



Characteristics of an Athlete

The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.

The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

High levels of physical fitness.

A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.

A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water

PE Progression of Knowledge and Skills Rodmersham 2021				
	EYFS	Milestone 1	Milestone 2	Milestone 3
Movement in Games	<ul style="list-style-type: none"> Play on their own and with others, keeping themselves safe by finding free space Become a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with increasing control Control balls of various sizes & shapes; carry and release into a target, roll, throw underarm into a target, bounce & catch on the spot and on the move, throw a ball in the air and catch, strike the ball with a foot, hit a ball with a bat into a target Move into a space or jump to stop a ball Begin to join actions together e.g. throw then move 	<ul style="list-style-type: none"> Demonstrate effective technique when rolling a ball. Aim at a target different distances away. Roll a ball to different distances: near, middle and far away. Roll a ball straight. Step with the opposite foot into a throw. Run at speed.. Accelerate quickly from stationary to running at speed. Run while changing direction quickly Dribble a ball using both feet, Kick a stationary ball towards a goal. Perform chest passes with a partner. Demonstrate the ability to catch a ball, Demonstrate the ability to throw and catch a large ball while stationary. Run forwards and change direction quickly. Run backwards and change direction quickly. Run sideways and change direction quickly. Throw underarm towards a target. Catch a ball after one bounce when stationary. Move to catch a ball after one bounce. Drop a medium-sized ball and catch it after one bounce. Drop a small ball and catch it after one bounce. 	<ul style="list-style-type: none"> Aim consistently towards a target. Hit targets at two different distances Demonstrate changes in technique depending on your distance away from the target. Demonstrate an overarm throw Run at speed, dodging through cones. Demonstrate quick acceleration from a standing position. Decelerate to pick up ball Catch and immediately throw a ball to a partner. Pick up a rolling ball from the ground. Kick a ball to a moving partner Demonstrate a variety of locomotion skills to move around a court. Move forwards and sideways to catch a ball after a bounce. Strike a ball, with the hand, to a partner. Throw overarm to hit a wall Hit a small target 2 metres away consistently. Link throwing and catching underarm and overarm with varying locomotion Dribble a ball using both feet Demonstrate agility in stopping quickly, bending low to pick up equipment and accelerating away quickly 	<ul style="list-style-type: none"> Hit a variety of targets using different throwing techniques. Throw a ball through a moving hoop. Roll a ball to hit a large moving ball, rolled out by a partner Roll a ball against the wall. Move to receive the rebound. Hit a variety of targets using different throwing techniques. Demonstrate the ready position. Move in different directions and back to the ready position Facing a partner, try to dodge around them. Strike a ball from a friendly feed to a position of choice. Combine hitting and immediately running. Accelerate and decelerate quickly while running. Catch and immediately throw a ball. Throw a ball accurately at a target. Strike a ball with a table tennis bat in different directions and with varying degrees of force. Dodge effectively and efficiently Demonstrate a backhand throw.

	EYFS	Milestone 1	Milestone 2	Milestone 3
Tactics in Games	<ul style="list-style-type: none"> • Join in games with others • Take turns • Stay within boundaries of games • Understand that if they don't play fairly others won't enjoy the activity • Understand that joining in activities gives them a good feeling 	<ul style="list-style-type: none"> • Aim at different targets with some adjustment of technique. • Make decisions on which target to aim for • Adjust the force when rolling a ball to send it different distances. • Adapt the release point of the ball to achieve accuracy. • Adapt the force of the throw depending on the position • Make decisions on where to throw depending on the position • Choose a clear pathway to allow you to run at speed. • Demonstrate dodging to evade a chasing player. • Aim a ball accurately. • Choose how and where to send the ball, making decisions based on the position of opponents. • Choose how and where to stand to defend the space.. • Use body tension to maintain balance. • Consider where to throw the ball to make it easy for a partner to catch. • Choose where to roll the ball to give a teammate the best chance of scoring. • Choose which goal to shoot at depending on the position of the other players. 	<ul style="list-style-type: none"> • Make decisions on when to leave the safe zone • indicate to a partner where you want to receive the ball • Pass and receive effectively with your team, while avoiding other teams working in the opposite direction • Make decisions on the types of pass to play depending on the position of teammates and members of other teams. • Discuss the best place to aim when taking a short • Stand in the best place to stand to cover the court and make it difficult for the other team to score • Aim shots into spaces to make it easy for a teammate. • If a game is time limited , discuss the strategy for achieving what you need to in the remaining time • To share when you need to run as fast as you can for some games • Choose the best type of throw to move the ball. Explain your reasoning. • Devise a strategy with your partner to win the game • Vary the force depending on the position of the target. 	<ul style="list-style-type: none"> • Choose the most effective piece of equipment for the purpose • Attackers – maintain possession. Defenders – use an outlet pass. • Devise a strategy for the defending team • Discuss where you should place the ball to make it easier for your partner to catch it • Aim for target zones to score points. • Discuss the t factors do you have to think about when deciding how hard to hit the ball • Know that : • Batters – change position quickly to receive the ball at different wickets. • Fielders – retrieve the ball and decide which bowler to pass to. • Make decisions on the best place to stand to cover the space before the batter strikes the ball. • Explain a strategy to outwit opponents while playing this game. • Demonstrate effective positioning on the pitch to make it difficult for a player to steal a peg. • Explain how the design of your target makes it difficult for attackers to score. • Throw a ball into a position to defend a target. • Adapt your technique depending on the progress of the game: where, how and when to throw.

