



Backworth Park Primary School Long Term Plan Physical Education



	Autumn		Spring		Summer	
	Body Management	Gym	Speed Agility Travel	Dance	Cooperate and solve problems	Manipulation and Coordination
Reception	<ul style="list-style-type: none"> To balance beanbags. To move through hoops in different ways. To reach and stretch to get equipment. To make bridges and tunnels with our bodies. To travel over and under apparatus. To make shapes with our bodies. To perform rolls. To show some body control. To perform different jumps. To jump using apparatus. To travel across apparatus. To work as part of a team. 	<ul style="list-style-type: none"> To move safely. To take off and land on two feet. To balance and move balls and beanbags. To travel on mats and benches. To copy and repeat actions. To perform simple shapes and balances. To link different shapes and ways of moving. To egg roll and log roll. To follow different pathways. To balance on points and patches. To perform our story to music. To use a start and finish position. 	<ul style="list-style-type: none"> To move in different directions. To keep our bodies safe in running games. To jump in different directions. To stop safely. To move at low and fast speeds. To stop safely in different ways. To move beanbags and balls. To move in different ways. To jump on, off and over. To perform circle dances. To use strength to hold shapes. To work in a team. 	<ul style="list-style-type: none"> To be able to perform actions that represents packing and travelling To Africa. To be able to copy basic African dance steps and perform on own or with a partner. To be able to create pyramid shapes with your body on different levels To be able to perform basic Egyptian dance moves on your own, with a partner and as a whole class. To be able to create actions for the five sacred animals. To be able to perform basic Indian dance steps on your own, with a partner and as a whole class. To be able to create actions for lucky numbers with a partner. To be able to perform the Chinese dragon dance as a whole class and in small groups. 	<ul style="list-style-type: none"> To match colours and symbols. To work as a team to complete a task. To use our bodies to make number shapes. To follow a trail. To work with others to make patterns. To work with a partner to complete challenges. To follow a trail with a partner. To play parachute games. To make jumping patterns. To create movement patterns. To lead a partner in tapping patterns. To navigate obstacles 	<ul style="list-style-type: none"> To handle a balloon. To handle a ball. To kick a ball. To hop, jump and step. To send a ball or beanbag. To send and stop in a game. To play parachute games. To use equipment to perform actions. To push beanbags and balls. To use a baton. To dribble. To perform different jumps. To handle a hoop.



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				<ul style="list-style-type: none"> To be able to create/per-form actions that represent America. To be able to copy/create/per-form basic Lindy Hop steps with a partner. To be able to perform basic Scottish country dancing steps. To understand what a formation is. 		
	Attack Defend Shoot	Gym	Hit Catch Run	Dance	Run Jump Throw	Send and Return
Year 1	<ul style="list-style-type: none"> To hit a target. To defend a target. To roll and slide balls and beanbags. To shoot in a game to get points. To work with a partner to score points. To use our attacking and defending skills in a game. To find our pulse on our wrists. To move side to side to defend a goal. To bounce a ball with control to ourselves. To aim at different targets. To adapt to a game with changing rules. 	<ul style="list-style-type: none"> To perform 'like' actions in a sequence. To carry and set up apparatus safely. To perform shapes on large and small body parts. To take off and land and use shape in our jumps. To travel on our feet, showing good body tension. How we can create different levels in our performance. To move on, off and over apparatus and use the 'Magic Chair' landing. To rock on different parts of our body and rock using shape. 	<ul style="list-style-type: none"> To select a space to throw or roll a ball into. To track and collect a rolling ball. To catch a ball to stop an opponent from scoring. To use our hands to hit a ball. To run between bases to score points. To work as a team to score points. To catch a ball over a short distance. To begin to hit a ball with power. To position ourselves in the path of the ball. To field a ball to a base. To catch a high ball. 	<ul style="list-style-type: none"> To be able to perform a travelling movement phrase through the jungle. To know that there are four different levels that your body can perform on in dance. To be able to perform exaggerated actions on different levels. To be able to link actions together to create a dance sentence. To be able to teach your Gerald actions to a partner. To be able to perform the whole dance to the best of your ability. To be able to perform basic waltz 	<ul style="list-style-type: none"> To start and stop moving at speed. To use our arms when running at different speeds. To take off on two feet to jump at distance. To use the correct technique to throw different objects for distance. To show improvement in our throwing. To take part in a competition using running, jumping and throwing skills. To use agile movements in different activities. Different ways to recognise the start and end of an activity e.g. whistle. 	<ul style="list-style-type: none"> To slide a beanbag to a target. To hit a ball in different ways with our hands. To move towards a ball to return it. To work with a partner to stop and return a beanbag. What a rally is and rallying with a partner. To send a ball into space to make it harder for our opponents. To send the ball over a net to our partner. To track and stop a moving object using both hands. Why different muscles are



