

# P.E. Medium Term Curriculum Map A and Map B

<p><b>Differentiation by input see the weekly planning sheet</b> -Key vocab for each learning objective is in <b>red font</b> -Resources -see the weekly planning <b>Minimum Assessment for Learning strategies for all topics = Targeted tasks, peer assessment</b></p> <p>- Long term memory development strategies= Recapping previous learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week P.E. Cultural Capital = To promote resilience, physical fitness and improved hand-eye co-ordination</p>							
<b>Year A</b>							
Autumn Term 1		Autumn Term 2		Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ruby Class	<p>LO 1: Revise and refine the fundamental movement skills they have acquired: <b>rolling, running, crawling, hopping, walking, skipping, jumping, climbing</b>. LO 2: Progress towards a more fluent style of moving, with developing <b>control</b> and grace. LO 3: Develop overall <b>body strength, balance, co-ordination</b> and <b>agility</b> needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. LO 4: Use their <b>core muscle strength</b> to achieve a <b>good posture</b> when sitting at a table or sitting on the floor. LO 5: <b>Combine different movements</b> with ease and fluency. LO 6: Confidently and safely use a range of large and <b>small apparatus indoors and outdoors</b>, alone and in a group. LO 7: Develop overall <b>body strength, balance, coordination</b> and <b>agility</b>. LO 8: Know and talk about the different factors that support <b>overall health</b> and <b>wellbeing</b>-regular physical exercise. LO 9: Negotiate <b>space and obstacles safely</b>, with consideration for themselves and others. LO 10: Demonstrate <b>strength, balance and coordination</b> when playing LO: 11 Move energetically, such as <b>running, jumping, dancing, hopping, skipping</b> and <b>climbing</b>.</p>						
Sapphire Class	<p><b>Gymnastics Travelling (Safe warming up/ cooling down)</b> LO1: To manage the <b>space safely</b> showing good <b>awareness</b> of each other LO2: To <b>carry and place</b> appropriate <b>apparatus safely</b> in teams / apparatus groups LO3: To manage the space safely showing good awareness of each other as well as the apparatus LO4: To make up and perform simple movement phrases / sequences LO5: To make up and <b>perform simple movement phrases / sequences</b> LO6: To perform movement phrases with control (keeping <b>body tension</b> whilst moving) and accuracy (keeping the shape whilst moving)</p>	<p><b>Dance Simple movement patterns (Body's response to physical activity)</b> LO1: To be able to <b>respond, perform</b> and <b>link movements</b> using a well-known nursery rhyme as the stimuli LO2: To be able to copy and explore <b>basic body actions</b> demonstrated by the teacher LO3: To be able to copy <b>simple movement patterns</b> from each other and explore the movement LO4: To be able to copy simple movement patterns from each other and explore the movement LO5: To be able to use <b>simple dance vocabulary</b> to describe movement LO6: To be able to use language associated with movement to <b>evaluate and improve</b> their dances</p>	<p><b>Games Sending and receiving</b> LO1: To explore ways of <b>sending and receiving</b> objects by rolling. To track a rolling object. To describe what they are doing and suggest new ideas LO2: To develop a <b>good rolling action</b>. To roll towards a target. To <b>take turns</b> playing a game in a group LO3: To use basic <b>underarm throwing skills</b>. To develop <b>catching skills</b>. To describe the rules of a game. LO4: To practise and <b>improve our throwing and catching skills</b>. To play a 1v1 aiming game LO5: To send a ball <b>by kicking</b>. To <b>stop</b> and control a <b>ball using our feet</b> LO6: To practice <b>controlling the ball</b> with our <b>feet</b>. To improve our <b>aiming skills</b>. To use our <b>kicking skills</b> to score a goal</p>	<p><b>Dance Exploring patterns and pathways</b> LO1: To become familiar with <b>phrasing of music</b> LO2: To be able to copy <b>simple movement patterns</b> from each other LO3: To improve their skill of <b>working with a partner</b> LO4: To promote group awareness in a <b>circle formation</b> LO5: To show some sense of <b>dynamic, expressive</b> and <b>rhythmic</b> qualities in their <b>own sequence</b> LO6: To understand how working actions formed the basis of the traditional dance</p>	<p><b>Gymnastics Transferring weight from one body part to another</b> LO1: To <b>move weight</b> from <b>one body part to another</b> with control LO2: To link and repeat <b>basic gymnastic actions</b> LO3: To know how their body feels when <b>tense</b> (i.e holding a clear shape) and when relaxed and recognise the difference LO4: To watch carefully a short sequence of <b>basic gymnastic actions</b> using key vocabulary LO5: To describe accurately a short sequence of basic gymnastic actions using key vocabulary LO6: To <b>link and repeat</b> the gymnastic actions used in this unit.</p>	<p><b>Games Healthy ABCs (Being active, being healthy, being safe)</b> LO1: To learn that being <b>active</b> every day is good for our <b>health</b> (Safe Practice LO31). To practise <b>different types of jump</b>. To move using different body parts LO2: To talk about <b>being active and healthy</b> (Safe Practice LO32). To <b>jump for height</b>. To run in <b>different pathways</b> and at <b>different paces</b> LO3: To remember and stick to simple safety rules in activities (Safe Practice LO12). To jump for distance. To throw using a flinging action LO4: To understand that physical activity starts with a <b>gentle warm-up</b> and finishes with a <b>calming cool-down</b> (Safe Practice LO19). To practice <b>ABC actions</b>. To work as a group to complete an ABC challenge LO5: Develop knowledge of <b>healthy eating</b>. Play <b>games with a partner</b> and in a group that develop <b>agility, balance and co-ordination</b> LO6: To be responsible for <b>working safely</b> (Safe Practice LO16).To recognise the difference in how they feel <b>before and after warming up</b> (LO20) To keep going for <b>longer distances in a running challenge</b></p>	
