



Physical Education Curriculum Map 2021 - 2022

(Val Sabin)



Year 1	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Swimming	<ul style="list-style-type: none"> I can safely enter into pool I can move forwards, backwards, sideways across the pool I am comfortable with my face in the water I can safely exit the pool 	<ul style="list-style-type: none"> I can safely enter into pool I can move forwards, backwards, sideways across the pool I am comfortable with my face in the water I can safely exit the pool 	<ul style="list-style-type: none"> I can float on my back I can float on my front I can fully submerge I can push & glide 	<ul style="list-style-type: none"> I can float on my back I can float on my front I can fully submerge I can push & glide on my front 	<ul style="list-style-type: none"> I can push a glide on my back I can kick 5 meters on my front with/out a float I can kick 5 meters on my back with/out a float I can swim 5 meters 	<ul style="list-style-type: none"> I can push a glide on my back I can kick 5 meters on my front with/out a float I can kick 5 meters on my back with/out a float I can swim 5 meters
Unit Title	Dance – Unit 1 <ul style="list-style-type: none"> Dance (16) Streamers Dance (17) Conkers Dance (18) Playing with a Ball Dance - Unit 2 <ul style="list-style-type: none"> Dance (19) March, March, March Dance (20) Jack and the Beanstalk 	Gymnastics – Unit D Bouncing, Jumping and Landing	Dance - Unit 3 <ul style="list-style-type: none"> Dance (21) Fog and Sunshine Dance (22) Washing Day Dance (23) Handa's Surprise Dance - Unit 4 <ul style="list-style-type: none"> Dance (24) The Rainbow Fish Dance (25) We're Going on a Bear Hunt 	Gymnastics – Unit G Wide Narrow and Curled	Games- Unit 2 Throwing and Catching – Aiming Games	Games- Unit 3 Bat/Ball Skills and Games - Skipping
Learning Objectives	<ul style="list-style-type: none"> I can respond to different stimuli (stories, poetry, music, and event) with a range of actions. I can copy and explore basic body actions. I can copy simple movement patterns I can practise and repeat their movement phrases and perform them in a controlled way. 	<ul style="list-style-type: none"> I can do basic gymnastic actions and stay still when required. I can land safely and with control. I can share the space and apparatus safely. 	<ul style="list-style-type: none"> I can choose movements to make into my own phrases with beginnings, middles and ends. I can talk about dance, linking movement to moods, ideas and feelings. I can know where my heart is and understand why it beats faster when dancing. I can use simple dance vocabulary 	<ul style="list-style-type: none"> I am starting to join different ideas together in a sequence. I can link and repeat with control and accuracy I know the difference between tension and relaxation whilst being active. I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language to describe movement. 	<ul style="list-style-type: none"> I can show control and accuracy when I roll and throw the ball I can watch the ball carefully and get in line with it. I can be still and move to aim into a target. I can recognise where the space is and use it to beat my opponent. I know where to stand to make it difficult for my opponent to score points. 	<ul style="list-style-type: none"> I can move fluently, changing direction and speed easily and avoiding collisions I can describe what it feels like when I breathe faster during exercise I can explain why running and playing games is good for me
Vocabulary	hopping wide skipping thin bouncing curled freeze statue pace conker flutter rhythm in front melody behind spinning sweeping low turn soaring high jump travel	bounce slide leap underneath hop over skip along dodge stretch spring curl / uncurl ankles explode knees jerky hips wide think	hopping travel skipping creep bouncing float freeze fall / descends pace wide flutter high in front rolling behind sliding sweeping low meander soaring high stretched wide ragged thin bumpy curled rounded statue gliding conker darting rhythm weaving melody jump spinning turn	bounce hop rolling wide narrow stretch slide smoothly balance tucked sink	stretch aim cone left right target stride throw catch continuous hopping skipping jumping travel parallel bounce spin dribble steer	roll push avoiding weave balance in front behind sideways forwards backwards downwards upwards underneath steering dribbling score passing stretched jumping bouncing batter stride upstretched
SMSC	Links with Cultural Development (Bonfire Night Theme or cross-curricular links with literacy / Religious Education)		Links with Cultural Development (Cross-curricular links with literacy / Religious Education)			



