



## Curriculum Plan - PE

<p><b>EYFS</b></p>	<p>The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE</p>		
	<p><b><u>Three and four year olds</u></b></p> <p><b>Personal, Social and Emotional Development</b>          Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</p> <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<p><b><u>Reception</u></b></p> <p><b>Personal, Social and Emotional Development</b>          Manage their own needs.</p> <ul style="list-style-type: none"> <li>- personal hygiene</li> <li>• Know and talk about the different factors that support overall health and wellbeing:</li> </ul> <p><b>Physical Development</b>          Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping – climbing</p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul>	<p><b><u>ELG</u></b></p> <p><b>Personal, Social and Emotional Development</b>  <b>Managing Help</b>          Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.          Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <p>Work and play cooperatively and take turns with others.</p> <p><b>Physical Development</b>          Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Expressive Arts and Design</b>  <b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>



	<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>					
Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
1 and 2 Cycle A	<p>Topic: Games (invasion) Core task – Piggy in the middle Ball skills hands</p> <p>Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination Skills from NC - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to</p>	<p>Topic: Dance Core task – Moving along Growing</p> <p>Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance</p>	<p>Topic: Gymnastics Core task – Making shapes Wide, narrow, curled</p> <p>Progression of skills -perform gymnastics sequences -teach sequences to a partner -explore the 5 basic shapes -develop balance showing good tension in the core -travel on hands and feet -complete a monkey walk, caterpillar walk and bunny hop</p>	<p>Topic: Dance Core task – Cat Dance The zoo</p> <p>Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance</p>	<p>Topic: Athletics Core task – Honey pot + furthest five Running</p> <p>Progression of skills -run for 1 minute -describe different ways of running -perform basic jumps -show confidence at take off and landings -describe different ways of jumping -throw into targets -describe different ways of throwing -explain what is successful or how to improve Skills from NC</p>	<p>Topic: Games (striking and fielding) Core task – Kick rounders Ball skills feet</p> <p>Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination Skills from NC - master basic movements including running, jumping, throwing and catching, as well as</p>



	<p>apply these in a range of activities</p> <ul style="list-style-type: none"> <li>-participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>-sequence and remember a dance</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-explore shapes in the air</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>-sequence and remember a dance</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>-participate in team games, developing simple tactics for attacking and defending</li> </ul>
<b>Year group</b>	<b>Autumn 1st</b>	<b>Autumn 2nd</b>	<b>Spring 1st</b>	<b>Spring 2nd</b>	<b>Summer 1st</b>	<b>Summer 2nd</b>
<b>1 and 2 Cycle B</b>	<p>Topic: Games (invasion)</p> <p>Core task – Ten points hoops</p> <p><b>Ball skills hands</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-practise different skills associated with simple games</li> <li>-participate in team games</li> <li>-develop balance, agility and co-ordination</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching,</li> </ul>	<p>Topic: Dance</p> <p>Core task – Themes and dreams</p> <p><b>Water</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-copy some moves</li> <li>-move spontaneously</li> <li>-move with rhythm</li> <li>-demonstrate good balance</li> <li>-move in time to music</li> <li>-co-ordinate arm and leg actions</li> <li>-develop control of movements</li> <li>-Change; actions, space, relationships, dynamics</li> </ul>	<p>Topic: Gymnastics</p> <p>Core task – Families of actions</p> <p><b>Linking</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-perform gymnastics sequences</li> <li>-teach sequences to a partner</li> <li>-explore the 5 basic shapes</li> <li>-develop balance showing good tension in the core</li> <li>-travel on hands and feet</li> </ul>	<p>Topic: Dance</p> <p>Core task – How does it feel?</p> <p><b>Explorers</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-copy some moves</li> <li>-move spontaneously</li> <li>-move with rhythm</li> <li>-demonstrate good balance</li> <li>-move in time to music</li> <li>-co-ordinate arm and leg actions</li> <li>-develop control of movements</li> <li>-Change; actions, space, relationships, dynamics</li> </ul>	<p>Topic: Athletics</p> <p>Core task – Colour Match</p> <p><b>Dodging</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-run for 1 minute</li> <li>-describe different ways of running</li> <li>-perform basic jumps</li> <li>-show confidence at take off and landings</li> <li>-describe different ways of jumping</li> <li>-throw into targets</li> <li>-describe different ways of throwing</li> </ul>	<p>Topic: Games (net &amp; wall)</p> <p>Core task – Tennis</p> <p><b>Attack vs Defence</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-practise different skills associated with simple games</li> <li>-participate in team games</li> <li>-develop balance, agility and co-ordination</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping,</li> </ul>



