

### The Big Ideas and Threshold Concepts

Threshold concepts are the big ideas that underpin a subject. There is one threshold concept that underpins our PE teaching that enables children to build a PE schema:

- ***Develop practical skills in order to participate, compete and lead a healthy lifestyle.***

This concept involves learning a range of physical movements and sporting techniques.

This threshold concept is divided into 5 **knowledge categories** as follows to strengthen a child's schema:




- **Movement:** This is the cornerstone of physical education. It includes the fundamental movement knowledge of stability, locomotion and object control, progressing to specialised skills like games, gymnastics and dance.
  - Stability – involves the body balancing either in one place (static) or while in motion (dynamic).
  - Locomotion – involves the body moving in any direction from one point to another.
  - Object control – involves manipulating and controlling objects with the hand, the foot or an implement
- **Tactics and Strategy:** All aspects of physical education involve cognitive challenges, e.g. how to outwit opponents in games, create interesting sequences in gymnastics or work as a team to complete a challenge in outdoor and adventurous activities
  - Tactics: quick adjustments performers make in the moment to solve problems encountered during a game
  - Strategy: overall game plan
- **Personal and Social:** Physical education provides many opportunities for personal development such as self-control, cooperation and individual responsibility.
- **Leadership:** Many opportunities exist in PE to develop leadership skills. Often these opportunities occur on an ad hoc basis, but they should be planned for, and the qualities developed should be made explicit to students. Opportunities for leadership fall into two categories: leading people and leading an activity. Roles within this include: captain, coach, referee, equipment organiser, performer.
- **Healthy Lifestyle:** Childhood obesity prevalence in 2016/17 was 10 per cent in Reception, and 20 per cent in Year 6.\* The number of students suffering with mental health problems is increasing. One in eight (12.8 per cent of) 5 to 19 year olds had a mental disorder when assessed in 2017. Rates were similar in boys and girls. Data for 5 to 15 year-olds show a slight upward trend over time in the prevalence of emotional disorders.\*\* Students need to know that many factors interact to keep us healthy and they are all important.




\* Statistics on Obesity, Physical Activity and Diet, England, 2018, National Statistics, NHS Digital \*\*Mental Health of Young People in England, 2017, National Statistics, NHS Digital







### Year 2/3 PE Plan 2021-2022




*Children in year 2 will be working on Milestone 1 objectives at an advancing or deep level and children in year 3 will be working on Milestone 2 objectives at a basic level*

#### Personal and social, leadership and healthy lifestyle knowledge progression statements to be weaved into each unit

















<b>Personal and Social Knowledge</b> 	<b>Leadership Knowledge</b> 	<b>Healthy Lifestyle Knowledge</b> 
<p><b><u>Milestone 1</u></b></p> <ul style="list-style-type: none"> <li>Recognise that their behaviour can affect other people and take responsibility for this.</li> <li>Recognise that people's bodies and feelings can be hurt.</li> <li>Recognise what is fair and unfair, kind and unkind, right and wrong.</li> <li>Follow directions in group settings, following rules, taking turns.</li> <li>Accept feedback from the teacher.</li> <li>Use equipment and space appropriately.</li> <li>Share equipment and space with others.</li> <li>Follow class protocols with minimal reminders.</li> <li>Listen to others and play cooperatively.</li> <li>Identify and respect the differences and similarities between people.</li> <li>Recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</li> </ul>	<p><b><u>Milestone 1</u></b></p> <ul style="list-style-type: none"> <li>Remember to bring their kit.</li> <li>Make appropriate equipment choices.</li> <li>Listen to others.</li> <li>Try hard.</li> <li>Follow the teacher's instructions.</li> <li>Look after and use equipment properly.</li> <li>Help a partner improve.</li> </ul>	<p><b><u>Milestone 1</u></b></p> <ul style="list-style-type: none"> <li>Be able to talk about the benefits of being active.</li> <li>Engage actively in PE lessons.</li> <li>Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer.</li> <li>Recognise the importance of a warm-up.</li> <li>Differentiate between healthy and unhealthy foods.</li> <li>Recognise that physical activity is important for good health.</li> <li>Understand that some physical activities are challenging and difficult.</li> <li>Describe physical activities that they enjoy.</li> <li>Describe the enjoyment of playing with friends.</li> <li>Describe positive feelings that result from participating in physical activities.</li> <li>Recognise that working hard to achieve something can make them feel happy.</li> <li>Describe how physical activity makes them feel good.</li> </ul>
<p><b><u>Milestone 2</u></b></p> <ul style="list-style-type: none"> <li>Recognise and respond appropriately to a wide range of feelings in others.</li> <li>Encourage teammates when they are not successful or make a wrong decision.</li> <li>Congratulate an opponent on a good shot.</li> <li>Follow the etiquette of games, e.g. be quiet when another is taking a shot in golf.</li> <li>Make decisions on the order of play.</li> <li>Work cooperatively with a team.</li> <li>Work competitively against an opponent.</li> <li>Demonstrate cooperation and empathy while solving conflicts without teacher intervention.</li> </ul>	<p><b><u>Milestone 2</u></b></p> <ul style="list-style-type: none"> <li>Plan and deliver a warm-up.</li> <li>Give clear instructions.</li> <li>Make sure the area is safe.</li> <li>Explain rules.</li> <li>Keep score.</li> <li>Time games.</li> <li>Include everyone.</li> <li>Encourage others to join in.</li> <li>Contribute to team talks about strategies and tactics.</li> <li>Set up equipment.</li> <li>Give feedback to others on what they did well and how to improve.</li> </ul>	<p><b><u>Milestone 2</u></b></p> <ul style="list-style-type: none"> <li>Keep a diary of participation in physical activities outside PE lessons, e.g. before and after school, at home, at the park, with friends, with family.</li> <li>Describe how being physically active contributes to a healthy body.</li> <li>Engage actively in PE lessons without teacher prompting.</li> <li>Recognise the importance of a warm-up and cool-down.</li> <li>Recognise that different types of fitness are needed for different physical activities.</li> <li>Identify foods that are appropriate to eat before and after physical activity.</li> </ul>







