balance, coordination in running, jumping and throwing.  They begin to show control, coordination and consistency when running at speeds  Children will develop their throwing technique (over/underarm, pull).  Children will develop their jumping technique (over distance and height).	<b>Skills and knowledge to be learnt</b> <b>Declarative/ Substantive &amp; Procedural knowledge</b>  <b>Swimming &amp; Water Safety</b> Children will use at least 3 different strokes competently, confidently and proficiently.  They will be able to swim at least 25 metres using a chosen stroke.  Children will be able to perform self-rescue in different water situations.  <b>Athletics</b>  Pupils start to recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance  Describe how their bodies feel when exercising and start to understand the link between heart rate and breathing during exercise.	<b>Skills and knowledge to be learnt</b> <b>Declarative/ Substantive &amp; Procedural knowledge</b>  <b>Swimming &amp; Water Safety</b> Children will use at least 3 different strokes competently, confidently and proficiently, while developing a 4th  They will be able to swim at least 25 metres using different strokes.  Children will be able to understand, perform and self-rescue in different water situations.  They will be able to identify potential dangers in water situations and know how to avoid such situations  <b>Athletics</b>  Pupils are starting to evaluate and recognise their successes in athletics, such as personal bests, jumping and throwing further through improved technique	<b>Skills and knowledge to be learnt</b> <b>Declarative/ Substantive &amp; Procedural knowledge</b>  <b>Athletics</b>  Pupils will understand which technique to apply in running, jumping and throwing to achieve maximum distance and height  Pupils will collaborate and communicate with others to improve their performances for running, jumping and throwing  They know what is needed in a warm-up to raise body temperature and mobilise joints and understand how their body reacts to different athletic events  Pupils understand the positive impact athletics can have on leading a healthy lifestyle  Pupils are starting to judge and apply the correct pace for running over a distance, with improving control and speed  They will run and jump in isolation and combination, such as the triple jump, vertical jump, and long jump, with increasing control and speed	<b>Skills and knowledge to be learnt</b> <b>Declarative/ Substantive &amp; Procedural knowledge</b>  <b>Athletics</b>  Pupils will understand which technique to apply in running, jumping and throwing to achieve maximum distance and height  Pupils will be able to share, compare, discuss their performances with others, for improvement in running, jumping and throwing  They will understand the importance of physical fitness and its impact upon their body and mind  Children will judge and apply the correct pace for running long distance with control and speed  They will run and jump in isolation and combination, such as the triple jump, vertical jump, and long jump, with control and speed  Children will demonstrate a range of throws (push, pull, sling) and propel them towards the desired target/distance, with control and speed

	<p>speed and direction to avoid obstacles</p> <p><b>Ball skills</b></p> <p>Children show consideration for safety when engaging in new challenges and using new equipment.</p> <p>They can play in a group, extending and elaborating play ideas within a group.</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p>They start to show increased control when throwing and catching a large ball.</p>	<p><b>Pupils show understanding of the correct running technique</b></p> <p>They start to run over short and longer distances and start to understand the difference between the two.</p> <p>Children will explore and experiment with techniques in: running, jumping and throwing whilst developing their balance</p> <p>They can run showing some control, coordination and consistency in their technique</p> <p>Children explore different ways to jump, showing control, coordination and increasing consistency</p> <p>Children start to throw using the over arm and underarm technique. They improve their accuracy as they begin to throw towards targets</p> <p>Pupils start to show good teamwork and sporting behaviour in athletics events</p>	<p><b>Net/Wall</b></p> <p>Children will start to show control of basic skills, such as striking the ball</p> <p>They will start to understand the need to move and strike the ball.</p> <p>Understand the concept of getting in line with the ball to receive it and</p> <p>Understand and follow the rules of the net/wall game</p> <p><b>Striking and Fielding</b></p> <p>Children will throw a ball, and be able to catch a ball with increasing consistency</p> <p>Children are starting to show consistency in their throwing and catching</p> <p>They will be able to hit/strike the ball with some accuracy</p> <p>Children will start to work well as a team with good communication</p> <p>They are able to strike to ball into gaps</p> <p><b>Striking and Fielding</b></p> <p>Children will throw a ball over increasing distances, and be able to catch a ball with increasing consistency</p> <p>Children are showing consistency in their throwing and catching</p> <p>They will be able to hit the ball with increasing consistency, with control and good technique</p> <p>Children work well as a team, particularly when deploying simple tactics in fielding</p> <p>They are able to strike to ball into gaps through the retrieval of tactical knowledge</p> <p><b>Net/Wall</b></p> <p>They will perform basic skills needed for a net/wall game, such as striking the ball over a net or against a wall.</p> <p>Children will start to throw, send and hit the ball at different speeds and heights</p> <p>Children can keep a simple rally going using either different shots or the same shot</p>	<p>Children will show improving control, coordination and consistency when running, jumping and throwing</p> <p>They will start to understand develop different running speed for sprints or longer distance</p> <p>Children will improve the fluency of combined jump actions, such as a hop, skip and jump</p> <p>Children are able to jump vertically, and jump two-footed with increasing distance</p> <p>Children demonstrate pull or sling throw with a ball or quoit/bean bag</p> <p>Pupils will start enjoying competing with others, such as races, throwing or jumping events</p> <p><b>Striking and Fielding</b></p> <p>Children will throw a ball over increasing distances, and be able to catch a ball with increasing consistency</p> <p>Children are showing consistency in their throwing and catching</p> <p>They will be able to hit the ball with increasing consistency, with control and good technique</p> <p>Children work well as a team, particularly when deploying simple tactics in fielding</p> <p>They are able to strike to ball into gaps through the retrieval of tactical knowledge</p> <p><b>Net/Wall</b></p> <p>They will perform basic skills needed for a net/wall game, such as striking the ball over a net or against a wall.