	<p>as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>-participate in team games, developing simple tactics for attacking and defending</p>	<p>-use own ideas to sequence dance</p> <p>-sequence and remember a dance</p> <p>Skills from NC</p> <p>-perform dances using simple movement patterns.</p>	<p>-complete a monkey walk, caterpillar walk and bunny hop</p> <p>-explore shapes in the air</p> <p>Skills from NC</p> <p>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>-use own ideas to sequence dance</p> <p>-sequence and remember a dance</p> <p>Skills from NC</p> <p>-perform dances using simple movement patterns.</p>	<p>-explain what is successful or how to improve</p> <p>Skills from NC</p> <p>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>-participate in team games, developing simple tactics for attacking and defending</p>
<b>Year group</b>	<b>Autumn 1st</b>	<b>Autumn 2nd</b>	<b>Spring 1st</b>	<b>Spring 2nd</b>	<b>Summer 1st</b>	<b>Summer 2nd</b>
3 and 4 <b>Cycle A</b>	<p><b>SWIMMING</b></p> <p>Topic: Games (invasion)</p> <p><b>Core task – 3 touch ball Invasion-Handball</b></p> <p>Progression of skills</p> <p>-play competitive games, modified where appropriate</p> <p>-develop flexibility, strength, technique, control and balance</p> <p>-practise skills in isolation and combination</p>	<p><b>SWIMMING</b></p> <p>Topic: Dance</p> <p><b>Core task – Machines Animals</b></p> <p>Progression of skills</p> <p>-create dances to communicate an idea</p> <p>-Change; actions, space, relationships, dynamics</p> <p>-Choreographic devices motif, and repetition</p> <p>-structure a dance phrase, connecting different ideas</p> <p>-link phrases to music</p>	<p><b>SWIMMING</b></p> <p>Topic: Gymnastics</p> <p><b>Core task – Balancing act</b></p> <p><b>Symmetry and Asymmetry</b></p> <p>Progression of skills</p> <p>-perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>-work with a partner to create a sequence.</p>	<p><b>SWIMMING</b></p> <p>Topic: Dance</p> <p><b>Core task – Round the clock</b></p> <p><b>Weather</b></p> <p>Progression of skills</p> <p>-create dances to communicate an idea</p> <p>-Change; actions, space, relationships, dynamics</p> <p>-Choreographic devices motif, and repetition</p>	<p>Topic: Athletics</p> <p><b>Core task – Off, up and away</b></p> <p><b>Throwing and jumping</b></p> <p>Progression of skills</p> <p>-perform combinations of jumps</p> <p>-choose different styles of jumping</p> <p>-watch and describe specific aspects of jumping</p>	<p>Topic: Games (Striking and fielding)</p> <p><b>Core task – Arc rounders</b></p> <p><b>Striking and fielding-Rounders</b></p> <p>Progression of skills</p> <p>-play competitive games, modified where appropriate</p> <p>-develop flexibility, strength, technique, control and balance</p>



