

PELTON PRIMARY SCHOOL
Physical Education Long Term Plan



School Organisation

Pupils are currently organised within the following classes:

EYFS Nursery 2 year olds, Nursery 3/4 year olds, Reception

KS1 Year 1, Year 1/2, Year 2

LKS2 Year 3, Year 4

UKS2 Year 5, Year 6, Year 6

EYFS Curriculum

Our Early years curriculum offers a wide variety of rich activities and experiences which is crucial to a child's development. Physical activity is a fundamental part in a child's all-round-development and impacts both their physical and mental wellbeing. Physical Education is one of three prime areas within the EYFS curriculum and is divided into two elements, Fine and Gross Motor Skills. The importance of Physical Education is reflected both within our provision and the school day, where children are provided with ample opportunities to develop and build upon their fine and gross motor skills. Children also partake in daily finger gym exercises to develop their fine motor skills.

Gross Motor Skills are taught on a two-year cycle for Nursery and Reception. Our curriculum for 2 years olds is bespoke to children's individual needs, in line with the EYFS framework.

KS1 and KS2 Curriculum

Curriculum planning has been designed carefully to ensure that the curriculum in Key Stages 1 and 2 meets the expectations of the National Curriculum. Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through the school.

The curriculum across Pelton in KS1 and KS2 runs on a 2 year cycle.

Medium Term Planning

Staff use unit planning from Complete PE to support in their planning and teaching, ensuring that they are covering the National Curriculum objectives identified in the long term planning.

PHYSICAL EDUCATION LONG TERM PLAN – EYFS						
Cycle	Autumn Term		Spring Term		Summer Term	
2 year olds	• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them • Enjoy starting to kick, throw and catch balls • Walk, run, jump and climb • Sit on a push-along wheeled toy, use a scooter or ride a tricycle • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress • Learn to use the toilet with help, then independently • Respond emotionally and physically to music when it changes • Move and dance to music • Enjoy and take part in action songs					
Nursery and Reception (Cycle repeated over 2 years)	Locomotion: Walking • To explore and develop walking • To explore walking in different pathways • To sustain walking • To explore marching • To apply walking into a game Locomotion: Jumping • To explore jumping • To apply jumping into a game • To explore Jumping for distance • To explore jumping high	Ball skills: Hands 1 • To explore pushing a large ball • To explore rolling a large ball • To explore bouncing a large ball • To explore bouncing a ball into a space • To combine pushing and rolling a large ball • To combine rolling, pushing and bouncing	Gymnastics: Moving • Explore moving and making shapes using different body parts • Explore moving in different directions • Explore big and small ways of moving and making shapes • Moving in pairs • Creating shapes in pairs	Dance: Nursery Rhymes • Moving in sequence Creating our own movements • Creating simple movement sequences • Responding in movement to words and music • Exploring contrasting tempos • Exploring character movements	Ball skills: Feet • To explore and develop moving with a ball using our feet • To understand dribbling • To develop dribbling against an opponent	Games for understanding • To begin to take turns with our teammates and opponents • To begin to keep the score • To begin to understand the rules of a game and playing by them . • To avoid a defender To Prevent an attacker from scoring