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Year 2	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd		
Swimming	<ul style="list-style-type: none"> I can safely enter into pool I can move forwards, backwards, sideways across the pool I am comfortable with my face in the water and blowing bubbles I can safely exit the pool 	<ul style="list-style-type: none"> I can safely enter into pool I can move forwards, backwards, sideways across the pool I am comfortable with my face in the water and blowing bubbles I can safely exit the pool 	<ul style="list-style-type: none"> I can float on my back I can float on my front I can push & glide on my front I can push a glide on my back 	<ul style="list-style-type: none"> I can float on my back I can float on my front I can push & glide on my front I can push a glide on my back 	<ul style="list-style-type: none"> I can kick 5 meters on my front with/out a float I can kick 5 meters on my back with/out a float I can swim 5 meters on my front I can swim 5 meters on my back 	<ul style="list-style-type: none"> I can kick 5 meters on my front with/out a float I can kick 5 meters on my back with/out a float I can swim 5 meters on my front I can swim 5 meters on my back 		
Unit Title	Games – Unit 3 Dribbling, Kicking and Hitting	Gymnastics – Unit J Turning, Spinning and Twisting	Dance – Unit 1 <ul style="list-style-type: none"> Dance (26) The Cat Dance (27) Balloons Dance (28) Reach for the Stars Dance – Unit 2 <ul style="list-style-type: none"> Dance (29) Friends Dance (30) Bubbles Dance (31) Shadows 	Dance – Unit 3 <ul style="list-style-type: none"> Dance (32) Words and Word Messages Dance (33) Tree Little Pigs Dance – Unit 4 <ul style="list-style-type: none"> Dance (34) Copy Cat Dance (35) Pat-A-Cake Polka Dance (36) Jumping Joan Dance (37) Elsdon Circle Dance Dance (38) Anything Goes Dance (39) Galopede Dance (40) Circassian Circle 	Gymnastics – Unit K Pathways and Linking Movements	Games – Unit 4 Group Games and Inventing Rules		
Learning Objectives	<ul style="list-style-type: none"> I can perform a range of dribbling, throwing and catching skills with control I can perform a range of hitting and kicking skills with control I can choose and use tactics to suit different situations I recognise what is successful 	<ul style="list-style-type: none"> I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination. I can make up sequences of gymnastic actions. I can adapt the sequence to include floor, mats, apparatus, showing control, accuracy and fluency. I know that gymnastics makes my heart beat faster 	<ul style="list-style-type: none"> I can talk about different stimuli as the starting point for creating dance phrases and short dances. I can explore actions in response to stimuli such as stories, poems, events, rhythms, music, props etc. I can show some sensitivity to the accompaniment. 	<ul style="list-style-type: none"> I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels I can show a growing range of creative movements. I can choose and link actions to make short dance phrases I can describe dance phrases and expressive qualities 	<ul style="list-style-type: none"> I can move smoothly from a position of stillness to a travelling movement/another stillness. I can adapt the sequence to include floor, mats, apparatus showing control, accurate and fluency. I can repeat and perform a short sequence where there is a clear beginning, middle and end. I can describe a sequence accurately, commenting on what it contains and whether it is performed smoothly and with control. I can choose one aspect of their sequence to improve, and say how to improve it 	<ul style="list-style-type: none"> I can choose and use tactics that work for my game I can make up a game using games equipment that increases my heart rate I can know how to score and keep the rules of my game I can watch and describe the games of others accurately I can record my game and teach others how to play (link to instructional writing) I understand and can describe changes to my heart rate when playing different games 		
Vocabulary	thread reverse bowl dribble stretch behind jogging running consecutive bounce stride skittle	turn spin twist quarter turn half turn tree-quarter turn full turn forwards backwards sideways stretched curled continuity smoothly	balls of feet curl stretch smooth movements dodge zig zag sideways backwards forwards inflate deflate pause spin	whirling whizzing flying twisting crumple floppy drift float float settle shimmer burst popping jump	bounce freeze melt stretch flop float curve twist interlock spiraling	drifting settling scatter leap creep sneak curl skip gallop shake rhythm	zigzag turn spin twist forwards backwards sideways stretched curled continuity smoothly sequence	chest pass interception dodging weaving collide balance upwards downwards alternately
SMSC			Links with Cultural Development (Cross-curricular links with literacy / Religious Education)	Links with Cultural Development (Cross-curricular links with literacy / Religious Education)				