	<ul style="list-style-type: none"> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair play</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate , and apply basic principles suitable for attacking and defending</li> </ul>	<p>Skills from NC</p> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>-from starting shape move together, travelling, rolling, jumping. Then move apart to finish</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>-structure a dance phrase, connecting different ideas</li> <li>-link phrases to music</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>-set realistic targets when jumping</li> <li>-carry out stretching and warm up safely</li> <li>-explore different types of throwing</li> <li>-consistently hit a target with a range of tools</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>-practise skills in isolation and combination</li> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair play</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>
<b>Year group</b>	<b>Autumn 1st</b>	<b>Autumn 2nd</b>	<b>Spring 1st</b>	<b>Spring 2nd</b>	<b>Summer 1st</b>	<b>Summer 2nd</b>
<b>3 and 4 Cycle B</b>	<p><b>SWIMMING</b></p> <p>Topic: Games (invasion)</p> <p>Core task – On the attack</p> <p><b>Netball</b></p>	<p><b>SWIMMING</b></p> <p>Topic: OAA</p> <p>Core task – Shipwrecked</p> <p><b>Orienteering</b></p>	<p><b>SWIMMING</b></p> <p>Topic: Dance</p> <p>Core task – Indian delight</p> <p><b>Space</b></p>	<p><b>SWIMMING</b></p> <p>Topic: Gymnastics</p> <p>Core task – Assessing</p> <p>2/3 Durham</p> <p><b>Bridges</b></p>	<p>Topic: Athletics</p> <p>Core task – Faster, higher, further</p> <p><b>Competitions</b></p>	<p>Topic: Games (Striking and fielding)</p> <p>Core task – Zone</p> <p><b>Cricket</b></p>



	<p>Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-practise skills in isolation and combination</li> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair play</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-use running, jumping, throwing and catching in isolation and in combination</li> <li>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<p>Progression of skills</p> <ul style="list-style-type: none"> <li>-co-operate and share roles within a group</li> <li>-listen to each others idea when planning a task</li> </ul> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <ul style="list-style-type: none"> <li>-follow rules to keep self and others safe.</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p>Progression of skills</p> <ul style="list-style-type: none"> <li>-create dances to communicate an idea</li> <li>-Change; actions, space, relationships, dynamics</li> <li>-Choreographic devices motif, and repetition</li> <li>-structure a dance phrase, connecting different ideas</li> <li>-link phrases to music</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Progression of skills</p> <ul style="list-style-type: none"> <li>-perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>-work with a partner to create a sequence.</li> <li>-from starting shape move together, travelling, rolling, jumping. Then move apart to finish</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-develop flexibility, strength, technique, control and balance</li> </ul>	<p>Progression of skills</p> <ul style="list-style-type: none"> <li>-perform combinations of jumps</li> <li>-choose different styles of jumping</li> <li>-watch and describe specific aspects of jumping</li> <li>-set realistic targets when jumping</li> <li>-carry out stretching and warm up safely</li> <li>-explore different types of throwing</li> <li>-throw with greater control</li> <li>-consistently hit a target with a range of implements</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-develop flexibility, strength, technique, control and balance</li> </ul>	<p><b>Striking and fielding-Cricket</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-practise skills in isolation and combination</li> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair play</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-use running, jumping, throwing and catching in isolation and in combination</li> <li>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>
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Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
5 and 6 Cycle A	<p>Topic: Games (Invasion) Core task – Wide attack <b>Invasion-basketball</b></p> <p>Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -develop techniques of a variety of skills to maximise team effectiveness -use tactics when attacking or defending -apply rules of fair play to competitive games <b>Skills from NC</b> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate, and apply basic principles suitable</p>	<p>Topic: OAA Core task – Search and rescue <b>Communication and tactics</b></p> <p>Progression of skills -plan and hare roles within the group based on strengths -understand individuals roles and responsibilities -adapt roles or ideas if they are not working -recognise and talk about the dangers of tasks -recognise how to keep themselves and others safe. <b>Skills from NC</b> -take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Topic: Gymnastics Core task – Partner work <b>Counter balance and tension</b></p> <p>Progression of skills -continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner -combine phases of earlier rolling actions to perform the full forward roll -begin a backward roll -explore balancing on combinations of 1/2/3/4 points -move in and out of balances fluently -perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling <b>Skills from NC</b></p>	<p>Topic: Dance Core task – What’s so funny? <b>The Circus</b></p> <p>Progression of skills -create longer, challenging dance phrases -select appropriate movement material to express ideas/thoughts/feelings -Choreographic devices motif, and repetition -structure a dance phrase, connecting different ideas -link phrases to music <b>Skills from NC</b> - perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>SWIMMING</b> Topic: Athletics Core task – Distance challenge <b>Competition</b></p> <p>Progression of skills -organise small groups safely Throw with greater accuracy and control -set realistic targets for self -perform a range of warm up exercises -Identify the main strengths or a performance -explain why athletics can help stamina and strength <b>Skills from NC</b> -develop flexibility, strength, technique, control and balance</p>	<p><b>SWIMMING</b> Topic: Games (Striking and fielding) Core task – Zone rounders <b>Striking and Fielding-Rounders</b></p> <p>Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -develop techniques of a variety of skills to maximise team effectiveness -use tactics when attacking or defending -apply rules of fair play to competitive games <b>Skills from NC</b> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where</p>



