

P.E. LTP 2024-2025

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	Starting School Autumn Harvest Family Who am I?	People Who Help Us Christmas Celebrations including Diwali	Winter Arctic environments Journeys The world around us Chinese New Year	Growing up - babies, generations Health inc. oral health Spring Easter The Farm	Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer Hot environments Rock pools Mermaids Pirates Seaside
Possible Celebrations & Experiences	Starting School, , Autumn, Black History Month,	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity People Who Help us visitors	Valentine's Day, Lunar New Year / Chinese New Year, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, Easter		Father's Day , Sports Day, Transition
P.E.	<p><u>Statutory Guidance from the EYFS Framework for Physical Development:</u> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
NURSERY General yearly Physical Development progression	<ul style="list-style-type: none"> Supporting children to pick up heavier items with two hands and handling heavier objects carefully – or asking for support. Balancing on one foot for short periods of time – still or hopping. Learning to climb with care. Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps. Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games. 					
NURSERY GROSS MOTOR	Walk and crawl confidently. Climb using two	Begin to move slowly on a balance bike.	Children putting on their own coat (needing support to	Children can kick a large ball with some control. Children	To use a balance bike more confidently. To run	To make up own movements

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<p>Intent Vocabulary Implementation</p>	<p>feet at a time. Knowing how to scoop and pour e.g. sand, mud. To run around the setting with some control and direction. Clapping and stamping to music. Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping. Children playing games that involve walking and crawling, adults modelling good posture when walking and crawling, children supported on a climbing frame physically and verbally, children having access to mud, sand, water, children dancing and clapping during</p>	<p>Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence. Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump. Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to – how to use.</p>	<p>do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance. Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance. Children encouraged to put on their coat and shown how to do this step by step, children encouraged to put on their shoes and shown how to do this step by step, children going up and down stairs to develop confidence and independence to do so.</p>	<p>can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate. Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump. Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow.</p>	<p>with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet. Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting. Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time.</p>	<p>with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. To be able to climb safely. Children choosing the right equipment to move safely. Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone. Children having music to dance to and move to, Children sitting at tables, sitting on the carpet, children</p>
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	a guided singing time.					having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.
RECEPTION General yearly Physical Development progression	<ul style="list-style-type: none"> Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. Children will develop their fine motor skills to use a range of tools safely and confidently. Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. Children will develop a good posture when sitting at a table (classroom and dinner times) <p>Develop a good pencil grip ready for Year 1 writing expectations.</p>					
RECEPTION GROSS MOTOR Intent Vocabulary Implementation	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children sitting at tables, sitting on the carpet, children having access to a</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p> <p>Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range</p>	<p>Continue to develop overall body strength, balance and coordination.</p> <p>Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying</p>	<p>Negotiates space successfully and can adjust speed and direction.</p> <p>Showing increasing control with a ball.</p> <p>Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.</p> <p>Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play</p>	<p>Using equipment safely with consideration to others.</p> <p>Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.</p> <p>Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children</p>	<p>Negotiate space and obstacles safely.</p> <p>Show strength, balance and coordination when playing. Developing in ability when dancing to music.</p> <p>Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running,</p>

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	range of tools and equipment such as pens, scissors, balls, rackets, cones to use.	of shapes with their body, moving around the sports hall in different ways.	dance moves and creating their own.		reminded to use this carefully around other children.	jumping, hopping, skipping, climbing, moving, travelling. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.
RECEPTION FINE MOTOR Intent Vocabulary Implementation	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two. Pencils, tools, equipment, safely, hand, scissors, snips. Pencils available for children at all times, scissors available for children to use,	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.	Developing an effective pencil grip. Developing skill when using tools including scissors. Pencil, grip, hand, fingers, skill, scissors, snips, control. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as	Children forming recognisable letters with an effective pencil grip. Letters, trace, rhymes, pencil grip. Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately. Scissors, small tools, tripod, fingers, draw, pencils. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing,