	EYFS	Milestone 1	Milestone 2	Milestone 3
Personal and Social	<ul style="list-style-type: none"> Understand that joining in activities gives them a good feeling Join in games with others Take turns Stay within boundaries of games Watch and copy others who are doing well Choose the best equipment to enable them to play or move well Make simple decisions of where and when to move to receive or defend a ball Choose how to make it difficult for others to beat them 	<ul style="list-style-type: none"> Congratulate an opponent when they make a good shot. Demonstrate taking turns. Demonstrate safety rules in a game Know and follow rules for PE lessons Describe what you are good at. Demonstrate how to listen purposefully Share what you can do if your partner is getting frustrated with you Work co-operatively with people of choice and no of choice 	<ul style="list-style-type: none"> Be quiet when someone else is taking a shot. Discuss how would you react if an opponent made a really good shot, knocked your ball away and won the game 	<ul style="list-style-type: none"> Discuss how can you encourage them without damaging their self-esteem Give positive feedback to players during the game. Discuss why is it important to lose with dignity Discuss how can you make sure you don't bump into someone when playing this game Discuss what is meant by fair play Discuss why it important to follow the rules of the game
Leadership	<ul style="list-style-type: none"> Understand that if they don't play fairly others won't enjoy the activity 	<ul style="list-style-type: none"> Choose a ball that you are able to use successfully. Give an example of when you have listened carefully. Tell your partner something they are doing well. Use equipment sensibly. Be responsible for always bringing their kit. Listen carefully to what the teacher says. Put equipment away in the correct place 	<ul style="list-style-type: none"> Set up a target for a partner to aim into. Set up a target with an obstacle to make it more difficult for a partner. Keep score. Set up a scoring system for all the games Make a list of things that could be hazards on a playing area. Design a poster to help others be risk aware in PE lessons How can you ensure that games are inclusive for all Discuss how you would help someone not enjoying the game Plan a short warm up and deliver it to the calass Ensure all the equipment is prepared for this activity. Use a stopwatch to time the games. Contribute ideas to a team talk. Discuss mistakes you make and how you would improve Set up the equipment for the games without prompting from the teacher. 	<ul style="list-style-type: none"> Use video to analyse your performance with your partner. Discuss strengths and areas to be improved. Watch a team play and, during a time-out, give them advice on what they are doing well and what they need to improve. Plan a tournament and devise a league system. Discuss hat would you expect to see if everyone is having fun and enjoying the game Pick out some strengths in your team's performance Discuss how you can you ensure differing abilities are included in the group You are the referee. One team has accused the other team of cheating and they are having an argument. Discuss how you might you deal with this? Discuss what should you do if you disagree with the official's decision
Healthy Lifestyle		<ul style="list-style-type: none"> Noticing changes in the body Recognising why we should always try our best Recognising which parts of the activity are challenging and describe why Make a list of games children could play at playtimes with friends. Participate actively in lesson 	<ul style="list-style-type: none"> Discuss what it is like to work as part of a team Identify strengths in the game Describe a time when you have felt proud in PE Take your pulse rate before and after the game. Describe and give reasons for the changes. Describe the positive aspects of working with others during physical activity. Discuss which foods are high in energy Discuss the importance of warming up Analyse how much time you spend in a week taking part in demanding physical activity. 	<ul style="list-style-type: none"> Discuss what areas of this activity make you feel happy Discuss what kind of fitness is being developed in a game Describe how taking part in physical activity makes you feel. Discuss what do you like to drink after a game? How healthy is your choice? Keep a diary of physical activity for a month. Evaluate how well you are following the Chief Medical Officer's guidelines for physical activity. Plan a warm-up specifically for this activity and deliver it to a small group.