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	<ul style="list-style-type: none"> To play in the best defensive position in a game. 	<ul style="list-style-type: none"> To perform specific point balances such as 'h' and 'y' balance. To perform actions at the same time as others (unison). To perform actions one person after the other (canon). To turn and jump and quarter and half turn. 	<ul style="list-style-type: none"> To stop other teams from scoring points. 	<ul style="list-style-type: none"> and rock 'n' roll steps. To be able to talk about and compare the two different styles of dance. To be able to perform basic tango and cha cha steps. To be able to talk about and compare the two different styles of dance. To be able to perform basic Scottish country dancing steps. To small groups choreograph 2 bars of 8 of Scottish country dancing. 	<ul style="list-style-type: none"> To develop stamina when running. To develop core strength to improve throwing. To stride and jump for height. To choose the best starting position for running quickly. 	<ul style="list-style-type: none"> important when playing games. To send balls accurately from different positions, e.g. kneeling or sitting. To spot space in the playing area and hit the ball there. To play a game with a partner.
	Attack Defend Shoot	Gym	Hit Catch Run	Dance	Run Jump Throw	Send and Return
Year 2	<ul style="list-style-type: none"> To kick the ball over long and short distances To stop a ball with control using the foot. To work as a team to keep the ball. To bounce a ball with my partner. To bounce the ball while we are moving (dribbling). To pass the ball forward in a game. To throw different types of equipment. To move to space after passing the ball. 	<ul style="list-style-type: none"> To combine 4 elements into a floor sequence. To create power in a variety of different jumps. To take weight on our hands and move in different ways. To use our flexibility in a bridge and japana gymnastic shape. To perform the point balance arabesque. To perform a teddy roll. 	<ul style="list-style-type: none"> To hit a ball and score points running to cones. To defend a target by kicking. To bowl underarm with control. To hit a ball using different bats and techniques. To throw accurately to a base. To hit a ball into space, away from fielders. To time our run around the bases to stay safe. To kick a ball into space using 	<ul style="list-style-type: none"> Know and understand that there are four different levels you can perform on in dance. To know and understand the definition of a motif. Be able to create and perform a motif. To know and understand what makes a good quality performance. To be able to perform the whole 	<ul style="list-style-type: none"> To move quickly whilst being aware of others around. To create power with our legs to turn at speed. To move through an obstacle course with speed and control. To choose the best throw for different situations. To use quick feet whilst sprinting. To perform static and dynamic balances. To work individually. To run over a longer distance. To improve strength. To increase our jumping distance. 	<ul style="list-style-type: none"> To stay on our toes To move quickly to the ball. To identify which hand is dominant in a game. The basic rules of serving to our partner. To develop agility and use it in a game. To use the correct grip to hit a self-fed ball. To use the ready position in a rally. To feed a ball to our partner with consistency. To send the ball to different parts of the court. To throw and catch in a seated position.



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	<ul style="list-style-type: none"> To pass and move forward to a target with a partner. To position ourselves as a goalkeeper. To intercept a ball from a person on the other team. To use the skills, we have developed in a competition. 	<ul style="list-style-type: none"> To use a relevé walk in a sequence. To perform a dish and arch shape moving smoothly from one to the other. To develop our strength in back support and crab. To frog jump and leapfrog. To hold an L-sit with a straight back. To bring rhythm and flow to our sequence. 	<p>different parts of the foot.</p> <ul style="list-style-type: none"> To respond to how a ball is being bowled when hitting. About the role of the wicketkeeper. About the role of the backstop and its likeness to the wicketkeeper. To bowl underarm in a game with accuracy. 	<p>group dance to the best of your ability.</p> <ul style="list-style-type: none"> To know and understand what a formation is. To be able to create actions from a word describing fire. To understand what the term dynamics means. To be able to change formations in your group choreography. To know and understand why changing direction will make your choreography more interesting to watch. To work co-operatively in small groups. To know and understand what makes a good quality performance. 	<ul style="list-style-type: none"> To create power when throwing for distance. To use breathing techniques to be able to run more. To cooperate with our partners to complete a task well. To listen to others and work as a team. To achieve the highest score possible. 	<ul style="list-style-type: none"> To accurately serve the ball to different parts of the court. To use overarm attacking shots in a game. To manage what we should be doing within the competition.