PHYSICAL EDUCATION LONG TERM PLAN – YEAR 1/2						
Cycle	Autumn Term		Spring Term		Summer Term	
A	Locomotion: Jumping Y1 - To develop understanding of how to jump efficiently (using head, arms and feet) - To explore how jumping affects our bodies - To explore skipping - To apply understanding of jumping and skipping into a game - To freeze and stop when caught - To support other pupils when there is a competitive element Gymnastics: Body Parts Y1 - To explore movements and balances using the 'big' parts of our bodies on the floor and apparatus - To explore movements and balances using the 'small' parts of our bodies on the floor and apparatus - To explore movements and balances on the floor and apparatus, using combinations of; 'big' and 'small' with 'narrow,' 'wide' or 'curled.' - To explore the different theme words, changing the combinations on different apparatus. - To add movement combinations together to create mini sequences - To adapt mini sequences, exploring how we can make them more creative - To work safely together, demonstrating empathy and gratitude - To take turns on apparatus - To make own decision about which direction to move and changes made on apparatus	Ball Skills Hands 2 Y1 - To begin to throw underarm and understand how we throw underarm and why - To work in a team and apply the underarm throw in a competitive situation - To explore different ways of stopping a ball using our hands - To accurately roll a ball towards a target - To combine sending and stopping skills - To develop concentration skills focusing on the target, partner and the ball. - To keep score honestly Dance: The Zoo Y1 - To respond to the stimulus using a range of different, controlled movements - To control and co-ordinate their bodies to perform movements - To add movements together - To respond to rhythm using a range of controlled movements - To perform a sequence with a partner - To create and perform a motif to an audience - To develop curiosity and imagination demonstrating appropriate ideas for moving - To move in relation to each other	Ball Skills Feet 1 Y1 - To develop moving the ball using the feet - To use the inside and outside of the feet to move the ball - To apply dribbling into games - To explore and apply kicking (passing) - To be able to score a point in games - To develop life skill, fairness, working well with others and playing by the rules Gymnastics: Pathways Y2 - To explore and develop different pathways (zig-zag), creating movements that can link together on the floor and on apparatus - To explore and develop different pathways (curved), creating movements that pupils can link together on the floor and apparatus - To create and perform own sequences - To apply 'champion gymnastics' throughout all skills - To demonstrate self-belief as they create their own sequences and challenge themselves to try a range of movement and balances - To give purposeful feedback - To be confident on apparatus	Ball Skills Hands 2 Y2 - To develop execution of an underarm throw - To extend understanding of why we need to be accurate when we throw - To experience a competition against other pupils, developing their ability to collaborate. - To apply understanding of underarm throwing to beat their opponent - To introduce overarm throwing, applying understanding of overarm throwing to win a game - To develop life skills, communication and empathy, listening to their partner and team members, working collaboratively together - To take turn in different roles Dance: Explorers Y2 - To respond to the stimulus using a range of different, controlled movements - To develop character work, adding movements, expression and emotion to a motif - To develop motifs with a partner including some different elements of choreography - To explore a variety of movements, in a character, with a partner - To extend sequences as characters - To demonstrate gratitude as they enjoy creating their movements and sequences - To add movements and perform as a pair	Locomotion: Jumping Y2 - To understand the different reasons when, where and why we jump in different ways - To begin to develop their understanding of how to jump efficiently - To apply their jumping skills during a circuit - To apply their knowledge of jumping into competitions - To play by the rules, demonstrating fairness - To count their own score Attack V Defence - Games for understanding Y1 - To understand the basic principles of attack and defence - To apply simple attacking principles into a game situation - To apply simple defending principles into a game situation - To play fairly in games - To explore honesty, as they learn to keep the score - To collaborate and take turns - To stop immediately when tagged	Ball Skills Feet 1 Y2 - To develop dribbling using our feet to keep control and possession of the ball - To develop passing and receiving using our feet to keep possession of the ball - To combine dribbling, passing and receiving using our feet, to keep possession and score a point - To apply knowledge and understanding of dribbling, passing and receiving to keep possession as a team and score a point - To demonstrate honesty, swapping roles if the defender gains possession of the ball Attack V Defence - Games for understanding Y2 - To create and understand simple attacking principles and tactics, applying them into a team game - To create and understand simple defending principles and tactics, applying them into a team game - To understand the transition from defence into attack - To create and understand simple attacking tactics applying them into a team game - To create and understand simple defending tactics applying them into a team game - To apply pupils' knowledge and understanding of attacking and defending, into mini games - To work against other teams collaboratively - To collaborate and apply the rules of the game during play
B	Locomotion: Running 1 - To explore running using different body parts - To apply running technique into a game - To explore running at different speeds - To apply the correct technique of running as fast as we can - To explore running over a longer duration and as part of a team - To apply running into a competitive game Gymnastics: Wide, Narrow, Curled Y1 - To explore the difference between wide, narrow and curled	Ball Skills Hands 1 Y1 - To begin sending (bouncing) with control - To begin aiming with accuracy - To begin to show power and speed when sending a ball - To develop stopping skills - To develop and combine sending and receiving skills - To develop dribbling skills - To combine dribbling, passing and receiving in order to keep possession of the ball - To always stop and pass when tagged Dance: Growing Y1	Team Building Y1 - To know what makes an effective team - To develop communication skills, to create simple strategies - To develop cooperation and communication skills to successfully complete a challenge as a team - To explore simple strategies as a team - To explore simple strategies as a team to solve a problem Gymnastics: Linking Y2 - To begin to develop linking - To demonstrate linking on apparatus	Ball Skills Hands 1 Y2 - To develop dribbling to keep control and possession of the ball - To develop dribbling to keep possession of the ball - To develop passing and receiving to keep possession of the ball - To develop dribbling to keep possession and score a point - To develop passing and receiving to score a point - To combine dribbling, passing and receiving in order to score a point - To understand the consequence of moving too close to a defender - To keep score	Health and Wellbeing Y1 - To understand what agility means - To explore ways of being more 'agile' when moving - To explore ways of being balanced and to understand why we need to be balanced when playing sport - To understand why we need to have good hand eye coordination when playing sport - To understand why it is important to be healthy - To collaborate and take turns Rackets, Bats and Balls Y1	Health and Wellbeing Y2 - To move at speed - To develop ways of balancing on apparatus - To know what feet-eye coordination means - To develop kicking and dribbling skills (feet eye coordination skills) - To understand why we need to have good feet eye coordination when playing sport - To understand the importance of being 'agile', balanced and coordinated - To understand the importance of being balanced