	<p><b>Games Bouncing and catching</b> LO1: To explore different ways of <b>handling a ball</b>. To explore <b>bouncing</b> and <b>catching actions</b>. To follow instructions for a team game LO2: To develop bouncing and catching skills. To practise moving into spaces safely. To play a simple <b>bouncing game</b> LO3: To <b>bounce a ball on or towards a target</b>. To understand how to aim and be accurate. To keep a game going in a group LO4: To <b>watch, track</b> and <b>get in line</b> with a ball. To play a game with an opponent and make decisions about where to stand. To create <b>personal skill challenges</b> LO5: To bounce and catch from a greater distance. To practise <b>good body positions</b> for bouncing and catching. To describe how <b>our body feels when exercising</b> LO6: To quickly find <b>good spaces</b> in a <b>chasing game</b>. To bounce the ball in different positions. To <b>pat the ball over a barrier</b> to a partner</p>	<p><b>Games Travelling with the ball</b> LO1: To travel safely into spaces at <b>different speeds</b>. To practise handling different types of ball. To <b>travel in different ways</b> with the ball and pass it to a partner using hands LO2: To practise bouncing the ball whilst travelling. To keep an activity going with a partner. To play a simple <b>travelling and bouncing</b> team game LO3: To use <b>feet to control and move the ball</b>. To travel with the ball at our feet. To describe what we did using key vocabulary LO4: To travel in <b>different directions</b> and at <b>different speeds</b> with the ball at our feet. To play a <b>dribbling game</b> and defend the ball LO5: To use equipment to travel with the ball. To <b>hold, balance and travel</b> at the <b>same time</b>. To choose skills to use in a game LO6: Travel with the ball in a variety of ways. Develop <b>agility skills</b>. To talk about why being active is fun and makes us feel good</p>	<p><b>Dance Exploring gesture and formation. Creating short dances</b> LO1: I can respond to a <b>range of hand and arm actions</b> LO2: I can copy <b>simple movement patterns</b> and ideas from others and explore that movement LO3: I can <b>choose movements</b> to make into my own <b>phrases with beginnings, middles and ends</b> LO4: I can practise and repeat my movement phrases and perform them in a <b>controlled way</b> LO5: I can use <b>simple dance</b> and <b>science vocabulary</b> to <b>describe movement</b> LO6: I can talk about dance, linking movement to science knowledge of everyday changes</p>	<p><b>Gymnastics Taking weight on different body parts (Safe exercise)</b> LO1: To support body weight on different large parts of the <b>body (patches)</b> and hold still for a short period of time LO2: To support body weight on different large body parts showing <b>control and accuracy</b> LO3: To create and link movement ideas in short sequences that have a clear start middle and end LO4: To <b>copy a partner's sequence</b> of movement LO5: To watch and describe accurately a <b>short sequence of actions</b> using appropriate language LO6: To watch and describe accurately a short sequence of actions using appropriate language</p>	<p><b>Games Developing hand-eye co-ordination</b> LO1: To <b>throw a beanbag</b> onto a <b>racket</b> and <b>catch it</b>. To create a <b>skills game</b> in a small group and describe it LO2: To <b>travel with a racket and ball</b>. To track the ball and move in line to stop. To use <b>simple tactics</b> to <b>score points</b> LO3: To <b>connect a ball</b> with the racket in different ways. To <b>keep safe</b> and in <b>control of our equipment</b> LO4: To choose <b>different ways of striking</b> the ball. To practice <b>striking for distance</b> LO5: To practise <b>rolling and retrieving skill</b>. To play a striking game in a group LO6: To <b>strike a ball</b> in different ways for different distances. To <b>understand that rules</b> help to keep us safe when we play a game</p>	<p><b>Dance Telling a story through Dance</b> LO1: I can respond to the <b>stimulus</b> of a story book with a range of actions LO2: I can copy <b>simple movement patterns</b> and ideas from others and explore that movement LO3: I can choose movements to make into my <b>own phrases with beginnings, middles and ends</b> LO4: I can <b>practise and repeat my movement</b> phrases and perform them in a <b>controlled way</b> LO5: I can use <b>simple dance vocabulary</b> to <b>describe movement</b> LO6: I can talk about dance, <b>linking movement to moods, ideas and feelings</b></p>	
Diamond Class	<p><b>Dance Linking dance actions</b> LO1: To show an <b>imaginative response</b> to the <b>stimulus</b> of <b>'space'</b> through their use of language and choice of movement LO2: To <b>incorporate different qualities and dynamics</b> into their <b>movement</b> LO3: To <b>explore and develop new actions</b> while working with a partner LO4/5: To <b>link actions to make dance phrases</b>, working with a partner and in a small group LO6: To use a range of <b>expressive language</b> to <b>describe dance</b></p>	<p><b>Invasion games Passing</b> LO1: To <b>consolidate and improve ball handling techniques</b>. LO2: To understand the <b>strategies</b> involved in <b>defending and using space</b> LO3: To <b>explore and investigate strategies</b> for <b>passing the ball</b> LO4: To be able to make <b>effective decisions</b> when <b>passing</b> LO5: To develop <b>and extend sending and receiving techniques</b> LO6: To effectively <b>find space to receive pass</b> while keeping <b>control of the ball</b> when travelling</p>	<p><b>Gymnastics Stretching and curling</b> LO1: To practise <b>transferring weight smoothly</b> from one part of the body to another LO2: To select a <b>wider range of stretching and curling actions (travelling and balancing)</b> and improve the quality of them LO3: To improve the ability to select appropriate actions and <b>develop the sequence</b> further using <b>simple compositional ideas</b> LO4: To further develop and refine their <b>gymnastic composition alongside a partner</b> LO5: To improve compositional ideas in preparation to <b>perform the partner sequence</b> to an audience. LO6: To <b>evaluate the effectiveness</b> and <b>quality</b> of a <b>performance</b></p>	<p><b>Net/wall games Directing the ball</b> LO1/2: To practice <b>various ways of throwing</b>. To make up a <b>simple net game</b>. To know why <b>warming-up is important</b> LO3/4: To practice <b>handling a ball with a racket</b>. To understand <b>simple tactics</b>. To recognise <b>how playing affects their bodies</b> LO5: To consolidate and develop the <b>range and consistency</b> of their skills in net games. To <b>adapt tactics</b> to suit court size and shape. To <b>keep and make simple rules</b> for net games LO6: To consolidate and develop the range and consistency of their skills in net games. To <b>adapt tactics</b> to suit court sizes and shape. To <b>suggest ideas to improve</b> their play</p>	<p><b>Athletics Running, throwing, jumping (Safety rules &amp; procedures)</b> LO1: To <b>move freely in space</b> and use a variety of equipment with some <b>control and co-ordination</b> LO2: To <b>run showing greater difference</b> between <b>slow and fast speeds</b>; and skills to <b>improve jumping</b> and <b>different throwing actions</b> LO3: To use their bodies and a variety of equipment with <b>greater control and co-ordination</b> LO4: To take part in a <b>relay activity</b> LO5: To experiment with <b>different ways of jumping</b> LO6: To experiment with <b>different ways of throwing</b> in order to choose and use the best technique</p>	<p><b>Striking/fielding games Developing striking &amp; fielding skills</b> LO1: How to <b>stand ready as a fielder</b> and how to line up with the ball to stop or catch it LO2: How to work as a <b>team when fielding</b> LO3: How to <b>hold different bats or rackets</b>, and how to <b>stand to hit the ball</b> LO4: How to <b>look for and find space</b> when <b>hitting the ball</b> LO5: How to <b>throw the ball accurately</b> when <b>bowling</b> LO6: To <b>agree and use a set of rules</b>, and keep games going without disputes</p>	