	Games	Gym	Games	Dance	Games/Outdoor AA	Games/Athletics
Year 3	<p>Basketball</p> <ul style="list-style-type: none"> To keep possession of the ball when dribbling To work as a pair to move forward and attack. To use a defensive body position. To perform a two-handed shot to score baskets. 	<ul style="list-style-type: none"> To show full extension during a balance. To move in and out of contrasting shapes with fluency. To perform a sequence using different types of rolls. To perform powerful jumps 	<p>Hockey</p> <ul style="list-style-type: none"> To keep close control of the ball using the flat side of the stick. To control the ball and pass it into space. To use a defensive body position. To consistently stop a moving ball ready 	<ul style="list-style-type: none"> To perform a jazz square and use it in our dance. To perform a dance showing two contrasting characters. To develop movements using improvisation. To use props in our dance sequence. 	<p>Cricket</p> <ul style="list-style-type: none"> To hit a stationary ball into space using the straight drive. To bowl underarm to a batter with some consistency. To use the correct footwork to strike a bowled ball. To stop a moving ball using the long barrier technique. 	<p>Rounders</p> <ul style="list-style-type: none"> To get into the best body position To field a ball. To bowl with some consistency in a game. To hit a moving ball with one hand. To stop a moving ball with the long barrier technique.



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	<ul style="list-style-type: none"> To use a jump ball to restart a game. when to move to space to receive the ball. <p>Football</p> <ul style="list-style-type: none"> To use the inside of the foot to pass the ball. To trap a ball that is moving along the ground with control. To pass the ball accurately into space over short distances. To identify and move into space to receive the ball. To use the outside of the foot to control the ball and dribble. To cushion the ball when receiving. 	<p>from low apparatus.</p> <ul style="list-style-type: none"> To perform in unison with a partner. To create a group performance using contrasting actions To use bounces and broad jumps in a sequence. To attempt a half-lever. To transition from a japana to another shape with control. stretches while moving and when we are still to increase our flexibility. To show strength, flexibility and control in our sequence. 	<p>to pass, move or shoot.</p> <ul style="list-style-type: none"> To improve our agility and apply it in a game situation. To avoid our feet contacting the ball and apply basic rules to the game. <p>Tennis</p> <ul style="list-style-type: none"> To use the ready position to return a ball. To hit the ball to different parts of the court using a forehand hit. To perform an underarm serve to start a rally. To move Towards a ball to return it over the net. To play cooperatively with a partner to keep the ball moving over the net. To perform forehand hits to score points in a competition. 	<ul style="list-style-type: none"> To use facial expressions to bring life and emotion to our dance. To take on the role of director to help others improve their dance. To perform a dance phrase inspired by the ocean's depths. To use improvisation to create a longer movement phrase. To use dynamics in a short group dance to show travelling on the ocean. To perform as a class to show the damage that can be caused to the ocean. To work as a group to develop a dance representing the ocean. To prepare our group dance for the final performance. 	<ul style="list-style-type: none"> To throw longer distances overarm. To perform as a wicketkeeper. <p>Outdoor AA</p> <ul style="list-style-type: none"> To use clear communication, strength and flexibility to complete a task. To work with others to complete map-reading tasks. To draw and create a clear route on a map for others to follow. To work with others and identify what went well and what we could do to improve. To use the outside of the foot to control the ball and dribble. To safely take part in trust-based activities. 	<ul style="list-style-type: none"> To throw longer distances using the overarm technique. To select and apply new skills in a competition. <p>Athletics</p> <ul style="list-style-type: none"> Jumping and hopping sequences. To run at different speeds. To approach and jump hurdles. To throw a javelin using the pull-throw technique. A variety of skipping techniques. To keep score accurately over a range of events.