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	<p>activities for children that include mark making, name writing and snipping paper.</p>	<p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduces to new formations to copy and then use during writing activities.</p>	<p>guided activities using these materials.</p>	<p>fingers, pencil grips if children need support.</p>	<p>in provision for children as well as guided activities using these materials.</p>	<p>detail, tracing. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>
<p>POTENTIAL P.E. PASSPORT LINKS</p>	<p>RECEPTION – FUNDAMENTAL MOVEMENT SKILLS</p> <p>ALL – FINE MOTOR SKILLS</p>	<p>AN ADVENTURE WITH THE EMERGENCY SERVICES</p> <p>RECEPTION BALANCE BIKES</p>	<p>MULTI SKILLS BOOTCAMP</p> <p>NURSERY/RECEPTION YOGA</p>	<p>A DAY ON THE FARM</p> <p>NURSERY GYMNASTICS – TRAVELLING, STOPPING AND MAKING SHAPES</p> <p>RECEPTION- GYMNASTICS- FLIGHT, BOUNCING, JUMPING AND LANDING</p>	<p>NURSERY/RECEPTION ATHLETICS 1</p>	<p>AN ENCOUNTER WITH PIRATES</p> <p>NURSERY- DANCE- COPY AND EXPOLRE</p> <p>RECEPTION- DANCE - SEASONS</p>

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1	<p>Striking and Fielding skills 1 (PP) Cricket</p> <p>To develop hand-eye coordination. To develop catching skills batting, pitch, strike, on the move, communication, bowling, fielding, wickets</p>	<p>Fundamental movement skills 2 (PP)</p> <p>To work as a team to complete games and work on fine motor skills Free space, Own space, Opposite, Team</p>	<p>Dance – Animals</p> <p>Perform dances using simple movement patterns. Travel, Stillness, Direction Space, Beginning, Middle End, unison, canon, mirroring</p>	<p>Invasion Games skills 1 (PP)</p> <p>Learn how to intercept an opposing team Free space, Own space Opposite, Team</p>	<p>Target Games 1 (PP)</p> <p>Throw with accuracy to hit a target both near and far Work together as a team to complete an activity Throwing, moving target, obstacles, speed, distance</p>	<p>Striking and Fielding skills (PP)</p> <p>Strike a ball and get into a space to field</p> <p>Hit a ball with a bat Controlling, Shooting Scoring</p>
	<p>Multi-skills – Bootcamp</p> <p>To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>	<p>Net and wall games skills 1 (PP)</p> <p>How to send and receive a ball. Learnt what a ready position looks like. Rebound, Follow, Aiming Speed, Direction, Passing Controlling</p>	<p>Gymnastics – Balancing and spinning (PP)</p> <p>Balance and spin on a variety of different body parts Explore a variety of apparatus moving in different ways extension, roll, copy, pathway, along, jump, land, balance, tension, curved, straight</p>	<p>Multi-skills – Bootcamp</p> <p>To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>	<p>Object manipulation (PP)</p> <p>To develop control over an object by throwing, kicking and dribbling. move, kick, throw, dribble, object</p>	<p>Athletics (PP)</p> <p>Practice a variety of skills such as running, hopping, skipping, balancing and throwing</p> <p>Sports day. Accelerate, Baton, Relay, Push Take off, Landing, Evaluate Improve</p>
2	<p>Target Games Tri-golf (PP)</p> <p>What are the two different clubs called which we use in golf?</p>	<p>Gymnastics – spinning, turning, twisting (PP)</p> <p>To model what these words mean</p>	<p>Gymnastics – stretching, curling, arching (PP)</p> <p>To use arms to help me hop. To make a W shape to receive a catch</p>	<p>Striking and fielding game skills 2 (PP)</p> <p>To bowl overarm To return a ball underarm To strike a ball.</p>	<p>Target games 3 (PP)</p> <p>Show me how to position your body to throw well. Show me how to stand to roll a ball consistency,</p>	<p>Athletics 2 (PP)</p> <p>Striking and Fielding - Show me what these words mean</p>