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	<p><b>Outdoor/adventurous activities</b>  <b>Using simple trails/diagrams</b>  LO1: To be able to spell out letters using only the human body, individually, in pairs and in groups  LO2: To be able to <b>read a basic map</b>, follow <b>simple directions</b> and a <b>marked route</b>  LO3: To be able to <b>follow a marked trail</b> and remember as many items as possible along the way  LO4: To be able to identify the <b>different map symbols</b> and match them with their correct name card  LO5: To be able to organize yourself/pair/group in such a way that you can correctly ‘<b>punch</b>’ (or otherwise mark) your <b>control card</b> as quickly as possible  LO6: To be able to successfully <b>follow the string trail</b> as quickly as possible, marking <b>their control card</b> with the correct ‘punches’ (or answer letters) on the way round</p>	<p><b>Gymnastics Travelling with a change of direction (Back care)</b>  LO1: To improve the <b>quality of jumping and landing</b>  LO2: To <b>improve the ability to select appropriate actions</b> and use <b>simple compositional ideas</b>  LO3/4: To <b>consolidate and improve the quality of travelling</b> with a <b>change of direction</b> and the ability to <b>link phrases of movement</b>  LO5: To select <b>appropriate actions with a partner</b> and <b>adapt their floor sequence onto the apparatus</b>  LO6: To describe and <b>evaluate the effectiveness and quality of a performance</b> using appropriate language</p>	<p><b>Invasion games Creating space (Safe warming up/cooling down)</b>  LO1/2: <b>To look</b> when they <b>travel with the ball</b>. <b>To find space</b> before they <b>receive a pass</b>. To improve their ability to <b>choose and use simple tactics</b>  LO3/4: Know how to <b>use space in a game</b>. Remain in <b>control of ball when travelling</b>. Be able to explain how to <b>keep possession</b> and describe how they and other have achieved it  LO5/6: Know how to use space in a game. Remain in <b>control of ball when travelling</b></p>	<p><b>Dance Exploring cultural dance</b>  LO1: To be able to recognise the fundamental <b>dynamics of African dance</b>  LO2: To be able to <b>respond rhythmically, translating ideas</b> from a <b>stimulus into movement</b>  LO3: To be able to <b>improvise freely, translating ideas from a stimulus</b> into movement  LO4: To be able to give <b>clear instructions</b> for <b>performing a sequence</b>  LO5: To be able to improvise freely, translating <b>ideas from a stimulus</b> into movement  LO6: To be able <b>perform specific skills</b> and <b>movement patterns</b> for the chosen <b>cultural dance with accuracy</b></p>	<p><b>Athletics Running, throwing, jumping (Safety rules &amp; procedures)</b>  LO1: To move <b>freely in space</b> and use a <b>variety of equipment</b> with some <b>control and co-ordination</b>  LO2: <b>To run showing greater difference</b> between <b>slow and fast speeds</b>; and <b>skills to improve jumping</b> and <b>different throwing actions</b>  LO3: To use their bodies and a variety of equipment with <b>greater control and co-ordination</b>  LO4: To take part in a <b>relay activity</b>  LO5: To experiment with <b>different ways of jumping</b>  LO6: To experiment with <b>different ways of throwing</b> in order to choose and use the best technique</p>	<p><b>Athletics Running, throwing and jumping</b>  LO1: To move <b>freely in space</b> and use a <b>variety of equipment</b> with some <b>control and co-ordination</b>  LO2: <b>To run showing greater difference</b> between <b>slow and fast speeds</b>; and <b>skills to improve jumping</b> and <b>different throwing actions</b>  LO3: To use their bodies and a variety of equipment with <b>greater control and co-ordination</b>  LO4: To take part in a <b>relay activity</b>  LO5: To experiment with <b>different ways of jumping</b>  LO6: To experiment with <b>different ways of throwing</b> in order to choose and use the best technique</p>
Emerald class	<p><b>Net/Wall Games Developing individual shots</b>  LO1: To develop the <b>forehand shot</b>. To play a <b>co-operative rally</b>  LO2: To practise <b>forehand</b> and develop <b>backhand shots</b>. Understand the <b>types of fitness</b> needed for net games. To <b>play co-operative rallies</b>  LO3: To develop the <b>forehand shot</b> and <b>backhand shot</b> and how to <b>play a volley</b>. Understand the different parts of a <b>warm-up</b> and how the warm-up affects the body  LO4: To practice the skill of <b>hitting the ball without a bounce</b> in order to improve performance. To understand the <b>attacking strategy</b> of returning the ball early  LO5: To develop their <b>rally technique</b>. Understand the importance of <b>feeding the ball accurately</b> to partner. To evaluate their own work and others’ work  LO6: To <b>understand playing a point</b> and how to out-play the opponent. To direct a ball into the opponent’s court at <b>different speeds, heights and angles</b>. To <b>work co-operatively as a team</b> in twos and small groups and devise a <b>competitive scoring system</b></p>	<p><b>Invasion Games Support play and formations</b>  LO1: To develop and <b>improve attacking and defending techniques</b>  LO2: To identify the need for <b>different positions</b> in a team and the <b>role of these positions</b>  LO3: To develop ways to <b>successfully mark</b> an opponent  LO4: To understand how to <b>support team members</b> in a game situation. To <b>evaluate success</b> in a game  LO5: To understand the importance of <b>changing speed and direction</b> to <b>avoid defenders</b> and showing this as an <b>attacker</b> in your performance  LO6: To understand the importance of supporting team members and the benefits it brings to the team</p>	<p><b>Gymnastics Bridges (Back care)</b>  LO1: To perform <b>actions, shapes and balances</b> clearly, consistently and fluently, with <b>good body tension and extension</b>  LO2/3: To repeat accurately a <b>longer sequence</b> with more difficult actions, with an emphasis on <b>extension, clear body shape</b> and changes in direction  LO4: To <b>adapt sequences</b> to include a small group  LO5: To watch and comment on the <b>quality of movements, shapes and balances</b>, and the way apparatus is used  LO6: To identify which aspects were performed consistently, accurately, fluently and clearly and <b>suggest improvements to speed, direction and level in the composition</b></p>	<p><b>Dance Communicating issues through dance</b>  LO1/2: I can <b>explore, improvise</b> and choose appropriate material to <b>create new motifs</b> in a chosen dance style to communicate a message that is current