</p> <p>Children will start to throw, send and hit the ball at different speeds and heights</p> <p>Children can keep a simple rally going using either different shots or the same shot</p>	<p>They know what is appropriate in a warm-up for athletics events</p> <p>Pupils start to understand how their body reacts to different athletic events and understand the link between increased heart-rate and breathing in athletics</p> <p>Pupils show control, coordination and consistency when running, jumping and throwing.</p> <p>They will choose the correct running speed for the distance (sprint or longer distance)</p> <p>Children are developing good fluency of combined jump actions, such as a hop, skip and jump</p> <p>Children are able to jump vertically jump and two-footed with increasing distance to improve each time</p> <p>Children are starting to demonstrate a consistent and controlled pull or sling throw with a ball or quoit/bean bag and start to improve the distance</p> <p>Pupils are developing a competitive attitude towards athletics events</p> <p><b>Striking and fielding</b></p> <p>Children will bowl using either under or overarm actions, which can include a run up, where appropriate.</p> <p>They will strike the ball beginning to vary the: speeds, different heights and directions.</p> <p>Children will apply some game situation tactics, such as placing a fielder where the ball is being hit most often</p> <p>Children will retrieve and intercept a ball with some control and accuracy.</p> <p><b>Net/Wall</b></p> <p>They will perform improving skills needed for a net/wall game, such as striking the ball over a net or against a wall with some accuracy</p> <p>Children will throw, send and hit the ball at different speeds and heights to make it difficult for their opponent</p> <p>Children can keep a simple rally going using different shots</p>	<p>Children will demonstrate a range of throws (push, pull, sling) and propel them towards the desired target/distance, with some control and speed</p> <p>Pupils will improve their technique in running, jumping and throwing and start to focus on personal bests</p> <p>Pupils are improving their teamworking skills, in events such as the relay and sports day</p> <p><b>Striking and fielding</b></p> <p>Children will bowl using both under and overarm actions, which can include a run up, where appropriate.</p> <p>They will strike the ball with purpose, varying the: speeds, different heights and directions.</p> <p>Children will apply game situation tactics, such as placing a fielder where the ball is being hit most often, or striking the ball towards gaps in the fielding team.</p> <p>Children will retrieve and intercept a ball with control and accuracy, while performing at different speeds</p> <p><b>Target Sports (Golf)</b></p> <p>Children will understand the basic rules of golf</p> <p>Children will develop an accurate putting, chipping and driving technique</p> <p>They will understand and apply how much speed is required to reach a target</p> <p>Children will compete with others in modified golf games, using basic tactics</p> <p><b>Net/Wall</b></p> <p>Children will play modified tennis games, and understand the basic rules.</p> <p>They will be able to hit the ball with purpose, at varying speeds and heights.</p> <p>Children can identify a space/gap on the court and know why it is important to hit into that area</p> <p>Children will use forehand and backhand shots and direct it towards gaps on the court</p> <p><b>Volleyball</b></p> <p>Apply basic rules of the game, using prior knowledge of other invasions games to understand attacking, defence and tactics</p> <p>Children adopt positioning on court and show awareness of other players</p>	<p>Pupils will improve their technique in running, jumping and throwing to achieve their personal best</p> <p>Pupils will work together effectively as a team, such as in the relay and sports day</p> <p><b>Net/Wall</b></p> <p>Children will play modified tennis and/or badminton games, and understand the they key rules.</p> <p>They will be able to hit the ball/shuttle with purpose, at varying speeds, heights and different directions</p> <p>Children can identify a space/gap on the court, know why it is important to hit into that area and apply it</p> <p>Children will use forehand, backhand and overhead shots and direct it towards gaps on the court</p> <p><b>Striking and Fielding</b></p> <p>Children know that taking up positions in a game will impact on a team's success.</p> <p>They know what is needed to score more runs and apply it</p> <p>Children know when tactics will help the situation and outwit the opponent and apply it</p> <p>Children know how to bowl overarm (increasing accuracy, speed, and distance)</p> <p>They know how to hit the ball with purpose and direction</p> <p>They know how to bowl at different speeds, and tactically know when to do this</p> <p>Children know how to work well as part of a team both tactically and for success</p> <p>Children know how to participate in competitive games, following the correct rules</p> <p>They know how to perform skills such as retrieving, intercepting at speed and striking and bowling the ball</p> <p><b>Volleyball</b></p> <p>Apply more complex rules of the game, using prior knowledge of other invasions games to understand attacking, defence and tactics</p> <p>Children adopt good positioning on court and show good awareness of other players</p> <p>Use good footwork and good technique that allows the ball to be directed back into their opponents' court</p>
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						<p>Use footwork and improved technique that allows the ball to be directed back into their opponents court</p> <p>They hit the ball into gaps to attack and position themselves to defend</p>	<p>They hit the ball into gaps to attack and position themselves into gaps to defend</p> <p><b>Dodgeball</b></p> <p>Children understand the importance and can perform quick reactions within the game</p> <p>Children can catch the ball at different heights with confidence and competence</p> <p>Children move quickly, dodge the ball, through a jump, skip, twist or gallop or block with a ball</p> <p>Children fully participate in a competitive game of volleyball (adapted where appropriate), and apply tactics and strategies to win the game</p>
	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p><b>Head/Heart/Hands</b>  <b>Head:</b> Rules, tactics, strategies, regulations, peer and teacher feedback  <b>Heart:</b> hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected  <b>Hands:</b> technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>