	EYFS	Milestone 1	Milestone 2	Milestone 3
Movement in Gym	<ul style="list-style-type: none"> Pencil roll – from back to front keeping body and limbs in straight shape / Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength / Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. Introduce correct landing position: land on balls of foot, lower heels to floor, soft knees. Feet should be together on landing. Explore staying balanced with good core strength to hold body upright when jumping from: 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot. Perform a straight jump in the air with a controlled landing – core strength should keep body upright throughout the take off and landing. Explore walking “like a gymnast: extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers. Explore skipping (step forward and hop on that foot, repeat with other foot). Explore side stepping, bringing feet together after each side step. Explore sliding along a bench pulling body forward with both hands. Explore crawling along a bench Stand “like a gymnast”: extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers. Sit like a gymnast in “long sit”: long body - extend core, head up, long legs - show extension and tension in legs, stretch ankles, feet and toes. Rest hands on knees. Explore the 5 basic shapes: straight/tucked/star/straddle/pike. Try balancing in these shapes on large body parts: back, front, side, bottom. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet. 	<ul style="list-style-type: none"> Use movement adaptations to vary the ways of travelling, e.g. skipping quickly and low. Rock backwards and forwards in a small shape and then stand up, without using your hands to help you. Demonstrate an egg roll. Demonstrate ways of travelling. Demonstrate balances using large and small body parts. Demonstrate a log roll. Perform bunny jumps, landing with feet and knees between arms, heads up. Perform a straight jump. Perform a star jump off a bench or low piece of apparatus onto a mat. Perform a balance on a piece of apparatus. Perform a jump using apparatus: on, off or along. Use apparatus to demonstrate weight on hands. Compose a sequence of movements using apparatus. 	<ul style="list-style-type: none"> Demonstrate different ways of travelling Choose different ways of travelling and balancing, individually and with a partner Demonstrate the hurdle step Demonstrate a half-turn jump off a piece of apparatus. Demonstrate a front support on a piece of apparatus Demonstrate a half-turn jump off a piece of apparatus. Demonstrate a front support on a piece of apparatus Perform rolls using different body shapes, on apparatus 	<ul style="list-style-type: none"> Perform a short routine using equipment of choice with a partner Devise a routine to perform with a small group, using equipment of your choice Demonstrate a jump from a squat position from on top of a box or table. Demonstrate a cat leap. Demonstrate a cartwheel. With a partner, demonstrate a partner balance, without any contact. Demonstrate a scissor jump.
Tactics in Gym		<ul style="list-style-type: none"> Choose moves that you can perform well and join together fluently. Ask others to watch your arms when jumping and comment on accuracy Choose which movements you will perform on apparatus. 	<ul style="list-style-type: none"> Work with a partner to adapt a sequence using movement adaptations to add interest Choose how high to jump off the end of the table or box. Investigate how and when to include a partner balance into a sequence 	<ul style="list-style-type: none"> Choose the piece of equipment you and your partner can use most effectively Evaluate the gymnastics movements the group can perform well. Choose the equipment group members can use effectively Choose which jump to perform when jumping off the box or table.

	EYFS	Milestone 1	Milestone 2	Milestone 3
Personal and Social	<p>Know how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.</p>	<ul style="list-style-type: none"> • Demonstrate taking turns on a mat. • Describe how it makes you feel if your partner isn't letting you have your turn on the mat. • Discuss ways in which everyone can get the same number of turns 	<ul style="list-style-type: none"> • Discuss how you can you ensure that both partners' views are taken into account • Watch a partner and give feedback on how they might improve a vault. • Collaborate with a partner to design a sequence suited to both of you. 	<ul style="list-style-type: none"> • Partner work in gymnastics involves trusting your partner. Demonstrate how can you demonstrate trustworthiness in this activity
Leadership		<ul style="list-style-type: none"> • Work with a partner and pick out two things they have done well and one thing they need to improve on. • Describe how gymnastics equipment should be moved. 	<ul style="list-style-type: none"> • With your partner, watch another group perform and give feedback on two things they have done well and one thing to improve. • Deliver a warm-up to a small group. • Work with a group to set out a station of apparatus • Describe the structure of a warm-up. 	<ul style="list-style-type: none"> • Talk to your team and choose moves that everyone is confident with. • Discuss what should a good vault look like • Watch a partner and give a mark out of 5 for their vault. Explain your reasoning.
Healthy Lifestyle		<ul style="list-style-type: none"> • Discuss which aspects of gym they enjoy and which they don't • Choose the most suitable piece of apparatus for your ability 	<ul style="list-style-type: none"> • Discuss what do you do when you are faced with an activity that you find difficult • List some healthy foods a gymnast might eat. 	<ul style="list-style-type: none"> • Which areas of fitness are needed to perform well in a specific activity • Discuss what you might you do if you find activities hard.