and relevant  LO3: I can compose, develop and adapt motifs to <b>make dance phrases</b> and use these in <b>longer dances</b>  LO4: I can perform specific skills and <b>movement patterns</b> for <b>different dance styles</b> with accuracy  LO5: I can talk about the relationship between the dance and its <b>accompaniment</b>  LO6: I can suggest ways to develop my <b>technique and composition</b></p>	<p><b>Athletics Set targets &amp; improve performance in running, jumping and throwing activities</b>  LO1: To <b>develop hurdling technique</b> focusing on identifying the <b>lead leg</b>  LO2: <b>Sprinting over barriers</b> using <b>consistent stride lengths</b>  LO3: Developing the correct technique for effective <b>relay changeovers</b>  LO4: To learn the technique for a <b>sprint start</b> and be able to start and time a race  LO5: To learn and <b>practice throwing technique</b> for consistency and accuracy  LO6: <b>Practice starting techniques</b> and learn how to operate a <b>continuous relay</b></p>	<p><b>Striking/fielding Games Developing range of roles and positional play</b>  LO1/2: <b>Field with increased accuracy</b>. Use tactics that involve <b>fielders working together</b>. Recognise own and others’ strengths  LO3/4: Use <b>different ways of bowling</b>. Use tactics which involve <b>bowlers and fielders working together</b>. Identify what they need to <b>improve their performance</b> and suggest how they could do this  LO5/6: Use tactics which involve bowlers and fielders working together. Plan to <b>outwit the opposition</b> as a pair when they are <b>batting</b>. Bat effectively using <b>different types of shots</b></p>
	<p><b>Dance Formations in historical dance</b>  LO1: To be able to be able to <b>demonstrate fluency and rhythm</b> in a <b>processional dance</b>  LO2: To <b>perform specific skills and movement patterns</b> for the <b>Pavane with accuracy</b>  LO3: To be able to recognise and describe the patterns and structure for <b>English traditional set dance</b> and be able to perform with others  LO4: To perform a <b>Morris dance clearly and fluently</b>; without prompting  LO5: To be able to perform a <b>dance phrase</b> in time to the music/accompaniment  LO6: <b>To plan and perform a dance sequence with changing formations</b></p>	<p><b>Gymnastics Flight</b>  LO1: To explore a <b>range of jumps and landings</b> and to start to <b>link skills</b> in a <b>short sequence</b> both <b>on and off the apparatus</b>  LO2: To <b>link jumps in a longer sequence</b> both on the floor and on larger apparatus  LO3: To recognise <b>contrasting moves in sequence</b> building enhances a performance  LO4: To <b>combine movement with a partner</b>. To be able to adapt sequences to involve partner  LO5: To include <b>changes of level, speed and direction into a sequence of movements</b> with a partner  LO6: To <b>perform accurately a sequence</b> with a partner showing a <b>clear start, middle and end</b>. To be able to watch and describe the movements performed by others</p>	<p><b>Outdoor and Adventurous Activities Responding to challenges (Benefits of being active)</b>  LO1: To <b>navigate directly</b> to points in the school grounds marked on a map  LO2: To get safely through the <b>swinging rope</b> without being touched by it  LO3: As a group you will be able to follow the <b>course marked on the map</b> accurately to from a start point to an end point  LO4: To guide their <b>blindfolded partner</b> around increasingly complex obstacle courses  LO5: To navigate around a <b>course individually</b>, competitively racing against a partner who is going in the opposite direction  LO6: To work together <b>to transport items of equipment</b> across a course, <b>going over and under a barrier</b></p>	<p><b>Invasion Games Shooting and keeping</b>  LO1: To develop a range of <b>shooting techniques</b>  LO2: To practise shooting and develop a range of <b>keeping techniques</b>  LO3: To demonstrate <b>good keeping and shooting</b> in small-sided games  LO4: To be able to <b>evaluate</b> how shooting and keeping technique can be <b>improved</b>  LO5: To understand when is a good time to <b>shoot in game scenarios</b>  LO6: To be able to identify own and others <b>strengths and weaknesses</b> and how they can be improved</p>	<p><b>Striking/fielding Game Role of batter, bowler, wicketkeeper/backstop &amp; close/deep fielder</b>  LO1/2: To <b>retrieve, intercept and stop a ball</b> when <b>fielding</b>. To get their body behind the ball. To pick out and describe what is successful in a game  LO3/4: How to <b>place their feet</b> and <b>position their bodies</b> to <b>bowl a ball</b>. To bowl with <b>overarm and underarm actions</b>. To <b>evaluate performance</b> in different parts of the game  LO5/6: How to <b>work as a team</b> when <b>bowling/wicket keeping and fielding</b>. To use <b>different ways of hitting</b> the ball. To <b>hit the ball away from fielders</b></p>	<p><b>Athletics Using timekeeping &amp; measuring to set targets</b>  LO1: To <b>develop hurdling technique</b> focusing on <b>identifying the lead leg</b>.  LO2: <b>Sprinting over barriers</b> using <b>consistent stride lengths</b>  LO3: Developing the <b>correct technique</b> for <b>effective relay changeovers</b>  LO4: To learn the <b>technique for a sprint start</b> and be able to start and time a race  LO5: To <b>learn and practice throwing technique</b> for consistency and accuracy  LO6: Practice starting techniques and learn how to <b>operate a continuous relay</b></p> <p>Be able to set SMART targets in all lessons and try to reach these by working on technique, reaction time etc.</p>

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Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2
Summer Term 1		Summer Term 2				
Ruby Class Nurse/ Reception	LO 1: Revise and refine the fundamental movement skills they have acquired: <b>rolling, running, crawling, hopping, walking, skipping, jumping, climbing</b> . LO 2: Progress towards a more fluent style of moving, with <b>developing control and grace</b> . LO 3: Develop overall <b>body strength, balance, co-ordination and agility</b> needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. LO 4: Use <b>their core muscle strength</b> to achieve a <b>good posture</b> when sitting at a table or sitting on the floor. LO 5: Combine different movements with <b>ease and fluency</b> . LO 6: Confidently and safely use a range of <b>large and small apparatus indoors and outdoors</b> , alone and in a group. LO 7: Develop <b>overall body strength, balance, coordination and agility</b> . LO 8: Know and talk about the different factors that support <b>overall health and wellbeing-regular physical exercise</b> . LO 9: Negotiate <b>space and obstacles safely</b> , with consideration for themselves and others. LO 10: Demonstrate <b>strength, balance and coordination</b> when playing LO: 11 <b>Move energetically</b> , such as <b>running, jumping, dancing, hopping, skipping and climbing</b> .					
