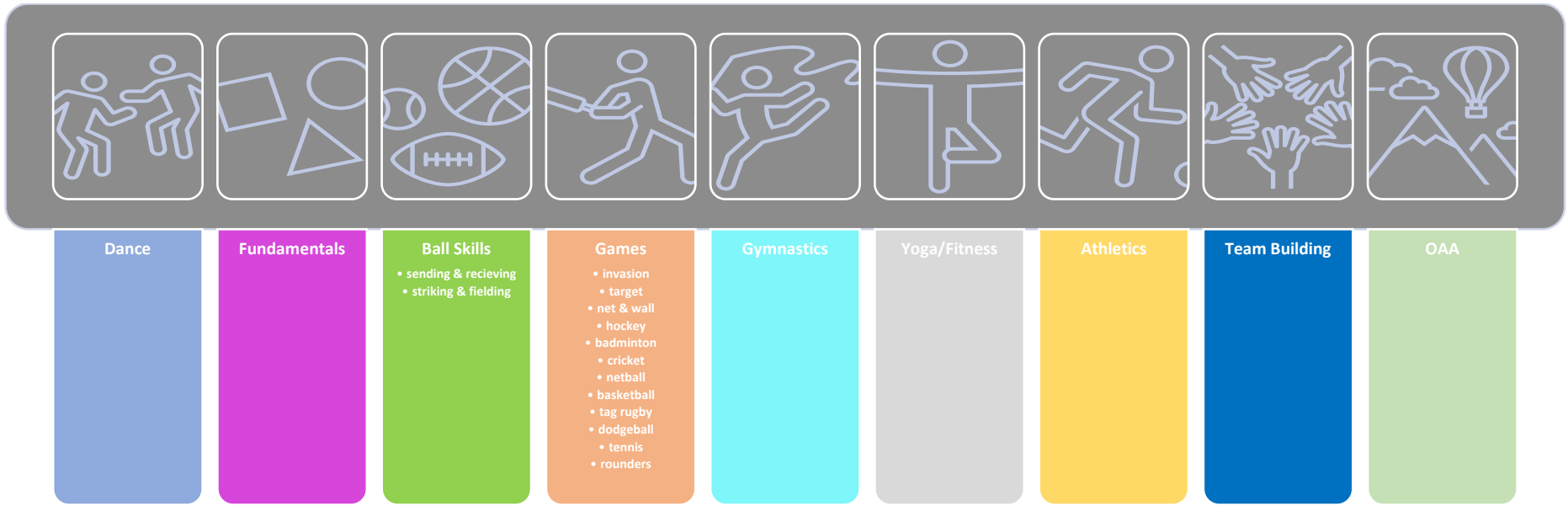
St Stephen's
CE Primary School

PE Curriculum Overview

"Learning, loving and growing; together as God's children."

Our Approach

We follow the **Get Set 4 PE Scheme** from EYFS to Y6, which focuses on the 9 core aspects below to meet both the **EYFS** and **National Curriculum** expectations. In the EYFS our pupils experience **movement, interaction** and **engagement** through structured play, which builds into our National Curriculum content from Y1 onwards. In our **cyclical** curriculum pupils develop their **declarative knowledge** across movement, rules, tactics, strategies, health & participation and develop an understanding of what it means to lead a healthy and active lifestyle. Pupils have **two taught PE sessions each week**, have access to **extra-curricular provision** within and outside of the school day and each taught aspect has its own **knowledge organiser** and visual **vocabulary pyramid** for pupils. The school is part of the local **"Wellbeing through sport"** program which develops our pupils understanding of their emotions through sport.



EYFS Overview

Year	Over the Year, children will develop the following skills:					
N	**Unit 1-Introduction to PE** • To move safely and sensibly in a space with consideration of others. • To develop moving safely and stopping with control. • To use equipment safely and responsibly. • To use different travelling actions whilst following a path. • To work with others co-operatively and play as a group. • To follow, copy and lead a partner.	**Unit 1-Dance** • To explore different body parts and how they move. • To explore different body parts and how they move and remember and repeat actions. • To express and communicate ideas through movement exploring directions and levels. • To create movements and adapt and perform simple dance patterns. • To copy and repeat actions showing confidence and imagination. • To move with control and co-ordination, linking, copying and repeating actions.	**Unit 1-Fundamentals** • To develop balancing whilst stationary and on the move. • To develop running and stopping. • To develop changing direction. • To develop jumping and landing. • To develop hopping and landing with control. • To explore different ways to travel.	**Unit 1-Ball Skills** • To develop rolling a ball to a target. • To develop stopping a rolling ball. • To develop accuracy when throwing to a target. • To develop bouncing and catching a ball. • To develop dribbling a ball with your feet. • To develop kicking a ball.	**Unit 1-Games** • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. • To be able to play games showing an understanding of the different roles within it. • To follow instructions and move safely when playing tagging games. • To work co-operatively and learn to take turns. • To work with others to play team games.	**Unit – Gymnastics** • To copy and create shapes with your body. • To be able to create shapes whilst on apparatus. • To develop balancing and taking weight on different body parts. • To develop jumping and landing safely. • To develop rocking and rolling. • To copy and create short sequences by linking actions together.