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Year 3	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd	
Swimming Objectives	<ul style="list-style-type: none"> I can kick 5 meters on my front with/out a float I can kick 5 meters on my back with/out a float I can swim 5 meters on my front I can swim 5 meters on my back 	<ul style="list-style-type: none"> I can kick 5 meters on my front with/out a float I can kick 5 meters on my back with/out a float I can swim 5 meters on my front I can swim 5 meters on my back 	<ul style="list-style-type: none"> I can kick 10 meters on my front with/out a float I can kick 10 meters on my back with/out a float I can swim 10 meters on my front I can swim 10 meters on my back 	<ul style="list-style-type: none"> I can kick 10 meters on my front with/out a float I can kick 10 meters on my back with/out a float I can swim 10 meters on my front I can swim 10 meters on my back 	<ul style="list-style-type: none"> I can perform 3 different types of floating I can do the Breaststroke kick I can swim 10 meters on my front I can swim 10 meters on my back 	<ul style="list-style-type: none"> I can perform 3 different types of floating I can do the Breaststroke kick I can swim 10 meters on my front I can swim 10 meters on my back 	
Unit Title	Invasion Games – Unit 1 Balls Skills	Gymnastics – Unit L Stretching, Curling and Arching	Dance – Unit 4	Gymnastics – Unit M Symmetry and Asymmetry	Athletics – Unit 1	Net / Court / Wall Games – Unit 3 (Tennis)	
Learning Objectives	<ul style="list-style-type: none"> I can use a range of ball skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can weigh up the options and often make good decisions about what to do I can explain how to keep possession and describe how I and others have achieved it. I know how to identify and use space. I am building my stamina and speed 	<ul style="list-style-type: none"> I can use shape, balance and travel to explore floor, mats and apparatus. I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end both independently and with a partner. I can practise an action or short sequence of movements and improve the quality of those actions and linking movements. I can explain the differences between two performances. I know the importance of warming up and identify when my body is warm and stretched. 	<ul style="list-style-type: none"> I can show an imaginative response to different stimuli through my use of language and choice of movement. I can use a range of expressive language to describe dance I can incorporate different qualities and dynamics into my movement I can perform short dances with expression, showing an awareness of others when moving. I can describe what makes a good dance phrase 	<ul style="list-style-type: none"> I can adapt a sequence to include different levels, speeds or directions. I can show control, accuracy and fluency of movement when performing actions on my own and with a partner. I can understand that strength and suppleness are important in gymnastics. I know how to improve a performance. 	<ul style="list-style-type: none"> I can run at different speeds e.g. change my pace with control I can decide the correct pace when running a long distance I can use different throwing techniques e.g. push/pull throw, fling & heave throw I can throw accurately at a target and across different distances I can explore different combination of jumps I know different techniques which will help me increase my height and distance of my jump I can describe what happens to my body when I am taking part in athletics 	<ul style="list-style-type: none"> I can keep a game going using a range of different ways of throwing I can vary the speed and direction of the ball I can choose good places to stand when receiving, and give reasons for my choice I can describe what is successful in my own and others' play 	
Vocabulary	possession dribble rotation stationary dodging weaving	travel / travelling curled mode body tension rotation tucked transition apparatus stretched extension	spinning bouncing pendulum constant steady mirror momentum crouch shiver	acceleration deceleration dance phrases improvise rhythmic dynamic expressive	even / symmetrical uneven / asymmetrical straddle mounting dismounting sequence	slalom jogging running sprinting stride quoit baton overarm underarm	tactics spatial awareness mobility weave dodge dominant station
SMSC			Links with Cultural Development (Cross-curricular links with literacy / Religious Education)				
Year 4	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd	