<ul style="list-style-type: none"> <li>• Demonstrate good sportsmanship.</li> <li>• Listen respectfully to feedback from peers.</li> <li>• Listen and respond respectfully to a wide range of people: peers, teachers and coaches.</li> <li>• Feel confident to tell others their ideas and raise their own concerns.</li> <li>• Recognise and care about other people's feelings and try to take into account the views of others.</li> </ul>				<ul style="list-style-type: none"> <li>• Compare physical activities that bring confidence and challenge.</li> <li>• Discuss the challenges involved in learning a new physical activity.</li> <li>• Describe the positive social interactions that come from working with others during physical activity.</li> <li>• Describe how demanding physical activity has an impact on the body, both physically and mentally.</li> <li>• Recognise the importance of correct nutrition to replace the energy lost during physical activity.</li> <li>• Recognise how identifying strengths while playing a game, and being proud of achievements, makes you feel good.</li> </ul>			
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Unit of Work for Class Teacher</b>	<b><u>Forest School</u></b>		<b><u>Class Teacher</u></b>  <b>Gymnastics</b> <b><u>Cambridgeshire Scheme of Work</u></b>		<b><u>Class Teacher</u></b>  <b>Dance</b> Use Cambridgeshire Scheme of work for support but plan unit around Knowledge Web		
<b>Knowledge Webs and POP Tasks</b>			<b><u>Fundamentals (Year 2 Milestone 1 Adv/Deep and Year 3 Milestone 2 Basic)</u></b> <ul style="list-style-type: none"> <li>• Stability: Balancing on one leg</li> <li>• Stability: Rolling</li> </ul> <b><u>Milestone 1 POP Tasks (Year 2 Advancing/ Deep)</u></b> <ul style="list-style-type: none"> <li>• Gymnastics: Simple Sequence</li> <li>• Gymnastics: Apparatus</li> <li>• Gymnastics: Vault</li> </ul> <b><u>Milestone 2 POP Tasks (Year 3 Basic)</u></b> <ul style="list-style-type: none"> <li>• Gymnastics: Apparatus</li> <li>• Gymnastics: Vault</li> <li>• Gymnastics: Partner Sequence</li> </ul>		<b><u>Milestone 1 POP Tasks (Advancing/Deep)</u></b> <ul style="list-style-type: none"> <li>• Dance: Superheroes</li> </ul>		<b><u>Fundamentals (Year 2 Milestone 1 Adv/Deep and Year 3 Milestone 2 Basic)</u></b> <ul style="list-style-type: none"> <li>• Object Control: Striking a ball</li> </ul> <b><u>Milestone 1 POP Tasks (Year 2 Advancing/ Deep)</u></b> <ul style="list-style-type: none"> <li>• Net and Wall: Racket fun</li> <li>• Net and Wall: On the Spot</li> <li>• Net and Wall: Throwing Tennis</li> </ul> <b><u>Milestone 2 POP Tasks (Year 3 Basic)</u></b> <ul style="list-style-type: none"> <li>• Net and Wall: Pick up the trash</li> <li>• Net and Wall: Keep it going</li> <li>• Net and Wall: 3 v 3 Volleyball</li> </ul>
<b>Milestone 1</b>			 <b><u>Movement</u></b>		 <b><u>Movement</u></b>		
			 <b><u>Movement</u></b>				