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	<p>Show me how to use each of them. Power, speed, accuracy, distance, timing</p>	<p>Tall Narrow Spring Crawl Tension Curve</p>	<p>combinations, sequence, front, back, routine, transitions</p>	<p>bowling, behaviour, acceptance, rules, backing up</p>	<p>obstacles, moving target, different heights</p>	<p>Leap Skip Hop Overarm Underarm Leap, Skip, Hop, Overarm, Underarm</p>
	<p>Invasion Games (PP) To pass a ball and o move into space to receive a pass To bend down using my knees and not by bending my back when playing a game to keep safe dodge, pass, throw, bend, receive</p>	<p>Multi-skills Bootcamp To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>	<p>Yoga (PP) Why it is important to have quite while performing yoga. Show me what 3 part breathing is. Breathing, relaxation, position</p>	<p>Multi-skills Bootcamp To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>	<p>Fundamental movement skills 3 (PP) Show me how to dribble and pass a ball. Show me 3 ways to jump. Catching, Throwing, Follow, Aiming, Speed, Direction</p>	<p>Dance – mini beasts (PP) To describe what rhythm means To describe what space means. Feelings, Body parts, Levels Directions, Pathways, Speed Rhythm</p>
3	<p>Gymnastics (PP) Creating sequences using symmetrical and asymmetrical gymnastics moves Children know what symmetrical shapes look like. Children know how to work in time with a partner.</p>	<p>Invasion Game Skills(PP) Learning to dodge, attack and defend with a ball Children know how to travel with their head up. Children can attack and defend. attack, receive, shield, hands,</p>	<p>Athletics (PP) Running, jumping, throwing techniques Children know how to start a sprint race. Children know the technique associated with hurdling. Children know how to high jump. Children know the pull technique when throwing.</p>	<p>Invasion: Handball (PP) Attacking and defending, using various tactics Children know the various rules of handball. Children know the importance of demonstrating the values of teamwork and sportsmanship.</p>	<p>Net and Wall: Tennis (PP) Sending and retrieving a ball using various tactics Children know what the ready position is. Children know to hit the ball with a full backswing. Children know the rules of tennis and how to score. Keeping score, Making space</p>	<p>Invasion: Hockey (PP) Attacking and defending, using various tactics Children know the rules of hockey. Children know the techniques for push passing.</p>

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	<p>Children know different ways of performing with a partner. Symmetrical, Asymmetrical Combination, Evaluate, Improve</p>	<p>feet, control, dodge, evade</p>	<p>Children can improve on personal bests. Time, Stamina, obstacles Underarm, Overarm, Hurdles Landing, Sprint, Steady, pace</p>	<p>dummy, pass, move, close down, protect space, defend</p>	<p>Pass/send/receive</p>	<p>Children know the importance of good close control. Defending, Hitting, Stance</p>
	<p>Dance-Stone Age Children know how to translate images in to actions to communicate meaning. Space, Repeat, Dance Phrase Improvisation, Character, Gesture, Repetition Action and reaction</p>	<p>Multi-skills Bootcamp To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>	<p>Yoga (PP) Meditation and control. Children know breathing techniques. Children know how to meditate. Children know how to relax. breathing, pose, relaxation</p>	<p>Gymnastics- perform a range of gymnastic movements, linking movements seamlessly (PP) Children know the difference between a point and a patch. Children can spin with control. Children know how to perform asymmetrically and symmetrically and on different levels. Children have good quality transitions between movements. Symmetrical, Asymmetrical Combination, Evaluate, Improve</p>	<p>Multi-skills Bootcamp To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>	<p>Dance-Egyptians (PP) Children know how to translate images in to actions to communicate meaning. Space, Repeat, Dance Phrase Improvisation, Character, Gesture, Repetition Action and reaction</p>