Sapphire Class Year 1/2	<b>Games Dribbling</b> LO1/2: Develop strategies to <b>avoid opponents</b> i.e. <b>find space/change direction quickly</b> . Practice <b>travelling</b> with the <b>ball using hands and feet</b> . Learn to <b>change direction</b> with the ball LO3/4: Develop <b>control over a ball using a stick/bat</b> . Develop <b>stick/eye/ball co-ordination</b> LO5/6: Children should have the opportunity to <b>consolidate skills</b> learnt in previous lessons. Be able to <b>create a practice</b> with partner	<b>Dance Communicating moods, feelings and ideas (Benefits of being active)</b> LO1: To create a <b>short movement phase</b> , involving <b>travelling, linking and contrasting shapes</b> LO2: To be able to <b>improve control and coordination</b> of movement when dancing with a partner LO3: To be able to <b>improve the visual effect</b> of the <b>pair's sequence</b> LO4: To be able to <b>develop a narrative</b> to accompany their movements LO5: To be able to <b>improve their performance</b> using <b>agreed success criteria</b> as an evaluation tool LO6: To be able to be to develop a <b>16-count movement motif</b>	<b>Gymnastics Parts high and low</b> LO1: To perform a range of actions with <b>control and coordination</b> LO2: To move smoothly from a <b>position of stillness to a travelling movement</b> LO3: To <b>devise, repeat and perform a short sequence</b> in which there is a clear <b>beginning, middle and end</b> LO4: To use <b>different combinations of floor, mats and apparatus</b> , showing <b>control, accuracy and fluency</b> LO5: To <b>describe</b> their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control LO6: To choose one aspect of their sequence to improve, and say <b>how to improve it</b>	<b>Games Developing sending and receiving skills</b> LO1/2: To <b>line</b> themselves up with a <b>target</b> . To describe different ways of <b>sending the ball to hit a target</b> . To describe their <b>successes</b> and what they <b>need to improve</b> LO3/4: To <b>kick a ball</b> with <b>accuracy</b> and decide which pass is easiest to <b>control</b> . Learn how to make it difficult for their opponents. Recognise what is <b>successful</b> and how to use this knowledge LO5/6: Show they are ready to <b>receive a pass</b> when in a <b>good position</b> . Move into position behind the ball to <b>receive it</b> . To choose, use and vary <b>simple tactics</b> . Use their information to improve their work	<b>Dance Performing different styles of cultural dance</b> LO1: To be able to describe the <b>expressive qualities</b> of the dance style LO2: To be able to <b>count the beats</b> of a <b>step pattern rhythm</b> and recognise which <b>beats are accented</b> LO3: To be able to <b>link basic steps</b> to create a <b>repeating dance phrase</b> LO4: To perform with <b>clarity of style and expression</b> LO5: To suggest criteria for judging a <b>technical performance of the Salsa</b> LO6: To understand the importance of a <b>warming up and cooling down</b> the body before strenuous activity	<b>Gymnastics Spinning and turning</b> LO1: To perform a <b>range of actions</b> with <b>control and coordination</b> LO2: To move smoothly from a <b>position of stillness to a travelling movement</b> LO3: To repeat accurately <b>sequences of gymnastic actions</b> LO4: To <b>devise, repeat and perform a short sequence</b> in which there is a clear <b>beginning, middle and end</b> LO5: To describe their own or their partner's sequence accurately, commenting on what it contains and whether it is <b>performed smoothly</b> and with <b>control</b> LO6: To choose one aspect of their <b>sequence to improve</b> , and say how to improve it
	<b>Gymnastics Balance (Learning about energy)</b> LO1: To know how to <b>develop a balance</b> from a body shape LO2: To develop ways of using the <b>apparatus</b> to display a challenging yet <b>well- controlled balance</b> LO3: To investigate ways of <b>linking movements</b> to achieve <b>smooth and controlled transitions</b> LO4: To be able to perform a <b>clear stretch jump</b> and <b>land safely</b> and move into a <b>controlled balanced position</b> LO5: To <b>compare similar performances</b> and to suggest ways to improve the <b>quality of the sequence</b> LO6: To perform with <b>control and fluency</b> , a sequence of 4 unlike actions: <b>A body shape held in stillness, a balance, a travelling movement and a stretch jump</b>	<b>Games Throwing and catching</b> LO1/2: To <b>throw with accuracy</b> . To <b>co-ordinate</b> their bodies when <b>throwing and catching</b> . To recognise good quality in performance LO3/4: To throw with <b>accuracy</b> . To choose, use and vary <b>simple tactics</b> . To understand the importance of <b>preparing safely</b> and carefully LO5/6: To use information to <b>improve their work</b> . To remember, <b>repeat and link combinations</b> of skills. To improve how they <b>co-ordinate</b> and control their bodies and a range of equipment	<b>Dance Using dynamics to develop the dance</b> LO1: To be able to <b>explore actions</b> in response to <b>stimuli</b> LO2/3: To experiment with <b>dynamics</b> (see key vocabulary) to get a growing range of possible <b>movements</b> LO4: To choose and link actions to <b>make short dance phrases</b> that show (express) an idea LO5: To describe <b>dance phrases</b> and how dynamics have been used to show how the body can represent a machine in movement LO6: To describe how a <b>dance makes me feel</b>	<b>Gymnastics Jumping and landing</b> LO1: To recognise and <b>avoid risks</b> when <b>handling and placing apparatus</b> LO2: To perform a <b>range of actions with control and coordination</b> LO3: To <b>move smoothly</b> and in a <b>controlled way from one position of stillness to another</b> LO4/5: To use <b>different combinations of floor, mats and apparatus</b> , showing control, accuracy and fluency LO6: To <b>describe</b> their own or their <b>partner's sequence accurately</b> , commenting on what it contains and whether it is performed smoothly and with control	<b>Games Hitting and striking</b> LO1: To explore different <b>types of equipment</b> for <b>striking</b> . To develop accuracy in striking skills. To <b>work safely</b> with awareness of others LO2: To practise <b>bat and ball co-ordination</b> . To <b>strike the ball for distance</b> in different ways. To keep a game going in a group LO3: To <b>travel energetically</b> in different ways and in <b>different directions</b> . To <b>feed the ball</b> to a