	Games	Gym	Games	Dance	Games/Outdoor AA	Games/Athletics
Year 4	<p>Basketball</p> <ul style="list-style-type: none"> To apply pressure on an attacker to force a mistake. To change direction quickly using a crossover dribble. 	<ul style="list-style-type: none"> To perform a 6-element sequence that uses changes in speed and direction. To use the STEP principle to create and perform a partner sequence. 	<p>Hockey</p> <ul style="list-style-type: none"> To perform a push pass with accuracy. To perform a straight dribble to maintain possession. To use reverse-stick to control a ball on 	<ul style="list-style-type: none"> To know the definition of a motif. To be able to create & perform a football skills motif. To be able to perform the football 	<p>Cricket</p> <ul style="list-style-type: none"> To hit the ball in different directions. To anticipate when to run to score singles. 	<p>Rounders</p> <ul style="list-style-type: none"> To hit the ball in different directions. To run between the posts and avoid getting stumped out. To intercept the ball using one hand.



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	<ul style="list-style-type: none"> To use person-to-person marking to stop the ball handler. To perform a bounce pass to outwit an opponent. To perform a jump shot. To perform passing and moving with a teammate. <p>Football</p> <ul style="list-style-type: none"> To run onto the ball to receive it. To explore front and goal-side marking techniques. To perform a standing tackle to dispossess an attacker. To dribble, showing good control to progress forward. To pass and receive the ball over longer distances. To perform passing and moving with a teammate. 	<ul style="list-style-type: none"> To take weight on our hands, showing control. To develop a sequence using compositional ideas e.g. pathways. To co-operate as a group to refine a short sequence. To compare and judge sequences. To perform a weighted bunny hop showing control and balance. An arabesque balance and over-the-shoulder roll. To identify and engage core muscles for stability. To smoothly transition from a front support to side support. To perform a shoulder, stand with control. To combine all elements of this unit, showing smooth transitions. 	<p>the far side of our body.</p> <ul style="list-style-type: none"> To use a slap pass to send the ball over longer distances. To turn to keep the ball under control and move into space. To develop new skills in competitive situations and look to improve. <p>Tennis</p> <ul style="list-style-type: none"> To return to the middle of the court after playing a shot. To accurately use the forehand in game situations to score points. To play a backhand shot with some control. To combine ready position and court movement to consistently return the serve. To work with a partner to score points in a game. To use forehand and backhand shots to score points in a competitive situation. 	<ul style="list-style-type: none"> to dance to the best of your ability. To know and understand the history of the Haka. To be able to work co-operatively as a group to create 8 bars of 8 of your own Haka. To be able to create a rugby skills motif. To be able to choreograph a rugby skills group dance that includes lifts and supports. 	<ul style="list-style-type: none"> To intercept a moving ball with one hand. To bowl overarm. The pull shot and attempting it in a game. To field a bouncing ball effectively. <p>Outdoor AA</p> <ul style="list-style-type: none"> To work collaboratively to complete a problem-solving task. To work collaboratively to create shapes whilst blindfolded. To name and recognise the cardinal points of the compass. To complete an orienteering task calmly under time pressure. To work with a partner to use a map to follow a course. To recognise and recall common map symbols from a key. 	<ul style="list-style-type: none"> To underarm bowl abiding by the rules of bowling. To play the role of backstop in a small game. the rounders scoring system and using it in a game. <p>Athletics</p> <ul style="list-style-type: none"> To challenge ourselves in running, jumping and throwing tasks. To accelerate over short distances. To run and jump using one-footed take-off. To use a sling action to throw a discus. To run on a curve and exchange a baton in our team. To apply the skills, we have developed in a competitive way.