<p><b>Progression Statements</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Travel in a variety of ways (walking, running, hopping).</li> <li>• Balance on a variety of large and small body parts (back, tummy, hands and feet).</li> <li>• Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll.</li> <li>• Link movements together into a short sequence using floor and apparatus.</li> <li>• Remember, repeat and be able to refine movements in a sequence.</li> <li>• Climb safely on equipment.</li> <li>• Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance.</li> <li>• Take some weight on hands, e.g. in a bunny hop.</li> <li>• Set up apparatus safely.</li> <li>• Vault on to a bench.</li> </ul> <div style="text-align: center;">  </div> <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level.</li> <li>• Make decisions on which actions are best performed on apparatus.</li> <li>• Make decisions on the choice of actions to be performed ensuring smooth links.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a range of actions with control and coordination.</li> <li>• Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book.</li> <li>• Link actions to perform short dances.</li> <li>• Repeat and remember simple movement patterns.</li> <li>• Demonstrate stillness in a range of shapes.</li> <li>• Explore actions that express ideas for a dance.</li> <li>• Use a prop such as a scarf to experiment with moving.</li> </ul> <div style="text-align: center;">  </div> <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Apply movement adaptations to their movement techniques, e.g. an unhappy walk.</li> <li>• Express emotions through facial expressions, gestures and posture.</li> <li>• Describe their choices of movement.</li> <li>• Choose which actions to change with the movement adaptations of space, dynamics and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Strike a ball with a short-handed bat.</li> <li>• Send an object towards a target.</li> </ul> <div style="text-align: center;">  </div> <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</li> <li>• Make simple decisions, e.g. which target to aim for.</li> <li>• Recognise space on a court or pitch.</li> <li>• Use the terms 'opponent' and 'teammate'.</li> </ul>
<p><b>Milestone 2</b></p>	<div style="text-align: center;">  </div>	<div style="text-align: center;">  </div>	<div style="text-align: center;">  </div>