	- To transitioning between wide, narrow and curled movements - To link two movements together - To be safe on the apparatus collaborating and sharing - To be brave and try their own ideas	- To respond to rhythm and patterns through their movement - To control and co-ordinate their bodies to perform a motif - To use improvisation to explore various dynamics and movement qualities - To creating movement patterns - To make accurate descriptions about other's performances	- To be able to jump and roll on apparatus - To be able to roll on apparatus - To create sequences on and off apparatus - To create sequences on apparatus - To suggest ways another pupil can improve	Dance: Water Y2 - To work safely in the dance space whilst responding to music - To use improvisation to explore various dynamics and movement qualities - To use our whole body to create sequences of movement - To explore and respond to music as a stimulus - To use basic actions as an individual and in sequence - To be brave and perform in front of others	- To develop pushing (dribbling) a ball with a racket, introducing control - To explore hitting (with a racket) towards a target - To develop pushing a ball (with a racket) towards a target - To explore hitting a ball (with a racket) with accuracy and power - To play fairly in their teams	- To understand the importance of being coordinated - To move showing good agility Rackets, Bats and Balls Y2 - To work with a partner - To work against a partner as they become opponents - To apply accuracy skills when hitting a ball - To apply hitting (striking) skills - To use hitting (striking) skills to send the ball to space - To hit into a space to score points against the opposing team
Personal Development Year 1	- To be safe on the apparatus collaborating and sharing - To play fairly in games - To explore honesty, as they learn to keep the score - To understand why it is important to trust our partner/ team - To work safely together, demonstrating empathy and gratitude					
Personal Development Year 2	- To demonstrate self-belief as they create their own sequences and challenge themselves to try a range of movement and balances - To develop life skills, communication and empathy, listening to their partner and team members, working collaboratively together - To demonstrate gratitude as they enjoy creating their movements and sequences - To play by the rules, demonstrating fairness					