partner by <b>rolling it</b> . To <b>strike the ball accurately</b> and aim for a target LO4: To work on <b>hand-eye co-ordination</b> with the ball. <b>Watch, track and get in line</b> with a ball. To play a game against an opponent and <b>make decisions</b> about where to stand. To <b>strike the ball into a space</b> LO5: To practise <b>feeding the ball</b> accurately to a striker. To understand the <b>role of a fielder</b> in a striking game. To recognise what is successful in a game and understand how to use this knowledge LO6: To <b>practice fielding skills</b> by <b>stopping the ball and retrieving it</b> quickly. To improve accuracy in feeding the ball. To strike for distance in a group game. To keep a game going in a group by <b>taking turns</b>	<b>Games Running jumping and hopping</b> LO1/2: To remember, <b>repeat and link combinations of skills</b> . To understand the importance of <b>preparing safely</b> and carefully. To describe what they see LO3/4: To remember, <b>repeat and link combinations of skills</b> . To recognise good quality performance. To improve how they co-ordinate their bodies LO5/6: To <b>stop and change direction</b> by <b>placing the weight</b> on the front foot and pushing off it. To choose, use and vary <b>simple tactics</b> . To remember, repeat and link combinations of skills
Diamond Class Year 3/4	<b>Net/Wall Games Applying tactics</b> LO1/2: To practice various <b>ways of throwing</b> . To make up a <b>simple net game</b> . To know why <b>warming-up is important</b> LO3/4: To practice <b>handling a ball</b> with a <b>racket</b> . To understand <b>simple tactics</b> . To recognise how playing <b>affects their bodies</b> LO5/6: To consolidate and develop the range and <b>consistency of their skills</b> in net games. To <b>adapt tactics</b> to suit court size and shape. To keep and make simple <b>rules for net games</b>	<b>Invasion Games Controlling and receiving (Psychological &amp; social benefits)</b> LO1: To understand how to <b>position body, feet, hands to receive a pass</b> LO2: To understand how to <b>use space</b> and why it is important in <b>invasion games</b> LO3: To develop and improve the ability to <b>control a range of passes in a game</b> LO4: To improve <b>the accuracy and precision</b> of passes to a teammate LO5: To develop <b>decision making</b> when <b>passing</b> and understand when an <b>effective pass</b> can be played LO6: To develop the range and consistency of their <b>controlling and receiving skills</b>	<b>Gymnastics Balance</b> LO1/2: To perform a <b>range of actions</b> and <b>agilities</b> with consistency and <b>clarity of movement</b> LO3: To combine actions to <b>make sequences</b> with changes of <b>speed, level and direction</b> LO4: To work with a partner to make <b>contrasting balances</b> on the floor and apparatus LO5: To make <b>simple assessments of performance</b> based on a criterion given by the teacher and chosen by the class LO6: To gradually increase the <b>length of sequences</b> showing a change in <b>direction and /or level</b>	<b>Dance Characterisation.</b> LO1: To be able to <b>perform and compose a solo</b> with appropriate <b>expression</b> LO2: To be able to perform and compose a <b>question-and-answer duet</b> with appropriate <b>contrasting expression</b> LO3: To be able to extend the duet into a <b>unison travel phrase</b> retaining individual <b>characterisation and expression</b> LO4: To be able to dance in unison, within a large group, and understand the interpretation and use of visual images as part of the process LO5: To be able to <b>sustain a dance performance in character</b> LO6: To be able to identify, describe, suggest and act upon ways of <b>improving performance and composition</b>	<b>Striking/fielding Games Fielding as a team</b> LO1: How to <b>stand ready as a fielder</b> and how to get in line with a ball to stop or catch it. To <b>cushion and stop the ball with cupped hands</b> LO2: How to <b>work as a team</b> when <b>fielding</b> . To identify how performance can be improved LO3/4: How to <b>hold different bats or rackets</b> , and how to stand to hit the ball. How to look for and find space when they are hitting. To compare what their <b>bodies feel like</b> after <b>hitting and fielding</b> LO5: How to <b>throw the ball accurately</b> when <b>bowling</b> . To learn how to describe what happens to <b>their breathing and heart rate</b> LO6: To work as a team when fielding. To use <b>the rules set</b> , and keep games going without disputes	<b>Athletics Developing running, throwing and jumping techniques (Planning to be active &amp; energy balance)</b> LO1: How to <b>pace effort</b> over short distances and learn that the body is using energy in the process LO2: To perform <b>specific fundamental skills</b> for <b>long jump</b> LO3: To <b>throw and retrieve</b> different implements and describe how the <b>weight and shape</b> of an object <b>affects its flight path</b> LO4: To work as a team to <b>perform relay activities</b> and know how and where to go to develop their <b>running skills</b> out of school hours LO5: How to <b>run at a steady pace</b> for <b>sustained, endurance running</b> LO6: How to <b>pace effort over longer distances</b> and describe how the <b>body reacts</b> when running for long periods



# P.E. Medium Term Curriculum Map A and Map B

	<p><b>Outdoor and Adventurous Activities Following plans and solving problems (Assess &amp; manage risk)</b>          LO1: To work as a <b>team safely</b>, without <b>stepping off the bench</b> undertaking activities specified by the teacher          LO2: To work as a team, to ensure all of your group gets inside the circle and balances for 5 seconds          LO3: To <b>add objects to a map</b> as they are set out on the ground, and to <b>orientate around the map</b>          LO4: To <b>navigate around the playground</b>, collecting the correct stickers that correspond to points on the map          LO5: To <b>identify objects</b> within <b>familiar surroundings</b> based on photos. Pupils will also have to <b>navigate themselves</b> around the school safely          LO6: To <b>follow a trail</b> around the school grounds, collecting jigsaw puzzle pieces on the way. Complete the jigsaw</p>	<p><b>Dance Re-telling a story</b>          LO1: To be able to <b>compose, remember and repeat a sequence</b> of travelling body actions covering a known floor pathway          LO2: To be able to <b>respond imaginatively</b> in movement to the story of the