Continuous Provision

- Pupils have access to large outdoor equipment throughout the day and a range of trikes/bikes allows children to develop balancing and riding skills.
- Snipping and cutting is introduced with scissors, with a range of activities developed throughout the year progressing to cutting around shapes and developing precision.
- Pupils develop using cutlery and cups within the role play area and during lunchtime, whilst also starting to develop using one handed tools.
- Dough Disco is done daily to develop motor skills.
- Self-care and hygiene are developed through daily routines and opportunities within the role play/small world areas to think about healthy and active life styles.

Year	Over the Year, children will develop the following skills:					
R	**Unit 2-Introdcution to PE** • To move around safely in space. • To follow instructions and stop safely. • To stop safely and develop control when using equipment. • To follow instructions and play safely as a group. • To follow a path and take turns. • To work co-operatively with a partner.	**Unit 2-Dance** • To copy, repeat and explore actions in response to a theme. • To explore and remember actions considering level, shape and direction. • To explore movement using a prop with control and co-ordination. • To move with control and co-ordination, expressing ideas through movement. • To remember and repeat actions moving in time with the music. • To explore actions in response to a theme and begin to use counts.	**Unit 2-Fundamentals** • To develop balancing. • To develop running and stopping. • To develop changing direction. • To develop jumping. • To develop hopping. • To explore different ways to travel using equipment.	**Unit 2-Ball Skills** • To develop rolling and tracking a ball. • To develop accuracy when throwing to a target. • To develop dribbling with hands. • To develop throwing and catching with a partner. • To develop dribbling a ball with your feet. • To develop kicking a ball to a target.	**Unit 2-Games** • To aim when throwing and practise keeping score. • To follow instructions and move safely when play tagging games. • To learn to play against a partner. • To develop co-ordination and play by the rules. • To explore striking a ball and keeping score. • To work co-operatively as a team.	**Unit 2- Gymnastics** • To create short sequences using shapes, balances and travelling actions. • To develop balancing and safely using apparatus. • To develop jumping and landing safely from a height. • To develop rocking and rolling. • To explore travelling around, over and through apparatus. • To create sequences using apparatus.

Continuous Provision

- Pupils have access to large outdoor equipment throughout the day and a range of trikes/bikes allows children to develop and refine balancing and riding skills.
- Snipping and cutting with scissors across a range of activities throughout the year within the craft area develops precision to cut around templates and along different lines.
- Pupils develop using cutlery and cups within the role play area and during lunchtime, whilst also using one handed tools with precision and purpose.
- Dough Disco is done daily to develop motor skills.
- Self-care and hygiene are developed through daily routines and opportunities within the role play/small world areas to think about healthy and active life styles.