PHYSICAL EDUCATION LONG TERM PLAN – YEAR 3/4						
Cycle	Autumn Term		Spring Term		Summer Term	
A	Gymnastics Symmetry & Asymmetry - To understand symmetrical and asymmetrical balances - To form a sequence using symmetrical and asymmetrical balances on the floor and on apparatus - To complete a sequence including transitional actions and start and end poses - To understand why certain movements and balances are excellent - To adopt the role of a judge and ensure that the competition is run fairly Invasion: Netball Y3 - To pass using the chest pass and receive the ball - To create space - To combine passing, moving and shooting and moving - To be confident in making decisions during a game	Dance: Weather - To respond to stimuli (extreme weather) - To develop thematic dance into a motif - To extend dance to create sequences with a partner - To add three movements together - To understand what makes an excellent dancer Invasion: Netball Y4 - To pass the ball and dribble to create space - To move and shoot with an aim to score - To pass and shoot effectively - To develop footwork using the pivot	Mindfulness Y3 - To explore and learn relaxation techniques - To apply relaxation techniques and using them effectively - To perform balanced meditative poses - To use props to help us balance in our meditative poses Invasion: Tag Rugby Y3 - To begin to move with the ball, passing backwards only - To receive the ball effectively - To understand when and where to tag and begin to tag opponents - To create space when attacking - To begin to pass and move correctly and combine passing/moving to create attacking opportunities	Athletics Y3/4 - To understand how to run faster and run as fast as possible - To explore acceleration - To introduce /develop relay: Collaborate and run for speed in a team - To throw a shot put with accuracy over a distance - To understand the relationship between throwing with accuracy over distance and how to exercise control - To perform an effective standing long jump Invasion: Tag Rugby Y4 - To begin to move with the ball, passing and receiving and creating space - To tag opponents effectively - To create space when attacking - Develop defending in game situations - To combine passing and moving to create an attack and score	Y4- Swimming Y3- OAA: Communication Y3&4 - To create and apply simple tactics - To develop leadership skills - To develop communication as a team / collaborate effectively as a team - To create defending and attacking tactics as a team - To locate points as a pair and return quickly - To orientate the map correctly Net / Wall Tennis Y3 - To learn the rules of tennis and know how to win a game - To know how to outwit an opponent - To know how to use a racket correctly - To begin to use the forehand - To understand where to play the ball and why	Y3- Swimming Y4- OAA: Communication Y3&4 - To create and apply simple tactics - To develop leadership skills - To develop communication as a team / collaborate effectively as a team - To create defending and attacking tactics as a team - To locate points as a pair and return quickly - To orientate the map correctly Net / Wall Tennis Y4 - To further develop the forehand and use effectively - To creating space to win a point using a racket - To begin to use a backhand correctly - To create space to win a point - To make contact with the ball after one bounce
B	Gymnastics: Bridges - To begin to perform a bridge correctly on the floor - To apply bridge learning onto apparatus - To develop sequences with bridges - To create and perform interesting gymnastics Invasion: Football Y3&4 - To develop dribbling keeping control - To know how to and begin to pass and receive the ball - To combine dribbling and passing to create space - To successfully dribble the ball and turn correctly - To be successful when passing and receiving - To develop passing and dribbling creating space - To know how to shoot correctly	Dance: Cats - To respond to stimuli - To develop character dance into a motif - To develop sequences with a partner in character that show relationships - To explore two contrasting relationships and interlinking dance moves - To move with expression - To choreograph the entire piece including the end moves as part of a group - To stay in character - To choreograph creative movements OAA: Problem Solving Y3 Y4 - To focus on cooperation and responsibility - To understand why motivating each other is important when working in a team - To orientate the map correctly - To cooperate with a partner	Mindfulness Y4 - To create movements to help express ourselves and our emotions - To use mime to manage positive and negative emotions - To use meditative poses to help control and manage our emotions Invasion: Hockey Y3 - To begin to dribble the ball keeping control - To begin to pass and receive the ball correctly - To develop passing and receiving correctly - To know how to shoot	Athletics Y3/4 - To understand how to run faster and run as fast as possible - To explore acceleration - To introduce /develop relay: Collaborate and run for speed in a team - To throw a shot put with accuracy over a distance - To understand the relationship between throwing with accuracy over distance and how to exercise control - To perform an effective standing long jump Invasion: Hockey Y4 - To develop shooting; combine passing and dribbling to create shooting opportunities - To develop passing and dribbling creating space for attacking opportunities - To know how to defend; blocking and tackling	Y4 – Swimming Y3- Athletics Y3/4 - To explore our stride pattern when running at speed - To explore running at pace - To understand and apply tactics when running for distance - To begin to use the Javelin correctly - To begin to perform the standing triple jump correctly - To pass over the baton successfully - To understand that using the right technique they can jump further Striking & Fielding Cricket Y3 - To understand the concept of batting and fielding - To successfully throw overarm and underarm - To begin to catch the ball - To return the ball to a target	Y3- Swimming Y4- Athletics Y3/4 - To explore our stride pattern when running at speed - To explore running at pace - To understand and apply tactics when running for distance - To begin to use the Javelin correctly - To begin to perform the standing triple jump correctly - To pass over the baton successfully - To understand that using the right technique they can jump further Striking & Fielding Cricket Y4 - To begin to bowl underarm successfully - To develop stopping, returning and retrieving the ball correctly - To strike the ball with intent at different angles and speeds - To outwit opponents when batting