willow plate          LO3: Will be able to <b>show sensitivity to the dance</b> idea and <b>portray different emotions</b> suggested by the story          LO4: To be able to <b>dance in formation</b>, within a group, and <b>understand the importance of formation</b> as part of the story telling process          LO5: To be able to <b>contribute ideas</b> as well as <b>perform a group sequence using canon and unison</b>          LO6: Children can <b>now identify, describe, suggest and act</b> upon ways of <b>improving performance</b> and composition</p>	<p><b>Invasion Games Keeping possession of the ball</b>          LO1: To <b>use and adapt tactics</b> in different situation          LO2: To <b>choose and adapt techniques</b> to keep <b>possession</b>          LO3: To choose and adapt techniques to keep possession of the ball. To <b>recognise aspects</b> of their <b>work that need improving</b>          LO4: To understand the <b>safe side/how to shield the ball</b> and why that's important to keep possession from opponents          LO5/6: Use a <b>range of tactics to keep possession</b> of the ball. Know and explain the <b>tactics and skills</b> they use well to keep possession</p>	<p><b>Invasion Games Marking and tackling</b>          LO1/2: To <b>adapt tactics</b> in different situations. To recognise when <b>speed, strength and stamina</b> are important in games. To recognise aspects of their work that needs improving          LO3/4: How to <b>position their bodies and feet to receive pass</b> and <b>shoot a ball</b>. To choose and adapt their techniques to keep possession. To have <b>set moves and plans</b>          LO5/6: To recognise aspects of their work that need improving. To become more consistent in their use of <b>hockey equipment</b>. Teach them <b>techniques</b> help them <b>keep a ball</b></p>	<p><b>Gymnastics Receiving Body Weight</b>          LO1/2: To <b>devise warm up routines</b> that prepare them for their <b>gymnastic work</b>          LO3: To <b>combine actions</b> and <b>maintain the quality of performance</b> when performing at the <b>same time as a partner</b>          LO4: To offer <b>constructive ideas</b> when working with a partner          LO5: To offer constructive ideas when working with a partner and <b>determine the impact</b> on their performance          LO6: To <b>combine actions to make sequences</b> with <b>changes of speed, level and direction</b>, and <b>clarity of shape</b></p>	<p><b>Athletics Developing running, throwing and jumping Techniques (Planning to be active &amp; energy balance)</b>          LO1: How to pace effort over short distances and learn that the body is using energy in the process          LO2: To perform specific fundamental skills for long jump          LO3: To throw and retrieve different implements and describe how the weight and shape of an object affects its flight path          LO4: To work as a team to perform relay activities and know how and where to go to develop their running skills out of school hours          LO5: How to run at a steady pace for sustained, endurance running          LO6: How to pace effort over longer distances and describe how the body reacts when running for long periods</p>
<p>Emerald class Year 5/6</p>	<p><b>Net/Wall Games Developing game play (Safe warming up/cooling down)</b>          LO1: To develop the <b>forehand shot</b>. To know why <b>warming up</b> and <b>cooling down</b> are important. To play a <b>co-operative rally</b>          LO2: To practise forehand and develop <b>backhand shots</b>. The <b>types of fitness</b> needed for <b>net games</b>. To play <b>co-operative rallies</b>          LO3: To develop the <b>forehand shot</b> and <b>backhand shot</b> and how to <b>play a volley</b>. The different parts of a warm-up and how the warm-up affects the body          LO4: To practice the skill of <b>hitting the ball without a bounce</b> in order to improve performance. To understand the <b>attacking strategy of returning</b> the ball early          LO5: To develop their <b>rally technique</b>. The importance of <b>feeding the ball</b> accurately to partner. To <b>evaluate</b> their own work and others' work          LO6: To <b>understand playing a point</b> and how to <b>out-play the opponent</b>. To <b>direct a ball</b> into the opponents' court at <b>different speeds, heights and angles</b>. To <b>work co-operatively</b> as a team in twos and small groups and devise a <b>competitive scoring system</b></p>	<p><b>Dance Visual media</b>          LO1: To be able to perform a short <b>dance sequence</b> in <b>unison</b> within a <b>large group</b>          LO2: To be able to use a <b>visual media dance extract</b> to create a <b>16-count dance phase</b>          LO3: To be able to use <b>the choreographic device of canon</b> in a group of 4          LO4: Pupils work imaginatively in a pair to create and perform a <b>question-and-answer dance phase</b> showing <b>character/s and emotion</b>          LO5: Will be able to <b>use appropriate space</b> and <b>links to refine</b> their own and others' work          LO6: Pupils can now understand how to create a dance using given some <b>compositional ideas</b>. To be able to <b>perform and evaluate the whole dance</b> using <b>appropriate language</b></p>	<p><b>Gymnastics Matching and mirroring</b>          LO1: To develop a <b>gymnastic sequence</b> using <b>matching and mirroring actions</b>          LO2: To develop <b>gymnastic sequences</b> with a partner using <b>more challenging matching and mirroring actions</b> and be able to watch and describe performances, giving <b>positive feedback</b>          LO3: To evaluate own and other's work to meet the theme of <b>matching and mirroring</b>          LO4: To use apparatus effectively through <b>matching and mirroring sequence work</b>          LO5: To work with others to plan <b>and lead a warmup</b> and devise an inspiring work area using larger apparatus to create sequences that have <b>planned variations, contrasts in actions and speed</b>          LO6: To <b>practice and refine</b> using appropriate choice of support to improve their performance in order to perform in front of a larger audience</p>	<p><b>Invasion Games Teamwork and formations</b>          LO1/2: Teach the children to use skills in ways which will <b>outwit the opposition</b>. Develop their ability to <b>evaluate</b> their own and others work          LO3/4: Children to use skills that will help them outwit the opposition. Teach them how to <b>combine skills</b>. Teach the children how to <b>mark a player and space</b>          LO5/6: Help children to understand <b>why games breakdown</b> or why their team fails to score. Help children to understand that when their team has the ball they are <b>attacking</b> and when the opposition has the ball, they <b>are defending</b></p>	<p><b>Striking/fielding Games Tactical play and officiating (Getting involved in physical activity)</b>          LO1/2: To <b>retrieve, intercept and stop a ball</b> when <b>fielding</b>. To get their body behind the ball. To pick out and describe what is successful in a game          LO3/4: How to place <b>their feet and position</b> their bodies to <b>bowl a ball</b>. To bowl with <b>overarm and underarm actions</b>. To evaluate performance in different parts of the game          LO5/6: How to work as a team when <b>bowling/wicket keeping</b> and <b>fielding</b>. To use <b>different ways of hitting the ball</b>. To hit the ball away from fielders</p>	<p><b>Athletics Developing technical understanding (Planning to be active)</b>          LO1: To explore <b>different ways of jumping</b> monitoring activity levels in the process          LO2: To <b>develop hurdling technique</b>, so that students are leading with the same leg over each hurdle and performing a <b>3-stride rhythmic pattern</b>          LO3: Plan how to <b>work as a team</b> to run over distances to get the best results          LO4: <b>Relay change-over</b> and <b>passing a baton</b> at speed using a <b>'push pass'</b> or <b>down sweep</b>          LO5: To be able to choose appropriate <b>throwing techniques</b> for specific events          LO6: Developing throwing techniques using the <b>sling and heave throws</b> and reflect on all the athletic activities learnt in this unit, understanding that peers may have different feelings about the types and amounts of physical activity they enjoy doing</p>
	<p><b>Gymnastics Counter balance/counter tension</b>          LO1: To investigate different ways of working with a partner through <b>counter balance and counter tension</b>          LO2: To develop and challenge work on different ways of working with a partner through <b>different relationships and more challenging ways of travelling</b>          LO3: To be able to <b>move fluently</b> in and <b>out of balances</b> using apparatus          LO4: To develop more <b>challenging balances</b> using partner as the <b>base</b>          LO5: To use <b>larger apparatus</b> to <b>create sequences</b> that have planned <b>variations, contrasts in actions and speed</b>          LO6: To <b>evaluate their own and others work</b> and judge the quality of performance against <b>technical and compositional criteria</b></p>	<p><b>Invasion Games Attacking and defending play</b>          LO1/2: To choose and apply a <b>range of tactics</b> and strategies for <b>attack and defence</b>. To use these tactics more consistently in games. To develop their <b>ability to evaluate</b>          LO3/4: To understand a range of <b>strategies for defence and attack</b>. Understand there are different ways of attacking. Understand the best <b>formations tactics</b> for attacking and defending          LO5/6: To understand the needs to prepare properly for games. To develop their ability to <b>evaluate their own work</b> and <b>others work</b> and to suggest ways to improve it</p>	<p><b>Invasion Games Tactics (The energy journey)</b>          LO1: To choose and apply a <b>range of tactics</b> and <b>strategies for invasion games</b>          LO2: To develop their <b>ability to evaluate</b> and improve their <b>tactics and strategies</b>          LO3: To continue to choose and apply a range of tactics and strategies for invasion games which will help to <b>improve both individual performance and team outcome</b>          LO4: To develop their ability to evaluate and improve work. To understand the need for <b>warm-up and cool down</b>          LO5: To use <b>effective tactics</b> to <b>help travel past an opponent</b>          LO6: To demonstrate <b>effective tactics in small-sided games</b></p>	<p><b>Dance Putting on a dance performance</b>          LO1: To be able to <b>use stillness</b> to add interest to a <b>dance phrase</b>          LO2: To be able to <b>use text</b> to create a <b>16-count dance motif</b>          LO3: To be able to use <b>the choreographic device of Canon and Unison</b> in a group dance          LO4: To be able to work creatively in a group to create and <b>perform a motif and a dance representing a character</b>          LO5: Will be able to use appropriate criteria to evaluate and refine their own and others' work          LO6: To understand how to create a performance using a <b>range of compositional ideas</b> and to be able to perform with clear understanding and intention</p>	<p><b>Outdoor and Adventurous Activities Effective group working</b>          LO1: To <b>successfully navigate</b> your way around the course <b>blindfolded</b>, with the help of a <b>teammate</b>          LO2: To reassemble a shredded newspaper as a team. To build a <b>free-standing structure</b> using only the paper they are given          LO3: To put out a <b>Control Marker</b>, then navigate around a course in number order completing a Control Card, then retrieve their own Control Marker and return          LO4: To <b>chase and collect items</b> from the opposing team          LO5: To be able to <b>navigate around</b> the cone course correctly          LO6: To be able to <b>follow a map correctly</b> and <b>visit control points</b></p>	<p><b>Athletics Developing technical understanding (Planning to be active)</b>          LO1: To explore <b>different ways of jumping</b> monitoring activity levels in the process          LO2: To <b>develop hurdling technique</b>, so that students are leading with the same leg over each hurdle and performing a <b>3-stride rhythmic pattern</b>          LO3: Plan how to <b>work as a team</b> to run over distances to get the best results          LO4: <b>Relay change-over</b> and <b>passing a baton</b> at speed using a <b>'push pass'</b> or <b>down sweep</b>          LO5: To be able to choose appropriate <b>throwing techniques</b> for specific events          LO6: Developing throwing techniques using the <b>sling and heave throws</b> and reflect on all the athletic activities learnt in this unit, understanding that peers may have different feelings about the types and amounts of physical activity they enjoy doing</p>