KS1 Overview

Year	Over the Year, children will develop the following skills:					
1	**Fundamentals** • To explore balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To explore changing direction and dodging. • To explore jumping, hopping and skipping actions. • To explore co-ordination and combination jumps. • To explore combination jumping and skipping in an individual rope. **Ball Skills** • To develop control and co-ordination when dribbling a ball with your hands. • To explore accuracy when rolling a ball. • To explore throwing with accuracy towards a target. • To explore catching with two hands. • To explore control and co-ordination when dribbling a ball with your feet. • To explore tracking a ball that is coming towards me.	**Gymnastics*** • To explore travelling movements. • To develop quality when performing and linking shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To link gymnastic actions to create a sequence. **Dance** • To use counts of 8 to move in time and make my dance look interesting. • To explore pathways in my dance solo and then with a partner. • To create my own dance using, actions, pathways and counts. • To explore speeds and actions in our pirate inspired dance. • To copy/create, remember and repeat/perform actions that represent the theme.	**Yoga** • To explore yoga and mindfulness. • To be able to copy and remember poses. • To develop flexibility when holding poses. • To develop balance whilst holding poses. • To create yoga poses using a hoop. • To create a yoga flow with a partner. **Sending/Receiving** • To develop rolling and throwing a ball towards a target. • To develop receiving a rolling ball and tracking skills. • To be able to send and receive a ball with your feet. • To develop throwing and catching skills over a short distance. • To develop throwing and catching over a longer distance. • To apply sending and receiving skills to small games.	**Striking & Fielding** • To develop underarm throwing and catching and put this into small sided games. • To develop overarm throwing. • To develop striking a ball with my hand and equipment. • To retrieve a ball when fielding. • To understand how to get a batter out. • To develop decision making and understand how to score points. **Invasion Games** • To understand the role of defenders and attackers. • To recognise who to pass to and why. • To move towards goal with the ball. • To support a teammate when playing in attack. • To move into space showing an awareness of defenders. • To stay with a player when defending.	**Net & Wall** • To defend space, using the ready position. • To play against an opponent and keep the score. • To explore hitting with a racket. • To develop racket and ball skills. • To develop sending a ball using a racket. • To develop hitting over a net. **Target Games** • To develop underarm throwing towards a target to develop throwing for accuracy. • To develop underarm and overarm throwing for accuracy. • To develop throwing for accuracy/distance using underarm and overarm. • To select the correct technique for the situation. • To develop throwing for accuracy and distance.	**Gymnastics** • To explore travelling movements. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To link gymnastic actions to create a sequence. **Athletics** • To move at different speeds over varying distances. • To develop balance. • To develop agility and co-ordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy.

Year	Over the Year, children will develop the following skills:					
2	**Gymnastics*** • To perform gymnastic shapes and link them together. • To be able to use shapes to create balances. • To be able to link travelling actions and balances using apparatus. • To demonstrate different shapes, take off and landings when performing jumps. • To develop rolling and sequence building. • To develop sequence work on apparatus. **Fundamentals** • To develop balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To develop changing direction and dodging. • To develop and explore jumping, hopping and skipping actions. • To develop co-ordination and combining jumps. • To develop combination jumping and skipping in an individual rope.	**Dance** • To develop an understanding of dynamics and how they can show an idea. • Use counts of 8 to help you stay in time with the music. • To copy, remember and repeat actions using facial expressions to show different characters. • To explore pathways and levels. • To remember and rehearse our circus dance showing expression and character. • To copy, repeat and create actions in response to a stimulus. • To copy, create and perform actions considering dynamics. • To create and perform using unison, mirroring and matching with a partner. **Sending & Receiving** • To roll a ball towards a target. • To track and receive a rolling ball. • To send and receive a ball with your feet. • To develop catching skills. • To develop throwing and catching skills. • To send and receive a ball using a racket.	**Gymnastics*** • To perform gymnastic shapes and link them together. • To be able to use shapes to create balances. • To be able to link travelling actions and balances using apparatus. • To demonstrate different shapes, take off and landings when performing jumps. • To develop rolling and sequence building. • To develop sequence work on apparatus. **Yoga** • To copy and repeat yoga poses. • To develop an awareness of strength when completing yoga poses. • To develop an awareness of flexibility when completing yoga poses. • To copy and remember actions linking them into a flow. • To create a flow and teach it to a partner. • To explore poses and create a yoga flow.	**Striking & Fielding** • To be able to track a rolling ball and collect it. • To develop accuracy in underarm throwing and consistency in catching when fielding a ball. • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • To develop striking for distance and accuracy. • To develop decision making to get a batter out. • To develop decision making when under pressure. **Invasion Games** • To understand what being in possession means and support a teammate. • To understand that scoring goals is an attacking skill and to explore ways to do this. • To understand that stopping goals is a defending skill and explore ways to do this. • To explore how to gain possession. • To mark an opponent and understand that this is a defending skill. • To learn to apply simple tactics for attacking and defending.	**Net & Wall** • To use the ready position to defend space on court. • To develop returning a ball with hands. • To play against a partner. • To develop racket skills and use them to return a ball. • To develop returning a ball using a racket. • To play against an opponent using a racket. **Target Games** • To develop an understanding of target games and consider how much power to apply when aiming at a target. • To understand how to score in different target games using overarm throwing. • To develop understanding of different target games using the skill of kicking. • To develop striking to a target and hitting a moving target. • To select an appropriate skill to play a game.	**Athletics** • To develop the sprinting action. • To develop jumping for distance. • To develop technique when jumping for height. • To develop throwing for distance. • To develop throwing for accuracy. • To develop technique when taking part in an athletics carousel. **Team Building** • To follow instructions and work with others. • To co-operate and communicate in a small group to solve challenges. • To create a plan with a group to solve the challenges. • To communicate effectively and develop trust. • To work as a group to solve problems. • To work with a group to copy and create a basic map.