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4	<p>Ultimate Frisbee Throw a backhand pass. Perform a crocodile catch Perform a pivot turn. Throw a curve pass. Demonstrate competence in the key skill of the game. Points, Goals, Rules, Tactics, Batting, Fielding, Offside, Pitch</p>	<p>Dodgeball (Net and Wall games) PP Develop the following skills: throwing, speed, agility, accuracy, dodging and teamwork. Keep possession, Keep the ball Scoring goals, Keeping score Making space, Pass/send/receive</p>	<p>Football - PP Dribble and control the ball in a marked-out area. Develop their agility and coordination skills. Effectively passing and receiving the ball. Develop and demonstrate sportsmanship Points, Goals, Rules, Tactics, Batting, Fielding, Offside, Pitch</p>	<p>Athletics - PP Recognise and name some athletic events and techniques. Practise existing basic running, throwing and jumping skills. Show some control and co-ordination when running and performing a jump or throw. Hurdles, Landing, Control, Preferred, Landing foot, Time Stamina, Obstacles, Stance</p>	<p>Basketball (Invasion games) PP Dribble and control the ball in a marked-out area. Develop their agility and coordination skills. Effectively passing and receiving the ball. Develop and demonstrate sportsmanship Points, Goals, Rules, Tactics, Batting, Fielding, Offside, Pitch</p>	<p>Rounders Catch high balls comfortably Backpedal to catch balls over me How to keep score To call my name if going for a high catch Defending, Hitting, Stance, Rounder, Backstop</p>
	<p>Gymnastics (Arching and bridging) PP Children will develop their balancing, flexibility and core strength throughout the gymnastic sessions. They will also begin to link skills to perform actions and sequences of movement. This will then lead onto the children being able to</p>	<p>Dance How to listen to other people's ideas and vocalise my own thoughts Show use of Canon and changes in Formation when creating and performing group section Space, Repeat, Dance Phrase Improvisation, Character, Gesture,</p>	<p>Multi-skills Bootcamp To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>	<p>Gymnastics (Skills 2 – Balance) PP Develop flexibility, strength, technique, control and balance by learning how to perform a range of: jumps, leaps, rolls, vault movements and round-offs. Choose effective linking moves to create sequences of movement. Adapt, improve and perform a movement sequence.</p>	<p>Archery Demonstrate proper stance, nocking, targeting, and release techniques. Follow basic safety procedures involved in handling and using archery equipment. Develop the basic skills necessary to enjoy archery as a sport. stance, nocking, targeting, release Swimming</p>	<p>Athletics Travel changing direction and speed easily. Show an awareness of space and know how to use it in games. Describe what happens to their breathing and heart rate during</p>

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	<p>perform with control and poise. Level, Wide, Tucked, Straight Twisted, Constructive</p>	<p>Repetition, Action and reaction</p>		<p>Level, Wide, Tucked, Straight Twisted, Constructive</p> <p>Swimming use a range of strokes effectively Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>front crawl, back stroke, breast stroke</p>	<p>use a range of strokes effectively Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>front crawl, back stroke, breast stroke</p>	<p>different activity. Develop reaction, control and consistency in their skills. Change direction and speed Hurdles, Landing, Control, Preferred, Landing foot, Time Stamina, Obstacles, Stance</p> <p>Swimming use a range of strokes effectively Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>front crawl, back stroke, breast stroke</p>
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5	<p>Dance (PP) Explain what is meant by action and reaction How did you use these in your dance last year? Variation, Improvisation, Unison, Canon, Action Reaction, Motif, Phrase Interpret, Exploration</p>	<p>Yoga Children know breathing techniques. Children know how to meditate. Children know how to relax. Children to develop flexibility and core strength pose, position, affirmation</p>	<p>Net and Wall - Tennis (PP) Explain the rules of the game Explain how to play Take part in the game, safely Court, Target, Net, Defending Hitting, Stance, Forehand, Backhand</p>	<p>Gymnastics- mirroring and contrasting (PP) What does mirroring/contrasting mean? Explain/show the following terms: Rotation Stamina Tucked Combine Safety Rotation, Stamina, Tucked, Combine, Safety</p>	<p>Handball (PP) Explain the rules of the game Explain how to play Take part in the game, safely Defending, Support, Marking, Covering, Repossession, Attackers, Defenders, Marking, Team play</p>	<p>Danish Longball (PP) Explain the rules of the game Explain how to play Take part in the game, safely Shooting, Shield ball Width, Depth</p>
	<p>Health Related Fitness (PP) Talk about the importance of keeping healthy Explain ways in which we can keep healthy health, fitness, wellbeing, physical, mental, balance</p>	<p>Team building and problem solving (PP) Explain how to work well as a team Solve problems as a team team, orienteering, location, direction, accuracy</p>	<p>Gymnastics- synchronisation and canon (PP) What does canon/unison mean? Explain/show the following terms: Rotation Stamina Tucked Combine Safety</p>	<p>OAA (PP) Explain what orienteering is Follow a map work as a team team, orienteering, location, direction, accuracy</p>	<p>Invasion game skills 4 (PP) Explain the rules of the game Explain how to play Take part in the game, safely Defending, Support, Marking Covering, Repossession Attackers, Defenders Marking, Team play Multi-skills Bootcamp To develop core strength, stability and resilience</p>	<p>Athletics (PP) Explain/show: Landing foot Hurdles Stance Stamina Approach Stamina, Time, Projectory Release, Performance Accuracy, Target, Time Position, Measure, Control</p>