	Games	Gym	Games	Dance	Games/Outdoor AA	Games/Athletics
Year 5	<p>Rugby</p> <ul style="list-style-type: none"> To use defensive positions to mark 	<ul style="list-style-type: none"> The key steps to perform a round-off. 	Hockey	<ul style="list-style-type: none"> To be able to perform basic African dance steps. 	Cricket	<p>Rounders</p> <ul style="list-style-type: none"> To judge how far you can run based



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	<p>and tag an attacker.</p> <ul style="list-style-type: none"> To pass a ball accurately and consistently while on the move. To defend as part of a team to deny space to the attacking team. To use a pop pass over short distances to create an explosive run. To move the ball quickly using the 'magic diamond' formation. To use the 3 step and pass rule with some confidence. <p>Netball</p> <ul style="list-style-type: none"> To choose the appropriate pass for different scenarios. To find space to receive in a game. To use different dodging techniques to outwit a defender and get free. To practice and perform pivoting and quick turns. To get into closer shooting positions. To react and move quickly in isolation and in games. 	<ul style="list-style-type: none"> To create and perform a partner sequence using symmetry. To create and perform a partner sequence using asymmetry. To perform a counter-balance with a partner. To perform smooth transitions between counterbalances using different levels. To evaluate each other's work and suggest improvements. To use space creatively along an L-shaped pathway. To refine our round-off technique. To refine over-the-shoulder roll and attempt a handstand finish. To smoothly link two cartwheels to perform a double cartwheel. To transition into a bridge with control. To develop a 6-element partner sequence incorporating asymmetry. 	<p>Tennis</p> <ul style="list-style-type: none"> To perform a block tackle to dispossess an attacker. To use fast, accurate passes into the D To create scoring opportunities. To mark an attacker closely to stop them from receiving the ball. To perform a sweep hit to send the ball 'first time'. To move the ball quickly from left to right to outwit a defender. To use a variety of techniques to keep possession in a game. To recap and perform a range of different shots with accuracy and control. To move quickly to the ball to perform a volley. To play an overhead shot and know when you might use this. To use different court formations during doubles play. To refine court movement to hit the 	<ul style="list-style-type: none"> To be able to create a dance action from an idea. To be able to incorporate actions into your African dance routine. To know and understand what the four different levels are. To be able to create and perform a gumboot dance in small groups. To show in your choreography an understanding of formations, direction and pathways. Explain the difference between canon and unison. To create a sequence of movements based on the non-contact martial art of capoeira with a partner. To be able to perform your capoeira sequence to the best of your ability. To be able to choreograph and perform a Lindy Hop dance in small groups. To understand how you can improve the 	<ul style="list-style-type: none"> To work with a partner to score runs. To throw accurately over short distances to get batters out. To follow the path of the ball to catch as a wicketkeeper. To overarm bowl with accuracy whilst using a run-up. To play a forward defensive shot. To set a field in a game to limit the runs scored by a batter. <p>Outdoor AA</p> <ul style="list-style-type: none"> To explore different ways of communicating with a blindfolded partner. To follow a designated route at maximum speed and complete a task safely. To use memory methods to recall different objects whilst navigating. To use clear communication to recreate a shape as a team. To use imagination and creative thinking to create 	<p>on the distance of a hit.</p> <ul style="list-style-type: none"> To throw over short distances with power and accuracy to get batters out. To follow the path of the ball to make sure it is fielded consistently. The backwards hit rule and using it tactically as the backstop. To hit the ball into gaps to maximise the chance of scoring. To set a field in a game to limit the scoring of a batter. <p>Athletics</p> <ul style="list-style-type: none"> To run for speed & distance on our own and as part of a team. Pacing our run over longer distances. Different jumping styles and exploring which ones we can jump further with. To use the push-throw technique. To exchange a baton within a restricted area. To design a running, jumping or throwing activity for others using the STEP principle.
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			<ul style="list-style-type: none"> ball before the second bounce. To perform a diagonal serve. To begin a game in competitive situations. 	<ul style="list-style-type: none"> quality of a dance performance. To be able to try to perform two break dance moves on your own. To perform freestyle dance moves on your own. 	<ul style="list-style-type: none"> the tallest marshmallow tower. To send and interpret messages using Morse code. 	
Swimming						
	<p>Beginners</p> <ul style="list-style-type: none"> To keep our balance by pushing and pulling against the water. To lift our feet off the ground and make shapes in the water. To use our hands to move forward. To put our faces in the water. To stand again after floating on our front. To stand again after floating on our backs. To swim a short distance on our backs with a float. To push and glide from the side of the pool. To use the 'sculling' technique to swim on our backs. To use 'doggy paddle' to swim a short distance on our front. To move from a glide into a doggy paddle. To swim as far as we are able on our front and back. 		<p>Intermediate</p> <ul style="list-style-type: none"> To jump in and submerge in deeper water. To sink and then roll under the water. To use front crawl leg action to swim longer distances. To tuck, float and collect objects from the bottom of the pool. To transition from one floating shape to another without putting our feet down. To use breaststroke leg action to swim on my front and back. To handstand on the bottom of the pool. To somersault underwater. To move forward with our faces in the water using the sculling action. To move smoothly through the water transitioning from front to back. To propel ourselves underwater while using breaststroke. To swim over longer distances without floats or armbands. 		<p>Advanced</p> <ul style="list-style-type: none"> To swim as part of a team in a relay. To perform a mushroom float for a sustained period of time. To get into the correct position for efficient backstroke swimming. To perform and perfect a crouching dive to enter the water. To swim, surface dive, and move objects without stopping. To tread water and use a rescue aid To tumble turn and link a swim stroke with a tumble turn. To use breaststroke arms and swim with fluency. To use our skills of observation to improve our technique. To link lengths Together using a tumble turn. To enter the water, keeping our head out (head up entry). Competition finish to finish well in a race. 	