KS2 Overview

Year	Over the Year, children will develop the following skills:					
3	**Gymnastics*** • To be able to create interesting point and patch balances. • To develop stepping into shape jumps with control. • To develop the straight, barrel, and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shapes. • To create a partner sequence incorporating equipment. **Fundamentals** • To develop balancing and understand the importance of this skill. • To understand how to change speed and be able to demonstrate good technique when running at different speeds. • To demonstrate a change of speed and direction to outwit others. • To develop technique and control when jumping, hopping and landing. • To develop skipping with a rope. • To apply fundamental skills to a variety of challenges.	**Dance** • To create actions in response to a stimulus and move in unison. • To create actions to move in contact with a partner or interact with a partner. • To select and link appropriate actions and dynamics. • To remember, repeat and create actions to represent an idea. • Share ideas of actions/dynamics to create a dance that shows a location. • To use choreographing ideas to develop our dance. **Ball Skills** • To develop confidence and accuracy when tracking a ball. • To develop confidence and accuracy when tracking a ball. • To explore and develop a variety of throwing techniques. • To develop catching skills using one and two hands. • To develop dribbling a ball with hands. • To use tracking, sending and dribbling skills with feet.	**Gymnastics*** • To be able to create interesting point and patch balances. • To develop stepping into shape jumps with control. • To develop the straight, barrel, and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shapes. • To create a partner sequence incorporating equipment. **Fitness** • To develop an awareness of what your body is capable of. • To develop speed and strength. • To complete actions to develop co-ordination. • To complete actions to develop agility. • To complete actions to develop balance. • To complete actions to develop stamina.	**Hockey** • To develop sending the ball with a push pass. • To develop receiving the ball. • To develop dribbling using the reverse stick (Indian dribble). • To develop moving into space after passing the ball. • To use an open stick tackle to gain possession. • To apply defending and attacking principles and skills in a hockey tournament. **Tag Rugby** • To develop throwing, catching and running with the ball. • To develop an understanding of tagging rules. • To begin to use the 'forward pass' and 'off side' rule. • To dodge a defender and move into space when running towards the goal. • To develop defending skills and use them in a game situation. • To apply the rules and skills you have learnt and play in a tag rugby tournament.	**Badminton*** • To develop footwork and the forehand and backhand grip. • To develop rallying and understand how to start a game. • To develop a range of shots to keep a rally going. • learn how to score points and play in competitive games. • To select and apply the appropriate skill to a game situation. • To show respect, honesty and fair play when competing against an opponent. **Athletics** • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills.	**OAA** • To develop co-operation and teamwork skills. • To develop trust and team work. • To involve all team members in an activity and work towards a collective goal. • To develop trust whilst listening to others and following instructions. • To be able to identify objects on a map, draw and follow a simple map. • To draw a route using directions. To be able to orientate a map and navigate around a grid. **Cricket** • To develop overarm throwing and catching. • To develop underarm bowling. • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To develop overarm bowling technique. • To play apply skills learnt to mini cricket.