	for attacking and defending		-develop flexibility, strength, technique, control and balance			appropriate, and apply basic principles suitable for attacking and defending
<b>Year group</b>	<b>Autumn 1st</b>	<b>Autumn 2nd</b>	<b>Spring 1st</b>	<b>Spring 2nd</b>	<b>Summer 1st</b>	<b>Summer 2nd</b>
<b>5 and 6 Cycle B</b>	<p>Topic: Games (invasion)  <b>Core task – Grid rugby Invasion-Tag rugby</b></p> <p>Progression of skills            -play competitive games, modified where appropriate            -develop flexibility, strength, technique, control and balance            -develop techniques of a variety of skills to maximise team effectiveness            -use tactics when attacking or defending            -apply rules of fair play to competitive games  <b>Skills from NC</b>            -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where</p>	<p>Topic: OAA  <b>Core task – Crystal star challenge Problem solving</b></p> <p>Progression of skills            -plan and hare roles within the group based on strengths            -understand individuals roles and responsibilities            -adapt roles or ideas if they are not working            -recognise and talk about the dangers of tasks            -recognise how to keep themselves and others safe.  <b>Skills from NC</b>            -take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Topic: Gymnastics  <b>Core task – Acrobatic gymnastics Matching and mirroring</b></p> <p>Progression of skills            -continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner            -combine phases of earlier rolling actions to perform the full forward roll            -begin a backward roll            -explore balancing on combinations of 1/2/3/4 points            -move in and out of balances fluently            -perform a gymnastic sequence with clear changes of speed, 3 different balances with</p>	<p>Topic: Dance  <b>Core task – Making the grade Carnival</b></p> <p>Progression of skills            -create longer, challenging dance phrases            -select appropriate movement material to express ideas/thoughts/feelings            -Choreographic devices motif, and repetition            -structure a dance phrase, connecting different ideas            -link phrases to music  <b>Skills from NC</b>            - perform dances using a range of movement patterns            -compare their performances with previous ones and</p>	<p><b>SWIMMING</b>            Topic: Athletics  <b>Core task – Developing athletes Running</b></p> <p>Progression of skills            -organise small groups safely            Throw with greater accuracy and control            -set realistic targets for self            -perform a range of warm up exercises            -Identify the main strengths or a performance            -explain why athletics can help stamina and strength  <b>Skills from NC</b>            -develop flexibility, strength, technique, control and balance</p>	<p><b>SWIMMING</b>            Topic: Games (Striking and fielding)  <b>Core task – Cricket Durham Striking and fielding-Cricket</b></p> <p>Progression of skills            -play competitive games, modified where appropriate            -develop flexibility, strength, technique, control and balance            -develop techniques of a variety of skills to maximise team effectiveness            -use tactics when attacking or defending            -apply rules of fair play to competitive games  <b>Skills from NC</b>            -use running, jumping, throwing and catching</p>





	<p>appropriate, and apply basic principles suitable for attacking and defending</p>		<p>3 different ways of travelling          Skills from NC          -develop flexibility, strength, technique, control and balance</p>	<p>demonstrate improvement to achieve their personal best.</p>		<p>in isolation and in combination -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>
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