<p><b>Progression Statements</b></p>	<p><b><u>Movement</u></b></p> <ul style="list-style-type: none"> <li>• Travel in a variety of ways (skipping, galloping).</li> <li>• Balance on a variety of large and small body parts (front, back and side support, shoulder stand).</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Work alongside, away from and towards a partner.</li> <li>• Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls).</li> <li>• Take weight on hands (progressions towards a cartwheel).</li> <li>• Use the five basic jumps and vary them using turns and shape.</li> <li>• Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting.</li> <li>• Vault on to a small box placed longways.</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner.</li> <li>• Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</li> <li>• Choose skills which both partners can perform well.</li> <li>• Choose when and how to use techniques like unison and canon to add interest to the sequence.</li> <li>• Use the apparatus to support more complex movements, e.g. handstand against a movement table.</li> </ul>	<p><b><u>Movement</u></b></p> <ul style="list-style-type: none"> <li>• Choreograph a sequence of between four and six movements, which can be recalled and repeated.</li> <li>• Use real-life situations or stimuli, e.g. a poem or a picture, as a basis to create imaginative movements.</li> <li>• Participate in a group dance and talk about individual and group contributions.</li> <li>• Identify and describe shapes and pathways within a dance.</li> <li>• Identify and describe dance styles from different eras.</li> <li>• View and describe dances from other cultures and know where they come from.</li> <li>• Demonstrate a simple dance from a different culture.</li> <li>• Describe what they like or dislike about a dance.</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Perform expressively by varying the movements in a sequence, using dynamics, space and relationships.</li> <li>• Express emotions with realistic actions, e.g.</li> </ul>	<p><b><u>Movement</u></b></p> <ul style="list-style-type: none"> <li>• Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially.</li> <li>• Use a balanced stance to send or receive a ball.</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</li> <li>• Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</li> <li>• See pitch and court spaces, long and short.</li> </ul>
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					<p>stamp when angry, skip when happy.</p> <ul style="list-style-type: none"> <li>• Explain how a movement can represent an idea.</li> <li>• Create movements and phrases that convey a definite idea or sequence of events.</li> <li>• Structure a dance to tell a story.</li> <li>• Use action reaction techniques.</li> <li>• Use compositional devices of canon and unison.</li> <li>• Choose the order of the dance for maximum spectator impact</li> </ul>	
<b>Unit of Work for Premier Sport</b>	<b>Premier Sport</b>  <b>Fundamental Movement Skills</b> Throwing and Catching Games	<b>Premier Sport</b>  <b>Fundamental Movement Skills</b> Target Games	<b>Premier Sport</b>  OAA	<b>Premier Sport</b>  <b>Fundamental Movement Skills</b> Striking and Fielding Games	<b>Premier Sport</b>  <b>Fundamental Movement Skills</b> <b>Invasion Games</b> Movement and dodging	<b>Premier Sport</b>  <b>Athletics</b> Running and jumping
<b>Knowledge Webs and POP Tasks</b>	<b>Fundamentals (Year 2 Milestone 1 Adv/Deep and Year 3 Milestone 2 Basic)</b> <ul style="list-style-type: none"> <li>• Object Control: Rolling a ball</li> <li>• Object Control: Underarm Throwing</li> <li>• Object Control: Overarm Throwing</li> <li>• Object Control: Catching</li> </ul>	<b>Fundamentals (Year 2 Milestone 1 Adv/Deep and Year 3 Milestone 2 Basic)</b> <ul style="list-style-type: none"> <li>• Object Control: Kicking</li> </ul> <b>Milestone 1 POP Tasks (Year 2 Advancing/ Deep)</b> <ul style="list-style-type: none"> <li>• Target: Fair and Square</li> <li>• Target: Python</li> </ul> <b>Milestone 2 POP Tasks (Year 3 Basic)</b> <ul style="list-style-type: none"> <li>• Target: Throw Golf <ul style="list-style-type: none"> <li>• Target: Corner Bowls</li> </ul> </li> </ul>	<b>Milestone 2 POP Tasks (Year 3 Basic)</b> <ul style="list-style-type: none"> <li>• OAA: Counting Cones</li> <li>• OAA: Team Building</li> <li>• OAA: Night Trail</li> </ul>	<b>Fundamentals (Year 2 Milestone 1 Adv/Deep and Year 3 Milestone 2 Basic)</b> <ul style="list-style-type: none"> <li>• Object Control: Striking a ball</li> </ul> <b>Milestone 1 POP Tasks (Year 2 Advancing/ Deep)</b> <ul style="list-style-type: none"> <li>• Striking and Fielding: Give me 5</li> <li>• Striking and Fielding: All together now</li> </ul> <b>Milestone 2 POP Tasks (Year 3 Basic)</b> <ul style="list-style-type: none"> <li>• Striking and Fielding: Quick pick up</li> <li>• Striking and Fielding: Safe or Sorry</li> </ul>	<b>Fundamentals (Year 2 Milestone 1 Adv/Deep and Year 3 Milestone 2 Basic)</b> <ul style="list-style-type: none"> <li>• Locomotion: Dodging</li> <li>• Object Control: Dribbling with feet</li> </ul> <b>Milestone 1 POP Tasks (Year 2 Advancing/ Deep)</b> <ul style="list-style-type: none"> <li>• Invasion: Triangle passing</li> <li>• Invasion: Two on One</li> <li>• Invasion: Dribble and Score</li> </ul> <b>Milestone 2 POP Tasks (Year 3 Basic)</b> <ul style="list-style-type: none"> <li>• Invasion: End zone</li> </ul>	<b>Fundamentals (Year 2 Milestone 1 Adv/Deep and Year 3 Milestone 2 Basic)</b> <ul style="list-style-type: none"> <li>• Locomotion: Jumping for distance</li> <li>• Locomotion: Jumping for height</li> <li>• Locomotion: Running</li> </ul>