	EYFS	Milestone 1	Milestone 2	Milestone 3
Movement in Dance	<ul style="list-style-type: none"> Spontaneously respond to a variety of stimuli through movement Move with appropriate actions and timing in response to some stimuli Explore and develop control of movement using: <ul style="list-style-type: none"> Actions (WHAT) – walk, jump, land, hop, skip, stretch, twist, turn Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – copy teacher/performer, on own and beginning to interact with a partner Dynamics (HOW) – slowly, quickly, smoothly, jerkily Begin to use own ideas to sequence dance Begin to sequence and remember a short dance 	<ul style="list-style-type: none"> Perform a variety of travelling skills.. Perform a range of turning movements. Demonstrate stillness in a variety of body shapes Combine actions to make a short dance phrase. Perform a range of turning movements. Demonstrate gestures using different body parts. Demonstrate the difference between two types of stillness (e.g. wait and pause). Demonstrate movements using speed and force. Create and remember a short sequence. 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). Perform a basic cha cha step. Perform a basic salsa step. Perform a basic hand jive. Perform a basic popping routine, using arms only With a partner, choose and perform your favourite dance from across the eras
Tactics in Dance	<ul style="list-style-type: none"> Show interest by observing or participating in dance activities Display high levels of involvement in exploring and performing dance movements Maintain attention and concentration when exploring and performing in dance activities Demonstrate a rhythmical response which shows increasing co-ordination, strength and control Self-initiate dance performance Express feelings through movement Copy and repeat dance actions 	<ul style="list-style-type: none"> Describe how emotions can affect movement Change actions using movement adaptations. Change the order of the movements to make easier transitions Change some of the movements using the movement adaptations. 	<ul style="list-style-type: none"> Modify actions using dynamics using suggestions Modify actions using spatial aspects Clap hands to the beat 	<ul style="list-style-type: none"> Modify actions using dynamics As a group, suggest an area of the dance which could be enhanced and refine it. Take into account the abilities of the whole group when deciding which dances to choose.
Personal and Social		<ul style="list-style-type: none"> With a partner, discuss and perform a range of movements Describe how you would know if your partner was unhappy. Tell a partner something they are good at. 	<ul style="list-style-type: none"> Can set personal challenges to improve through a positive attitude. Can give feedback to others in reference to a set success criteria. Can listen to feedback from to others and respond by making changes in a positive manner. Describe something you are proud of 	<ul style="list-style-type: none"> Discuss if it easy or difficult for you to admit when you need help from others Discuss what it means to work as a team
Leadership	<ul style="list-style-type: none"> Express and communicate feelings and preferences in own and others' dance 	<ul style="list-style-type: none"> Listen to others. Listen to others' ideas, even if they are different from your own. Try hard. Focus on areas to develop and try hard to improve them. 	<ul style="list-style-type: none"> Make up a simple dance and teach it to others Teach others a simple dance, with clear instructions and demonstrations. . 	<ul style="list-style-type: none"> Discuss what are some of the important qualities of being a leader Make a list of the favourite dances of your classmates.

Healthy Lifestyle		<ul style="list-style-type: none"> • Give an example of when you have had to try hard to achieve something. • Describe how it feels when you work hard to achieve something. 	<ul style="list-style-type: none"> • Describe which areas of dance you feel comfortable with and enjoy. • Keep a diary of participation in physical activities in and out of school 	<ul style="list-style-type: none"> • List areas of fitness you need to improve. Describe your physical activity levels in relation to the Chief Medical Officer's (CMO) guidelines.
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	EYFS	Milestone 1	Milestone 2	Milestone 3
Outdoor activities	<p>Know how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.</p>		<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.

EYFS

Know how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.

Milestone 1

- Demonstrates different ways of moving around the pool. Touch the bottom of the pool with a variety of different body parts. Dip your face in the water.
- Remember your swimming kit. Demonstrate a push and glide in a position of choice.
- Give examples of physical activities that you take part in outside of school.
- Demonstrate a way of exiting the pool
- Demonstrate different ways of entering the pool.
- Demonstrate a plank position.
- List some safety rules for in the pool.
- Describe the Water Safety Code.