Personal Development Year 3	• To collaborate during games / tasks • To show resilience in the face of a task/game • To create simple tactics • To develop communication skills • To develop leadership skills • To show respect
Personal Development Year 4	• To collaborate during games / tasks • To show resilience in the face of a task/game • To adapt and apply communication skills • To evaluate and improve tactics and strategies • To apply and refine leadership skills • To refine problem solving skills • To evaluate a situation or game in order to improve it • To collaborate as a team or group • To organise themselves as a team fairly • To strive to improve their performance

PHYSICAL EDUCATION LONG TERM PLAN – YEAR 5/6

Cycle	Autumn Term		Spring Term		Summer Term	
A	Y6 – Swimming Y5 - Gymnastics: Matching & Mirroring Y5/6 - To know what matching/mirroring is and understand the difference between them - To perform matching/mirroring effectively on the floor and on apparatus - To create a pair matching and mirroring sequence on apparatus Invasion: Netball Y5 - To pass, apply footwork and receive the ball correctly and effectively during a game - To know how to defend - To begin to defend during matches - To try out and explore the function of other passing styles	Y6 - Swimming Y5 - Dance: Carnival Y6 - To perform with technical control and rhythm in a group - To creating rhythmic patterns using the body - To experience dance from a different culture - To add choreographical elements including still imagery to their choreography - To perform with high energy Invasion: Netball Y6 - To know how to successfully keep possession of the ball - To develop officiating skills and officiate a match correctly - To defend effectively and successfully - To create, understand and apply attacking/defending tactics in game situations	Y5 – Swimming Y6 -Gymnastics: Matching & Mirroring Y5/6 - To know what matching/mirroring is and understand the difference between them - To perform matching/mirroring effectively on the floor and on apparatus - To create a pair matching and mirroring sequence on apparatus Invasion: Tag Rugby Y5 - To refine passing and moving to create attacking opportunities - To explore and use different passes that can be used to outwit defenders - To refine defending as a team to stop attackers from scoring a try - To reduce the space applying pressure to the attackers when defending	Y5- Swimming Y6 - Dance: Carnival Y6 - To perform with technical control and rhythm in a group - To creating rhythmic patterns using the body - To experience dance from a different culture - To add choreographical elements including still imagery to their choreography - To perform with high energy Invasion: Tag Rugby Y6 - To pass and move with the ball effectively and successfully - To pass and defend strategically and successfully - To create, understand and apply attacking/defending tactics in game situations - To attack and defend effectively in mini games - To apply a refined understanding of passing, moving and creating space to score a try against another team	Athletics Y5/6 - To be confident and successful in finishing a race - To evaluate our performance - To strive for a personal best when sprinting and achieve it - To be successful in relay changeovers - To throw a Shot Put successfully and effectively - To begin to use the hurdles correctly - To develop good timing and body position when using the hurdles Net / Wall Tennis Y5 - To develop the volley and perform correctly - To control the game from the serve - To play effectively as Doubles, understanding and applying tactics to win a point - To hit the ball over the net and land the ball ‘in’ on the other side of the court consistently - To understand why we have to control the ball using the volley	OAA: Orienteering/ Leadership Y6 - To understand what makes an effective leader - To understand the STEP principle: Space, Equipment, Task and People - To explore the STEP principle: Space, Equipment, Task and People and how it can be used - To plan a route correctly - To identify who should compete and explain why Net / Wall Tennis Y6 - To apply all skills learned to singles games - To apply skills to mixed ability doubles - To hit the ball into the space to win the rally and score a point