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					Personal challenge, core, strength, resilience	
6	<p>Striking and fielding – cricket (PP)</p> <p>Bowl with consistent accuracy and length</p> <p>Pick up and return a ball with one hand quickly and consistently well</p> <p>Use my feet to get to the pitch of the ball when batting)</p> <p>wicket, pitch, bowl, batting, fielding, keeper</p>	<p>Indoor Athletics</p> <p>Explain/show:</p> <p>Landing foot</p> <p>Hurdles</p> <p>Stance</p> <p>Stamina</p> <p>Approach</p> <p>Leading leg, Hurdles, Throwing</p> <p>Speed, Accuracy, Take off, Stamina</p>	<p>Competitive-Skittleball</p> <p>Attacking</p> <p>Defending</p> <p>Teamwork</p> <p>Competition</p> <p>Chest pass</p> <p>landing foot, pivot and stepping</p> <p>Attacking, Defending, Teamwork, Competition, Chest pass, landing foot, pivot, stepping</p>	<p>Gymnastics – (Group Sequences PP)</p> <p>sequence of rolls</p> <p>formations and pathways</p> <p>change the dynamics within a sequence</p> <p>adapt a floor sequence to make it work on the apparatus</p> <p>Tension, Inverted, Judge, Dynamics, Combination, Canon</p> <p>Counter-tension, Counter-balance, Criteria, Performance</p> <p>Imaginative, Parallel, Creativity</p> <p>Flight, Timing,</p>	<p>Outdoor Activities (Residential)</p> <p>The importance of having a plan before I undertake a challenge</p> <p>How to keep a partner safe</p> <p>Where I need to position myself to give clear instructions and keep my partner safe</p> <p>How to use a simple map to navigate myself around</p> <p>Planning, leadership, communication, adaptability, coordination, enthusiasm</p>	<p>Athletics (PP)</p> <p>How to control my running over middle distance</p> <p>How running a bend differs from running a straight</p> <p>How to throw safely as part of a group</p> <p>To use my non-throwing arm to help me throw</p> <p>My take off foot and lead leg</p> <p>How to hurdle efficiently</p> <p>Leading leg, Hurdles, Throwing</p> <p>Speed, Accuracy, Take off, Stamina</p>

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	<p>Multi-skills Bootcamp To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>	<p>Multi-skills Speed Stacking Hand-eye coordination 3-6-3 formation 1-10-1 formation Speed Stacking formation, stack, hand-eye coordination</p>	<p>Dance (Dance through the ages PP) (Swap with AT) A motif demonstrating agility, balance, coordination and precision Change static actions into travelling movements Communication Good timing, execution and performance skills Improvisation, Unison, Canon Action, Reaction, Motif, Phrase Interpret, Exploration</p>	<p>Invasion - Hockey (PP) Push passing Indian Dribble Jab tackle Pass and move Attack and defend. Push passing, Indian Dribble, Jab tackle, Pass and move, Attack and defend.</p>	<p>Dodgeball (PP) To aim low to get an opponent out Not to turn my back on the other team That by moving around I make myself more difficult to hit What my own strengths are and where I can improve Who to target on the opposition and what tactics might be best deployed opponent, tactics, team, instructions, honesty, resilience, coordination, accuracy</p>	<p>Multi-skills Bootcamp To develop core strength, stability and resilience Personal challenge, core, strength, resilience</p>
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