Year	Over the Year, children will develop the following skills:					
4	**Fundamentals** • To be able to change direction quickly under pressure. • To be able to link hopping and jumping actions with other skills. • To be able to work with others to complete skipping challenges. • To demonstrate good balance and control when performing skills. • To understand and demonstrate how and when to speed up and slow down when running. **Basketball** • To develop the attacking skill of dribbling. • To use protective dribbling against an opponent. • To develop the bounce and chest pass and begin to recognise when to use them. • To develop tracking and defending an opponent. • To develop the technique for the set shot. • To be able to apply the skills, rules and tactics you have learnt to a mini tournament.	**Dance** • To develop a dance using matching and mirroring. • To learn and create dance moves in the theme of carnival. • To develop a carnival dance using formations, canon and unison. • To develop a dance phrase and perform as part of a class performance. • To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm. • To learn and perform a partner dance in a 1960s style. • To develop my own 1960s inspired dance using changes in relationships. **Ball Skills** • To accurately use a range of taught throwing techniques to throw to a target. • To catch different sized objects with increasing consistency with one and two hands. • To track the path of a ball that is not sent directly. • To be able to dribble a ball with increasing control and coordination. • To provide feedback using key terminology and understand how to improve.	**Fitness** • To collect and record own scores to identify areas to improve. • Use key points to improve own sprinting technique. • To show balance when changing direction at speed. • To show control when completing activities t improve balance. • To show determination to continue working over a period of time. • To understand there are different areas of fitness and that each area challenges the body differently. **Dodgeball** • To apply rules to a game situation. • To develop throwing at a moving target. • To use jumps, dodges and ducks to avoid being hit. • To develop catching a dodgeball at different heights. • To learn how to block using the ball. • To understand the rules of dodgeball and use them to play in a tournament.	**Badminton*** • To develop footwork and the forehand and backhand grip. • To develop rallying and understand how to start a game. • To develop a range of shots to keep a rally going. • learn how to score points and play in competitive games. • To select and apply the appropriate skill to a game situation. • To show respect, honesty and fair play when competing against an opponent. **Hockey*** • To delay an opponent and help prevent the other team from scoring. • To be able to dribble, pass, receive and shoot the ball with increasing control. • To be able to move to space to help my team to keep possession and score goals. • To use simple tactics to help a team score or gain possession. • To be able to share ideas and work with others to manage a game. • Understand the rules of the game and use them.	**Gymnastics*** • To develop individual and partner balances. • To develop control in performing and landing rotation jumps. • To develop the straight, barrel, forward and straddle roll. • To develop the straight, barrel, forward and straddle roll. • To develop strength in inverted movements. • To be able to create a partner sequence to include apparatus. **Athletics** • To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop technique when jumping for distance. • To develop power and technique when throwing for distance. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills.	**OAA** • To develop co-operation and teamwork skills. • To orientate a map and navigate around a grid. • To develop trust and teamwork whilst listening to others and following instructions. • To develop trust whilst listening to others and following instructions. • To be able to identify objects on a map, draw and follow a simple map. • To be able to orientate and navigate around a map and draw a route using directions. **Rounders** • To play different roles in a game and begin to think tactically about each role. • To develop the bowling action and learn the rules. • To run around the outside of the bases and make decisions about when to stop and when to run. • To field a ball using a 2 handed pick up short barrier. • To develop batting technique and an understanding of where to hit the ball. • To apply skills and rules learnt to play rounders.

Year	Over the Year, children will develop the following skills:					
5	**Dodgeball** • To apply rules honestly and fairly to a game situation. • To develop throwing at a moving target. • To use timing, balance and agility to avoid being hit. • To develop catching under pressure to get an opponent out. • To select and apply tactics in the game. • To develop officiating skills and referee a dodgeball game. **Tag Rugby** • To develop attacking principles, understanding when to run and when to pass. • To be able to use the 'forward pass' and 'offside' rules. • To be able to play games using tagging rules. • To develop dodging skills to lose a defender. • To develop drawing defence and understanding when to pass. • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	**Dance** • To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing dynamics changes the appearance of the performance. • To use relationships and space to change how a performance looks. • To copy and repeat movements in the style of rock 'n' roll. • To work with a partner to copy/repeat actions keeping in time with the music. • To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. **Netball** • To develop passing and moving. • To be able to use the attacking principle of creating and using space. • To be able to change direction and lose a defender. • To be able to defend ball side and know when to go for interceptions. • To develop the shooting action. • To use and apply skills and tactics to small sided games.	**Fitness** • To develop an awareness of what your body is capable of. • To develop speed and stamina. • To develop strength using my own body weight. • To develop co-ordination through skipping. • To perform actions that develop agility. • To develop control whilst balancing. **Badminton** • To further develop taught skills and use under some pressure. • Identify where successful and what is needed to improve. • Use feedback to develop skills. • Be able to work cooperatively with other to manage a game. • Understand the need for tactics and identify when to use them in different situations. • Become more confident in application of the rules.	**Tennis** • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to outwit an opponent. **Hockey** • To communicate with own team and move into space to keep possession/score. • Be able to dribble, pass, receive and shoot the ball with some control under pressure. • To use tracking, tackling and intercepting when playing in defence. • To know own position and how to contribute when attacking/defending. • Understand the rules and use most times fairly. • Know there are different skills for different situations.	**Gymnastics*** • To be able to perform symmetrical and asymmetrical balances. • To develop the straight, forward, straddle and backward roll. • To be able to explore different methods of travelling, linking actions in both canon and synchronisation. • To be able to perform progressions of inverted movements. • To explore matching and mirroring using actions both on the floor and on apparatus. • To be able to create a partner sequence using apparatus. **Athletics** • To be able to apply different speeds over varying distances. • To develop fluency and co-ordination when running for speed. • To develop technique in relay changeovers. • To develop technique and co-ordination in the triple jump. • To develop throwing with force for longer distances. • To develop throwing with greater control and technique.	**OAA** • To develop communication, negotiation and empathy whilst working in a team. • To work as a team to solve problems, sharing ideas and collaborating with one another. • To develop tactical planning and problem solving. • To share ideas and work as a team to solve problems. • To develop navigational skills and map reading. • To use a key to identify objects and locations. **Cricket** • To develop throwing accuracy and catching skills under pressure. • To develop placement of a ball into space. • To develop consistency of catching to get opponents out. • To develop overarm bowling technique and accuracy. • To develop a variety of fielding techniques and use them within a game. • To further develop fielding techniques and apply them to a game situation.