					<ul style="list-style-type: none"> <li>• Invasion: Too many goals</li> <li>• Invasion: Go to jail</li> </ul>	
<p><b>Milestone 1</b> <b>Progression Statements</b></p>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Throw underarm in a mature pattern.</li> <li>• Develop an overarm throw.</li> <li>• Catch a large ball without cradling or trapping it against the body.</li> </ul>  <p><b>Tactics and Strategy</b></p> <ul style="list-style-type: none"> <li>• Make simple decisions, e.g. which target to aim for.</li> <li>• Use the terms 'opponent' and 'teammate'.</li> <li>• Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</li> </ul>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Send an object towards a target.</li> <li>• Strike a ball off a tee with a bat.</li> <li>• Kick a stationary ball with a short run up.</li> <li>• Throw underarm in a mature pattern.</li> <li>• Develop an overarm throw.</li> </ul>  <p><b>Tactics and Strategy</b></p> <ul style="list-style-type: none"> <li>• Make simple decisions, e.g. which target to aim for.</li> <li>• Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</li> <li>• Use a base position.</li> </ul>		 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Strike a ball off a tee with a bat.</li> <li>• Strike a ball with a short-handed bat.</li> <li>• Send an object towards a target.</li> </ul>  <p><b>Tactics and Strategy</b></p> <ul style="list-style-type: none"> <li>• Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</li> <li>• Make simple decisions, e.g. which target to aim for.</li> <li>• Recognise space on a court or pitch.</li> <li>• Use a base position.</li> </ul>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Change direction.</li> <li>• Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern.</li> </ul>  <p><b>Tactics and Strategy</b></p> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'teammate'.</li> </ul>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Jump and land safely.</li> <li>• Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern.</li> </ul>  <p><b>Tactics and Strategy</b></p> <ul style="list-style-type: none"> <li>• Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</li> </ul>
<p><b>Milestone 2</b> <b>Progression Statements</b></p>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Throw underarm to a partner or towards a target accurately.</li> </ul>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Throw underarm to a partner or towards a target accurately.</li> </ul>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Use maps and diagrams to orientate themselves</li> </ul>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Be able to transition fluently from one type</li> </ul>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Use a variety of locomotor skills in combination with</li> </ul>	 <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Accelerate and decelerate quickly,</li> </ul>

<ul style="list-style-type: none"> <li>• Throw overarm for distance with increasing accuracy.</li> <li>• Catch a small ball thrown from a partner.</li> <li>• Catch a large ball thrown from a partner, while on the move.</li> <li>• Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially.</li> </ul>  <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</li> <li>• Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw overarm for distance with increasing accuracy.</li> </ul>  <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</li> </ul>	<p>and travel around a simple course.</p> <ul style="list-style-type: none"> <li>• Complete a star orienteering activity.</li> <li>• Find solutions to problems and challenges.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Take part in activities in the natural world.</li> <li>• Work confidently in familiar and changing environments.</li> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> </ul>  <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Choose the best pace for running between checkpoints.</li> <li>• Choose the best methods of communicating with a partner</li> <li>• Work out a strategy as a team</li> </ul>	<p>of locomotion skill to another.</p> <ul style="list-style-type: none"> <li>• Catch a small ball thrown from a partner.</li> <li>• Catch a large ball thrown from a partner, while on the move.</li> <li>• Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks)</li> <li>• Use a balanced stance to send or receive a ball.</li> </ul>  <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</li> <li>• See pitch and court spaces, long and short.</li> <li>• Determine when to run on or stop at a base.</li> </ul>	<p>object-control skills, e.g. jogging while dribbling a ball.</p> <ul style="list-style-type: none"> <li>• Dribble a ball with hands or feet, while changing speed and direction.</li> <li>• Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks)</li> <li>• Be able to change direction quickly.</li> </ul>  <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</li> <li>• Evade an opponent.</li> <li>• Maintain possession by supporting the ball carrier.</li> <li>• Cover the court as a team.</li> </ul>	<p>demonstrating control and stability.</p> <ul style="list-style-type: none"> <li>• Sprint over short distances.</li> <li>• Run over a longer distance, demonstrating endurance.</li> <li>• Run with good rhythm and coordination over small obstacles.</li> <li>• Use a range of throwing techniques (pull, push and sling).</li> <li>• Throw for distance within a marked zone.</li> <li>• Jump for height and distance, showing control in landings.</li> <li>• Perform jump combinations with rhythm and control.</li> <li>• Compete against self, aiming to improve personal best performances.</li> </ul>  <p><b><u>Tactics and Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Choose a sequence to combine jumps efficiently</li> <li>• Make decisions about the best take-off leg</li> <li>• Vary the pace to sustain running over a period of time.</li> <li>• Make decisions on how to increase the height and distance of a throw</li> </ul>
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