B	Y6 – Swimming Y5- Gymnastics: Counter Balance and Counter Tension Y5/6 - To know and understand what a counter balance is - To perform a successful counter balance on the floor and on apparatus - To know and understand counter tension - To complete a sequence using transitions and travelling - To perform with fluidity - To use cannon and unison Invasion: Football Y5&6 - To refine passing and dribbling to maintain possession - To introduce and develop defending - To develop shooting - To refine attacking skills - To pass, move and shoot accurately and consistently - To effectively keep possession - To use defending skills effectively - To organise formations, decide tactics and manage teams - To switch fluidly between attacking and defending as possession changes	Y6 – Swimming Y5 - Dance: Street Art Y5 - To create movements linked to Street Artists' 'Tags'. - To work individually and with a partner, exploring speed and dynamic vocabulary to create a dance motif that represents the process of creating street art. - To create movement sequences using emotion, music and street art as a stimulus. - To extend and develop our movement sequences that represent Street Art, ensuring that sequences flow. - To work in small groups to create a dance sequence using Street Art as a stimulus. - To explore Breakdance from the 1970's and 1980's when it merged with Street Art and represented youth culture. - To use Street Art as a stimulus for devising creative, dynamic movement. OAA: Orienteering Y5 - To begin to know what orienteering is and the meaning of orienteering - To begin to read a map or a plan - To use a key correctly to help us navigate - To orientate a map - To locate points on the map in a set order	Y5 – Swimming Y6- Gymnastics: Counter Balance and Counter Tension Y5/6 - To know and understand what a counter balance is - To perform a successful counter balance on the floor and on apparatus - To know and understand counter tension - To complete a sequence using transitions and travelling - To perform with fluidity - To use cannon and unison Invasion: Hockey Y5 - To develop defending skills; block and tackling skills - To refine dribbling and passing correctly to create attacking opportunities - To refine attacking skills, passing dribbling and shooting - To refine defending skills to successfully transition from defence to attack - To outwit opponents and keep possession of the ball	Y5 -Swimming Y6 - Dance: Street Art Y5 - To create movements linked to Street Artists' 'Tags'. - To work individually and with a partner, exploring speed and dynamic vocabulary to create a dance motif that represents the process of creating street art. - To create movement sequences using emotion, music and street art as a stimulus. - To extend and develop our movement sequences that represent Street Art, ensuring that sequences flow. - To work in small groups to create a dance sequence using Street Art as a stimulus. - To explore Breakdance from the 1970's and 1980's when it merged with Street Art and represented youth culture. - To use Street Art as a stimulus for devising creative, dynamic movement. Invasion: Hockey Y6 - To keep possession successfully - To defend effectively - To create, understand and apply attacking/defending tactics in game situations	Health Related Exercise Y5 - To know what Cardiovascular Fitness is - To know what Flexibility Fitness is - To know what Strength Fitness is - To warm themselves up and cool themselves down - To understand the impact of exercise on the body Striking & Fielding Cricket Y5&6 - To know how to bat, understand and develop batting and bowling tactics - To bat effectively - To begin to be successful when fielding stooping, catching and throwing - To combine bowling and fielding creating and applying tactics - To bowl accurately and consistently - To vary the way they bowl depending on who is batting - To be successful when batting - To be successful when fielding - To be successful when bowling - To create, understand and apply attacking/defensive tactics in game - To hit the ball on both sides of their bodies into space away from fielders - To change the way they are batting dependent on game situations	Health Related Exercise Y6 - To develop a secure understanding of cardiovascular fitness - To develop a secure understanding of flexibility fitness - To develop a secure understanding of strength fitness - To encourage their partner as they work through the circuit - To continue to try and improve their performance Athletics Y5/6 - To be confident and successful in finishing a race - To evaluate our performance - To strive for a personal best when sprinting and achieve it - To be successful in relay changeovers - To know how to throw a Shot Put - To throw a Shot Put successfully and effectively - To begin to use the hurdles correctly - To develop good timing and body position when using the hurdles
Personal Development Year 5	- To apply effective decision making - To understand their role effectively within the game - To try their best when involved with a team - To encourage others even when they make a mistake - To explain how they feel when working as part of a team - To keep trying their hardest even when they are not successful - To perform as part of a big group - To keep trying even when they make a mistake - To begin to umpire matches and take score - To continue to follow the rules now games are competitive - To know how to officiate a match - To collaborate effectively with partners					

Personal
Development
Year 6

- To show encouragement to team mates
- To respect teammates
- To continue to try hard even when they are challenged
- To continue to try and improve their performance
- To strive to be an effective leader
- To communicate effectively as a leader
- To perform with high energy
- To know what makes an excellent dance
- To make improvements to other pupils work respectfully
- To work hard to keep improving their performance
- To take on the role of team captain, leading and organising their team
- To demonstrate a secure knowledge of the rules of a game
- To follow more complex rules
- To begin to officiate matches
- To manage their emotions when performing routines