Year	Over the Year, children will develop the following skills:					
6	**Badminton** • To be able to select the appropriate action for the situation and make the decision quickly. • Use a wider range of skills with increasing control under pressure. • Use feedback to improve the quality. • Consistently play the game rules honestly and fairly. • Create tactics with a team and evaluate their effectiveness. • Recognise own/others strengths/developments and suggest improvements. **Basketball** • To develop protective dribbling against an opponent. • To move into and create space to support a teammate. • To choose when to pass and when to dribble. • To be able to track an opponent and use defensive techniques to win the ball. • To develop technique to increase accuracy when scoring. • To apply principles, rules and tactics to a game situation.	**Dodgeball** • To officiate and help to manage a game refereeing. • To select the appropriate action for the situation and make the decision quickly. • To use a wider range of taught skills with increasing control under pressure. • To work collaboratively to create tactics with my team and evaluate the effectiveness of these. • To work in collaboration with others so that games run smoothly. • Recognise own and others strengths/areas for development and suggest ways to improve. **Dance** • To copy and repeat a set dance phrase showing confidence in movements. • To work with others to explore and develop ideas. • To demonstrate a sense of rhythm and energy when performing bhangra motifs. • To perform a bhangra dance, showing an awareness of timing, formations and direction. • To select, order, structure and perform movements in a bhangra style, showing various group formations.	**Fitness** • To change own running technique to adapt different distances. • To collect, record and analyse scores to identify areas with the most improvement. • To work with others to organise, manage and record information at a station. • To encourage and motivate others to work their best. • To understand that there are different areas of fitness and how it helps. • Understand the different components of fitness and the ways to test/develop them. **Swimming** • Perform safe self-rescue in different water based situations • Swim competently, confidently and proficiently over a distance of **at least** 25m. • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke	**Gymnastics*** • To be able to develop the straddle, forward and backward roll. • To develop counter balance and counter tension. • To be able to perform inverted movements with control. • To be able to perform the progressions of a headstand and a cartwheel. • To be able to use flight from hands to travel over apparatus. • To be able to create a group sequence using formations and apparatus. **Tennis** • To develop the forehand groundstroke. • To be able to return the ball using a backhand groundstroke. • To develop the volley and understand when to use it. • To develop the volley and use it in a game situation. • To develop accuracy of the underarm serve. To learn to use the official scoring system. • To work co-operatively with a partner and employ tactics to outwit an opponent.	**Athletics** • To work collaboratively with a partner to set a steady pace. • To develop your own and others sprinting technique. • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance. • To develop throwing with force and accuracy for longer distances. • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. **Hockey** • Understand how to create and use space to help own team. • To be able to dribble, pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly. • Know how to use marking, tackling and/or interception to improve defence. • Use the rules of the game consistently and fairly. • Collaboratively create tactics and evaluate.	**OAA** • To build communication and trust whilst showing an awareness of safety. • To work as a team to solve problems, sharing ideas and collaborating with one another. • To develop tactical planning and problem solving. • To share ideas and work as a team to solve problems. • To develop navigational skills and map reading. • To use a key to identify objects and locations. **Rounders** • To develop the bowling action and understand the role of the bowler. • To develop batting technique. • To make decisions about where and when to send the ball to stump a batter out. • Develop a variety of fielding techniques and when to use them in a game. • To develop long and short barriers in fielding and understand when to use. • To apply the rules and skills you have learnt to play in a rounders tournament.