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Swimming Objectives	<ul style="list-style-type: none"> I can perform 3 different types of floating I can do the Breaststroke kick I can swim full Breaststroke I can swim 10 meters on my back 	<ul style="list-style-type: none"> I can perform 3 different types of floating I can do the Breaststroke kick I can swim full Breaststroke I can swim 10 meters on my back 	<ul style="list-style-type: none"> I can swim full Breaststroke for 10 meters I understand how to breath correctly to the side in front crawl I understand the Butterfly kick I can perform handstands 	<ul style="list-style-type: none"> I can swim full Breaststroke for 10 meters I understand how to breath correctly to the side in front crawl I understand the Butterfly kick I can perform handstands 	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters I understand how to swim full butterfly stroke I understand the Butterfly kick I can swim underwater 	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters I understand how to swim full butterfly stroke I understand the Butterfly kick I can swim underwater
Unit Title	Invasion Games – Unit 3	Gymnastics – Unit P Balance	Dance – Unit 1	Gymnastics – Unit S Rolling	Athletics – Unit 1	Striking & Fielding Games – Unit 4 (Cricket)
Learning Objectives	<ul style="list-style-type: none"> I can use a range of techniques when passing I can change direction and speed when moving with or without the ball I have simple tactics that I know I can make work I use the knowledge I am learning in PE to make up suitable warm-up activities for the games I am playing I can keep and use rules given to me I can describe the help I need to improve my play I can play with greater speed and flow I can suggest how rules could be changed to improve the game I know and explain the tactics and skills that I am confident with and use well in games 	<ul style="list-style-type: none"> I can make similar or contrasting shapes on the floor and apparatus, I can combine actions and maintain the quality of performance when performing at the same time as my partner. I can perform a range of rolling actions with consistency, fluency and clarity of movement I can work with my partner to make up a sequence using the floor, mats and apparatus. I can offer constructive ideas when working with a partner 	<ul style="list-style-type: none"> I can think about character and narrative ideas created by the stimulus, and respond through movement I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group. I can remember, practise and combine longer, more complex dance phrases I can describe and interpret dance movements using appropriate vocabulary 	<ul style="list-style-type: none"> I can make up and lead a warm up that prepares us for gymnastics. I can perform a range of rolling actions with consistency, fluency and clarity of movement. I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape. I can increase the length of my sequences. I can modify and improve my sequences based on the steps to success 	<ul style="list-style-type: none"> I can identify the differences in running styles and techniques I understand the importance of timing during the relay changes I understand that body positioning will result in a further throw. I can choose an appropriate throwing technique for different distances To explore the difference in standing and a run up throw when using a javelin I know using your arms and increasing your speed can help increase the distance of a jump I can apply a variety of techniques in a running, jumping and throwing competition 	<ul style="list-style-type: none"> I can strike a ball with intent and throw it more accurately when bowling and/or fielding I can intercept and stop the ball with consistency, and return it quickly and accurately I can choose and use batting or throwing skills to make the game hard for my opponents I can choose where to stand as a fielder to make it hard for the batter I am familiar with and use the rules set, and keep games going without disputes I can identify parts of my performance that need improvement, and suggest how to achieve this
Vocabulary	interception possession dribble dodging weaving co-operative tactics consecutive anticipate alternate receiver parallel	dynamic static stability points sink signal wide narrow continuity of movement speed level	motifs gesture rhythmically exaggerated precise contrast sustained rhythm symbolise pose	springing crouch body tension stretched bridge	slalom jogging running sprinting shuttle stride legs astride quoit hurdles baton overarm underarm	tactics delivery strategy intercept bowling skittles quoits
SMSC			Links with Cultural Development (Cross-curricular links with literacy / Religious Education)			

Year 5	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
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Physical Education Curriculum Map 2021 - 2022

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Swimming Objectives	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters I understand water safety I understand the bi-lateral breathing I can perform forward/backward rolls 	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters I understand water safety I understand the bi-lateral breathing I can perform forward/backward rolls 	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters I can scull for 10 meters feet first I can scull 10 meters head first I can perform a log roll on my front and back 	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters I can scull for 10 meters feet first I can scull 10 meters head first I can perform a log roll on my front and back 	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters or more I can scull for 10 meters feet first I can scull 10 meters head first I can perform a sequence of movement including floats and rolls 	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters or more I can scull for 10 meters feet first I can scull 10 meters head first I can perform a sequence of movement including floats and rolls 				
Unit Title	Invasion Games – Unit 2 Invasion and Target (Ball Handling Games)	Gymnastics – Unit 1 Bridges	Dance – Unit 1	Invasion Games – Unit 3 Invasion Games (Implement and Kicking)	Athletics – Unit 1	Net / Court / Wall Games – Unit 1 (Tennis)				
Learning Objectives	<ul style="list-style-type: none"> I can perform skills with accuracy, confidence and control I can use a variety of tactics to keep the ball, e.g. changing speed and direction, and to move it to a scoring position I know the difference between attacking skills and defending skills I know how to mark and defend to try and stop the opposition scoring I can look for specific things (skills and /or tactics) in a game and explain how well they are being done 	<ul style="list-style-type: none"> I can take more responsibility for my own warm up. I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension. I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction. I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition. 	<ul style="list-style-type: none"> I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style. I can warm up and cool down independently using exercises that stretch and tone my body. I can compose, develop and adapt motifs to make dance phrases and use these in longer dances. I can talk about the relationship between the dance and its accompaniment. I can suggest ways to develop their technique and composition. 	<ul style="list-style-type: none"> I can switch between being and thinking like an attacker and a defender during the game I can find and use space to help my team I can recognise parts of our team performance that can be improved, and identify practices that will help 	<ul style="list-style-type: none"> I can maintain a speed over a long duration of time or distance I can create a three-stride pattern over hurdle and know the hurdling technique I can throw with greater control and accuracy e.g. by generating greater force when throwing I can develop a range of throwing techniques e.g. push/pull throw, fling and heave throws I can develop power and keep control when taking off and landing (jumping) I can develop change over skills when running in relays I can time my runs I can measure and record my performance I can create a run, jump and throw event I can lead and deliver with others our own athletics competition including warm ups and cool downs 	<ul style="list-style-type: none"> I can play using a racket, getting my body into good positions to hit a hand fed ball accurately I can increasingly keep a rally going using a small range of shots I can play shots on both sides of the body e.g. forehand, backhand and learn to serve I try to make things difficult for my opponent by directing the ball to space, at different speeds and heights I can use the rules and keep games going without disputes I can identify aspects of my game that need improving, and say how I can go about improving them 				
Vocabulary	interception possession dribbling dodging weaving co-operative consecutively	tactics consecutive anticipate alternate receiver parallel pivot	bridge accuracy cooperatively variations bases	sequence contact smoothness travelling evaluate sympathetically	transport transition phrase travelling swiveling unison	mobility spatial awareness possession disposes interception dribble	rotation stationary dodging weaving opponent	slalom jogging running sprinting shuttle stride	legs astride quoit hurdles baton overarm underarm combinations	volley alternate consecutive rally
SMSC			Links with Cultural Development (Cross-curricular links with literacy / Religious Education)							
Year 6	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd				