Milestone 2

- Demonstrate floating on your front. Demonstrate floating on your back. Float in a wide shape on your back.
- Choose a body shape that helps you glide through the water. Choose your favourite floating shape.
- Watch a partner and give feedback on what to improve.
- Describe something you are proud of in this activity.
- Demonstrate running through the water.
- Submerge in the water to retrieve an object
- Set up equipment as directed by the teacher
- Demonstrate front crawl arm action, while walking in the pool.
- Demonstrate back crawl arm action, while walking in the pool.
- Swim four strokes of back crawl and then four strokes of front crawl, using a buoyancy aid.
- Describe and demonstrate how to rotate smoothly from the back to the front and vice versa.
- A member of the class is standing at the side of the pool and is nervous. Discuss how might you encourage them to join in.
- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements.
- Swim at the surface and below the water

Milestone 3

- Demonstrate three of entering the water
- Describe how to retain heat when in cold water
- Discuss what you might do if someone is trying to panic in the water
- Describe the water safety code
- Explain what you would do if you fell into river when playing
- Perform the tuck position
- Adapt activities to suit the whole group
- Compose a sequence with smooth transitions from one shape to another
- Throw and catch a ball with a partner, while stationary.
- During team talks, point out something your team are.
- doing well and something they could work on
- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length

	EYFS	Milestone 1	Milestone 2	Milestone 3
Movement in Athletics	<p>Know how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.</p>		<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. Stand still on one foot for 10 seconds; change feet and repeat. Do five squats Demonstrate the ready position. Demonstrate running tall with relaxed shoulders Gallop, leading with different feet Respond rapidly to 'On your marks, set, go'. Demonstrate effective technique in jumping for distance and height. 	<ul style="list-style-type: none"> Demonstrate jogging with good technique. Pass a baton to a partner, while jogging. Run without stopping for at least 3 minutes. Run/walk a mile; record how long it takes. Run at speed. Draw a map of part of the playground using symbols. Demonstrate acceleration and deceleration Sustain running on a variety of terrain at an even pace Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.
Tactics in Gym			<ul style="list-style-type: none"> Modify arm actions to impact on your start Explain how body position affects the start Demonstrate the impact of the use of arms in a jump. 	<ul style="list-style-type: none"> Decide when is the best time to run, when receiving a baton. Explain the best body position for an effective throw Run at a pace that means you can stop efficiently. Adapt your speed depending on where you are in the run. Run at a pace that means you can stop efficiently. Orientate a map correctly

	EYFS	Milestone 1	Milestone 2	Milestone 3
Personal and Social	Know how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.		<ul style="list-style-type: none"> Give constructive feedback to partner Explain what you would do if someone was not enjoying this activity Listen carefully to feedback from a partner Act upon feedback from a partner. 	<ul style="list-style-type: none"> Explain how you can work together as a team Suggest ideas for a team contract Demonstrate pivoting 90 degrees clockwise and 90 degrees anti-clockwise at speed. Demonstrate a front support (plank) position. Demonstrate effective technique in a standing push throw/pull throw/sling throw Watch a partner and tell them something they were good at. Discuss why is it important to say what you are thinking, when working as part of a team Jump from two feet to two feet backwards and forwards over a low obstacle, in a steady rhythm. Increase the distance of your standing long jump by 10 cm. Catch a ball thrown by a partner, while performing a seated balance with feet off the floor.
Leadership			<ul style="list-style-type: none"> Lead a team talk about strategies to improve performance. Ensure all equipment necessary for the activity is prepared and in the right place Listen to a team talk led by a teammate. and make adjustments. Consider the adaptations to equipment you might have to make in this activity to support or challenge someone. Explain the strategies you have in place to ensure all sprints will be measured accurately Use cones to mark the distances thrown. Use a tape measure and record the distances thrown Watch a partner and give points to improve 	<ul style="list-style-type: none"> Design a training programme, and follow it, to increase the length of time you can spend running at a consistent pace. Set up the equipment for the activity. Ask class members which other activities they might like to try Give clear instructions, especially around safety. Make a recording sheet for your group. Write down everyone's distances. Plan and deliver a warm-up to a small group for this lesson. Set up equipment to measure and record results. Choose the best way to use arms to increase the distance jumped Devise a team strategy before starting the activity Discuss what does 'compromise' mean Set up equipment quickly and efficiently without direction from the teacher
Healthy Lifestyle			<ul style="list-style-type: none"> List how this this activity improves fitness Choose some activities that will help you improve your fitness for this activity Keep a record of personal best performances. 	<ul style="list-style-type: none"> Discuss why is it important to be able to run for a sustained length of time Describe some warm-up activities to focus on specific muscles muscles. Design and deliver a warm-up for this activity to a small group. List some physical activities you enjoy and some you find challenging Rank physical activities in terms of those you enjoy and those you find challenging. Give reasons for your choices. Discuss how does core stability impact on your ability to take part in this game