Stanton Harcourt
CE Primary School

# Physical Education
# Curriculum Handbook

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# Curriculum Statement

## Intent

The aim of PE at Stanton Harcourt CofE Primary School is to promote the importance and understanding of leading a healthy lifestyle. It links to our Christian vision of 'Living, Learning and Growing Together' and promotes children working within a team collaboratively whilst also recognising and celebrating the individual skills of others.

PE aims to help children to problem-solve and develop resilience, and encourages a determination to succeed and achieve, dependent on the individual. PE lessons children will help children realise how sport can deepen their understanding of the world around them, and will develop their understanding of British values.

PE is taught using resources from Get Set 4 PE to give children an inclusive and thorough understanding of both technical and tactical aspects of physical activity. These are progressive as children move up through the school.

## Implementation

Children are taught PE for two hours a week.

PE is taught following Get Set 4 PE. This is a progressive scheme which builds upon the fundamentals of PE, team building and developing an understanding of fitness. In EYFS and KS1 the children are taught the key skills required before they can apply them to specific sports in KS2.

Throughout the school year, a member of Bartholomew PE staff (local secondary school) works with teachers to improve their knowledge, understanding, confidence and competence of teaching PE and how to assess it.

Alongside the PE curriculum on offer to children, a range of extra–curricular clubs are run.

The school also participates in a range of School Games through Bartholomew School. These can be competitive events or festivals. We also have inter-house events to help raise the profile of PE at our school.

To raise the profile of sport and physical activity further, non-mainstream sports and disability sports are taught in KS2 (Lacrosse, Goalball, OAA and Ultimate Frisbee).

## Impact

As a result of the PE curriculum and extra-curricular sporting activities, children leave Stanton with an understanding of the importance of leading an active and healthy lifestyle, and are equipped with tools to help them achieve this. Physical activity is celebrated at Stanton through Sports awards and short write ups of sporting highlights in the school newsletter, as and when events take place

## Recording

To evidence PE throughout the school at Stanton, the newsletter highlights what children have been doing in PE at least once a term, and emphasises the importance of living a healthy lifestyle. It also has reports of extra-curricular sporting activities that the school attends and celebrates sporting achievements of the children in school. This is then used by the PE lead to help assess how PE is being taught in the school and is evidenced to
wards the School Games Mark.

## Assessment

To assess PE at Stanton, teachers reflect on the KCVs after the first lesson of each topic, where children are given the opportunity to discuss key skills and learning objectives before playing the sport. This allows teachers to identify children with an understanding of the technical and tactical aspects of each sport. At the end of the unit of work, children are then given the chance to participate in an intra-house tournament where the teacher can reassess the children against the key skills and knowledge of the KCV. Key concept questions can also be used to further assess the children.

## Inclusion

To help promote inclusion at Stanton the curriculum has been designed to deliver a range of sports and sporting opportunities for children of all backgrounds, abilities and disabilities. Within lessons to help encourage inclusivity for all children in PE lessons we use the F.A - S.T.E.P principals (space, task, equipment and people/progression).

## Cultural Capital

Children in KS2 have the opportunity to become sports leaders, giving them responsibility to encourage and develop games and activities for children to be healthy mentally and physically.

Sports teams and house point treats encourage children to work collaboratively in order to succeed.

Throughout the year all children are given the chance to participate in EPA festivals that are focused on improving participation in sport and children's enjoyment.

Children learn about sports from different cultures and countries as well as sports that are inclusive.

Alongside the PE curriculum on offer to children, a range of extra–curricular clubs are run. Sports clubs are aimed at introducing children to sports they may not have played before.

The school has links with the local cricket club which has helped to improve the physical activity being done by the children outside of school.

As an aspirational experience for children at Stanton, Y5/6 are given the opportunity to attend and compete in the EPA athletics event, held at Tilsley Park athletics stadium in Abingdon.

Children have the opportunity to watch sports that they may not have otherwise had the chance to watch.

# Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **EYFS A** | Fundamentals (1) | Gymnastics (1) | Ball skills (1) | Games (1) | Dance (1) | Athletics |
| **EYFS B** | Fundamentals (2) | Gymnastics (2) | Ball skills (2) | Games (2) | Dance (2) | Athletics |
| **Year 1/2 A** | Y1 team building<br>Y1 fundamentals | Y1 fitness<br>Y1 gymnastics | Y1 sending & receiving<br>Y1 target games | Y1 net & wall games<br>Y1 invasion games | Y1 dance | Y1 striking and fielding<br>Y1 athletics |
| **Year 1/2 B** | Y2 team building<br>Y2 fundamentals | Y2 fitness<br>Y2 gymnastics | Y2 sending & receiving<br>Y2 target games | Y2 net & wall games<br>Y2 invasion games | Y2 dance | Y2 striking and fielding<br>Y2 athletics |
| **Year 3/4 A** | Y3 OAA<br>Y3 fundamentals | Y3 fitness<br>Y3 gymnastics | Y3/4 basketball<br>**swimming** | Y3 tennis<br>Y3/4 tag rugby | Y3 dance | Y3 cricket<br>Y3 athletics |
| **Year 3/4 B** | Y4 OAA<br>Y4 fundamentals | Y4 fitness<br>Y4 gymnastics | Y3/4 netball<br>**swimming** | Y3/4 hockey<br>Y3/4 football | Y4 dance | Y4 rounders<br>Y4 athletics |
| **Year 5/6 A** | Y5 OAA<br>**swimming** | Y5 fitness<br>Y5 gymnastics | Y5/6 basketball<br>goal ball | Y5 tennis<br>Y5/6 tag rugby | Y5 dance | Y5 cricket<br>Y5 athletics |
| **Year 5/6 B** | Y6 OAA<br>**swimming** | Y6 fitness<br>Y6 gymnastics | Y5/6 netball<br>lacrosse | Y5/6 hockey<br>ultimate frisbee | Y6 dance | Y6 rounders<br>Y6 athletics |

# Curriculum Skills Progression - PE

| Fundamentals | | | |
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| **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| Children will develop their fundamental movement skills through the topics of 'all about me' and 'places and spaces'.<br><br>Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling.<br><br>Children will develop gross motor skills through a range of activities and through handling equipment.<br><br>They will learn how to stay safe using space, follow rules and | Children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.<br><br>Children will be given opportunities to work with a range of different equipment.<br><br>Children will be asked to observe and recognise improvements for their own skills and identify areas of strength.<br><br>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and coordination, and begin to apply these in a range of activities. | Children will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Children will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.<br><br>Children will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development.<br><br>Children will be given the opportunity to work on their own and with others, taking turns and sharing ideas.<br><br>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. | Children should have embedded the fundamental skills and can now apply them to a range of Sports. |

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| instructions and work independently and with a partner. | | | |

| Team building & OAA | | |
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| **Year 1/2** | **Year 3/4** | **Year 5/6** |
| Children will develop their teamwork skills. They will work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.<br><br>They will develop key skills of communication and problem solving.<br><br>They are given the opportunity to discuss and plan their ideas and reflect on their success.<br><br>They will lead a partner whilst considering safety.<br><br>They will have the opportunity to show honesty and fair play.<br><br>They will also begin to use basic map skills.<br><br>This unit links to the following strands of the NC: participate in team games, developing simple tactics. | OAA (outdoor adventurous activities) allows children to develop problem solving skills through a range of challenges.<br><br>Children will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies.<br><br>Children will learn what makes a good team and explore key skills such as inclusion and trust.<br><br>Children will develop communication skills, taking on the role of a leader and working within a team.<br><br>Children will begin to learn to orientate a map, identify key symbols and draw and follow routes.<br><br>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team. | Children will develop a skill set that is transferable to OAA (outdoor adventurous activities).<br><br>Children will work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills.<br><br>Children will develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.<br><br>Children will further develop map reading skills, learning how to follow a more complex map including the use of controls.<br><br>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team. |

# Fitness

| Year 1/2 | Year 3/4 | Year 5/6 |
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| Children will develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.<br><br>They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.<br><br>Children will take part in a range of activities to develop components of fitness.<br><br>They will begin to explore and develop agility, balance, coordination, speed and stamina.<br><br>Children will develop perseverance and show determination to work for longer periods of time.<br><br>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and coordination, and begin to apply these in a range of activities | Children will take part in a range of activities that explore and develop different areas of their health and fitness.<br><br>They will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel.<br><br>They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.<br><br>Children are asked to recognise areas for improvement and suggest activities that they could do to do this.<br><br>They will be encouraged to work safely and with control.<br><br>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. | Children will take part in a wider range of activities that explore and develop different areas of their health and fitness.<br><br>They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.<br><br>They will be given opportunities to work at their maximum and improve on their personal fitness levels.<br><br>They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.<br><br>Children are asked to recognise areas in which they make the most improvement using the data they have collected.<br><br>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance |

# Gymnastics

| EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
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| Children will develop their basic gymnastic skills through the topics of 'animals and their habitats' and 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'.<br><br>Children will explore creating shapes, balances, and jumps and begin to develop rocking and rolling.<br>They will show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.<br><br>They will copy, create, remember and repeat short sequences. | Children will explore and develop basic gymnastic actions on the floor and using low apparatus.<br><br>Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases.<br><br>They are given opportunities to select their own actions to build short sequences and develop their confidence in performing.<br><br>Children will develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.<br><br>They learn to work safely with and around others and whilst using apparatus.<br><br>Children are given opportunities to provide feedback to others and recognise elements of high quality performance.<br><br>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and | Children will develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences.<br><br>They are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in.<br><br>They will work independently and in collaboration with others to create and develop sequences.<br><br>Children are given opportunities to receive and provide feedback in order to make improvements on their performances.<br><br>In gymnastics as a whole, children will start to develop performance skills considering the quality and control of their actions.<br><br>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance. | Children will use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.<br><br>They will build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances.<br><br>Children are given opportunities to receive and provide feedback in order to make improvements on performances.<br><br>In gymnastics as a whole, children will further develop performance skills considering the quality and control of their actions.<br><br>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance. |

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| They begin to understand using levels and directions when travelling and balancing. | coordination. | | |

## Sending and Receiving & Target Games

| EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
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| Children will develop their ball skills through the topic of 'minibeasts' and 'weather'.<br><br>Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.<br><br>Children will be able to develop their fine and gross motor skills | Children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.<br><br>They will also use equipment to send and receive a ball.<br><br>Children will be given opportunities to work with a range of different sized balls.<br>They will build on their knowledge of sending and receiving by applying their skills in different situations.<br><br>Target games are games where players send an object towards a target.<br><br>Children will develop their understanding of the principles of defending and attacking for target games. | Basketball and netball: In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.<br><br>Children will do this by maintaining possession and moving the ball towards the goal to score.<br><br>They will begin to develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.<br><br>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | Basketball and netball: Children will develop their understanding of the attacking and defending principles.<br><br>In all games activities, they have to think about how they use skills, strategies and tactics to outwit the opposition.<br><br>Children will do this by maintaining possession and moving the ball towards the goal to score.<br><br>They will further develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.<br><br>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and |

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| through a range of game play using a variety of equipment.<br><br>Children will be given opportunities to work independently and with a partner and will develop decision making and using simple tactics. | They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.<br><br>They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.<br><br>They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.<br><br>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. | **Basketball and netball are also invasion games, so children will be able to apply the skills they have learnt to rugby, football and hockey in Spring 2.* | in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Basketball and netball are also invasion games, so children will be able to apply the skills they have learnt to rugby and hockey in Spring 2.* |

## Net and Wall Games & Invasion Games

| EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
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| Children will develop their understanding of playing games through the topics of 'transport' and | Net and wall games are games where either a net separates the players or a wall is used.<br><br>The object is to hit the ball over the net and into the court space or against a | Tennis is a net and wall game. Children will learn key skills such as racket control, hitting a ball and how to score points.<br><br>Tag Rugby, Hockey and Football are | In Tennis, children will develop their understanding of the principles of net and wall games.<br><br>In Hockey and Tag Rugby, children will develop their understanding of the |

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| 'around the world'.<br><br>Children will practise and further develop fundamental movement skills through games.<br><br>They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. | wall to make it difficult for a partner to return.<br><br>Children will develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space.<br><br>They use and develop skills such as throwing, catching, tracking and hitting a ball.<br><br>They learn how to score points and how to play to the rules.<br><br>They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.<br><br>Invasion games are games where there are two teams and two goals.<br><br>Teams try to score in the opposition's goal.<br><br>Children will develop their understanding of the principles of defending and attacking for invasion games.<br><br>They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. | invasion games. Children will develop their understanding of the attacking and defending principles of invasion games.<br><br>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.<br><br>Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.<br><br>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | attacking and defending principles of invasion games.<br><br>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.<br><br>Children will be given opportunities to work cooperatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.<br><br>They will further develop their tactical awareness, learning how to outwit an opponent.<br><br>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |

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| | They will have the opportunity to play uneven and even sided games.<br><br>They will learn how to score points in these types of games and learn to play to the rules.<br><br>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. | | |

| Dance | | | |
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| **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| Children will develop their expressive movement through the topics of 'everyday life' and 'places'.<br><br>Children will explore space and how to use space safely.<br><br>They will explore travelling movements, shapes and | Children will explore space and how their body can move to express and idea, mood, character or feeling.<br><br>They will expand their knowledge of travelling actions and use them in relation to a stimulus.<br><br>They will build on their understanding of dynamics and expression.<br><br>They will use counts of 8 consistently to keep in time with the music and a partner.<br><br>Children will also explore pathways, levels, shapes, directions, speeds and | Children will focus on creating characters and narrative through movement and gesture.<br><br>They will gain inspiration from a range of stimuli, working individually, in pairs and small groups.<br><br>In dance as a whole, children will think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.<br><br>They will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own | Children will focus on developing an idea or theme into dance choreography.<br><br>They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics.<br><br>They will have opportunities to choreograph, perform and provide feedback on dance.<br><br>Children will think about how to use movement to convey ideas, emotions, feelings and characters. |

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| balances.<br><br>Children will choose their own actions in response to a stimulus.<br><br>They will be given the opportunity to copy, repeat and remember actions.<br><br>They are introduced to counting to help them keep in time with the music.<br><br>They will explore dance through the world around them.<br><br>They will perform to others and begin to provide simple feedback. | timing.<br><br>They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.<br><br>This unit links to the following strand of the NC: perform dances using simple movement patterns. | work.<br><br>This unit links to the following strand of the NC: perform dances using a range of movement patterns. | They will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.<br><br>This unit links to the following strand of the NC: perform dances using a range of movement patterns. |

| Striking and Fielding | | |
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| **Year 1/2** | **Year 3/4** | **Year 5/6** |
| Striking and fielding games are games where | Cricket and Rounders are striking and fielding | Children will develop their understanding of |

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| there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring.<br><br>Children will develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games.<br><br>They will use and develop skills such as throwing and catching, tracking a ball and striking a ball.<br><br>They will learn how to score points in these types of games, how to play to the rules and use simple tactics.<br><br>They will show respect towards others when playing competitively and develop communication skills to manage small sided games.<br><br>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. | games.<br><br>Children will explore their understanding of the principles of striking and fielding.<br><br>They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter.<br><br>In cricket, children will achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.<br><br>In rounders, children will learn how to score points by striking a ball into space and running around cones or bases.<br><br>When fielding, they learn how to play in different fielding roles.<br><br>They will focus on developing throwing, catching and batting skills.<br><br>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.<br>Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.<br><br>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | the principles of striking and fielding.<br><br>In cricket, they expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.<br><br>Children will achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.<br><br>In rounders, children will develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.<br><br>They will expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions.<br><br>In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition.<br>They will work with a partner and group to organise and self-manage their own games.<br><br>Children will play with honesty and fair play when playing competitively.<br><br>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |

# Athletics

| EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
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| Children will be introduced to athletics by practising the skills required to take part in their Sports Day races and competitions. | Children will develop skills required in athletic activities such as running at different speeds, jumping and throwing.<br><br>In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others.<br><br>They are given opportunities to work collaboratively as well as independently.<br><br>They learn how to improve by identifying areas of strength as well as areas to develop.<br>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and coordination, and begin to apply these in a range of activities. | Children will develop basic running, jumping and throwing techniques.<br><br>They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.<br><br>As in all athletic activities, children will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.<br><br>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. | Children will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.<br><br>As in all athletic activities, children will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.<br><br>They learn how to improve by identifying areas of strength as well as areas to develop.<br><br>They are also given opportunities to lead when officiating as well as observe and provide feedback to others.<br><br>Children will learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.<br><br>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. |