	Games	Gym	Games	Dance	Games/Outdoor AA	Games/Athletics
Year 6	<p>Rugby</p> <ul style="list-style-type: none"> To use defensive positions to mark and tag an attacker. To pass a ball accurately and 	<ul style="list-style-type: none"> To use controlled flight onto high apparatus. what a base and a flyer are in partner balances and learning to perform both roles. 	<p>Hockey</p> <ul style="list-style-type: none"> To shoot under pressure from close range. To perform long corner routines as part of a team. 	<ul style="list-style-type: none"> To know the five basic actions of dance. To be able to perform a motif in a whole class choreography piece. 	<p>Cricket</p> <ul style="list-style-type: none"> To create pressure on a batter by using a ring field. To track and catch a high ball consistently. 	<p>Rounders</p> <ul style="list-style-type: none"> Attacking tactical bowling to make it more difficult for the batter to hit. To track and catch a high ball.



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	<p>consistently while on the move.</p> <ul style="list-style-type: none"> To defend as part of a team to deny space to the attacking team. To use a pop pass over short distances to create an explosive run. To move the ball quickly using the 'magic diamond' formation. To use the 3 step and pass rule with some confidence. <p>Netball</p> <ul style="list-style-type: none"> Ways to improve coordination. To mark the pass or the shot. organisation in and around the semi-circle. To compete to win the rebounding ball. To stay active to intercept a pass. To stay outside in games depending on the position being played. 	<ul style="list-style-type: none"> To perform more advanced partner balances and evaluate others' work. To incorporate equipment such as hoops and balls into a sequence. To incorporate musicality and timing into a group sequence. To combine our skills in partner balances and rhythmic gymnastics in a team performance To perform a 10-element sequence using both floor and apparatus. To perform with equipment and respond creatively to music. To create judging criteria and assess performances against it. To create and perform interesting patterns as part of a group. To select and apply the appropriate walk and presentation to start a sequence. To perform a 10-element sequence 	<ul style="list-style-type: none"> To use goal-side marking to prevent an attacker from getting closer to the goal. To use a banana run to force an oncoming attacker out wide. To use a hit-out to successfully restart a game. Indian dribble and to play competitively using new skills. <p>Tennis</p> <ul style="list-style-type: none"> To communicate clearly with a partner to score points in doubles play. To attempt a two-handed backhand shot with control. To perform a lob shot to hit the ball over our opponent's head. To apply the correct rules and scoring system in games. To play in different doubles formations and work with our partner to improve. To discuss and apply a range of tactics in doubles play to achieve success. 	<ul style="list-style-type: none"> To be able to work with a partner cooperatively to create a duo. To understand that changing dynamics helps the choreography look more interesting to an audience. To be able to incorporate stillness through lifts and supports into your duo. To be able to assess a peer and give them feedback on how they could improve their performance and their choreography. To create a travelling motif with the main focus on the basic action jump. To be able to copy a jump travelling sequence. To be able to change formations, directions, & pathways in your choreography. To be able add canon into your developed turn motif in pairs. To be able to assess a peer or (do a self-assessment) and give 	<ul style="list-style-type: none"> To perform a short-pitched bowl to get a batter to hit the ball in the air. To work in a pair to restrict runs scored when fielding. To play an on-drive. To set an attacking field. <p>Outdoor AA</p> <ul style="list-style-type: none"> To work with a partner to successfully orient and follow a map. To identify objects for a scavenger hunt from a written description. To safely perform a pyramid balance in a small group. To work efficiently as part of a team to complete a range of tasks. To create a fun and challenging game for others to complete. To listen to others to refine and adapt ideas to complete a complex task. 	<ul style="list-style-type: none"> The difference between attacking and defensive batting. To work in a pair in the field to restrict scoring. To apply tactics when running around bases to avoid overtakes. To apply attacking and defensive tactics in a competitive situation. <p>Athletics</p> <ul style="list-style-type: none"> Sprint start technique to increase our running speed. The three phrases of triple jump. The heave throw technique and what it is used for. To assess our own ability to play our role in parlauf. The scissor jump technique and when it would be used in athletics. To record and relay results over a range of track and field events
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		with a 1-minute time limit.		them (or yourself) feedback on how they (you) could improve their (your) performance.		
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