Physical Education Curriculum Map 2021 - 2022

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Swimming Objectives	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters I understand water safety I understand bi-lateral breathing I can perform forward/backward rolls 	<ul style="list-style-type: none"> I can swim all 4 strokes for 10 meters I understand water safety I understand bi-lateral breathing I can perform forward/backward rolls 	<ul style="list-style-type: none"> I can swim for 25 meters front crawl I can swim for 25 meters back stroke I understand polo / synchronised swimming 	<ul style="list-style-type: none"> I can swim for 25 meters front crawl I can swim for 25 meters back stroke I have swam in my clothes I have experienced water polo / synchronised swimming 	<ul style="list-style-type: none"> I can swim for 25 meters front crawl I can swim for 25 meters back stroke I have swam in my clothes I have experienced water polo / synchronised swimming 	<ul style="list-style-type: none"> I can swim for 25 meters front crawl I can swim for 25 meters back stroke I have swam in my clothes I have experienced water polo / synchronised swimming
Unit Title	Invasion Games – Unit 1 Hockey and Soccer	Gymnastics – Unit A Counter Balance and Counter Tension	Dance – Unit 3	Striking & Fielding Games – Unit 3 Cricket		Athletics – Unit 1
Learning Objectives	<ul style="list-style-type: none"> I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal I can perform a range of games skills with greater speed I can combine and perform skills with control I can use attacking and defending skills appropriately in games I can recognise and describe the best points in an individual's and a team's performance I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can plan and lead skill practices for Games I can plan and use tactics with my team to be successful in a game I can know the importance of being fit, and what types of fitness are most important for playing Games 	<ul style="list-style-type: none"> I can perform fluently and with control, even when performing difficult combinations. I can make up longer sequences and perform them with fluency and clarity of movement. I know how to improve their own health and fitness and how gymnastic activity helps contribute to this I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others 	<ul style="list-style-type: none"> I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship. I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea. I can identify what types of exercise I need to help me improve in dance. 	<ul style="list-style-type: none"> I can choose and use batting or throwing skills to make the game hard for my opponents I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance I can make good judgements about when to run to score points I can work well as part of a team to make it hard for the batter I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher 	OAA / Trust and challenge activities plus orienteering <ul style="list-style-type: none"> I can take on challenges on my own with a partner I am clear about what I have to achieve and recognise the importance of planning and thinking as I go I can use teamwork skills well in a variety of different challenges I can support others and let them know that I can support others and be trusted in challenge situations 	<ul style="list-style-type: none"> I can sustain my pace over longer distances, e.g. sprint for ten seconds, run continuously for more than two minutes I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports
Vocabulary	tactics strategy dribbling possession intercepting dodging weaving diagonally slalom	counter-balance counter-tension mirroring contrasting compose synchronization canon sympathetically explosively	fluently motifs alternate formation unison canon HAKA	bowler wicket keeper batter fielder angles bowled off side on side		slalom jogging running sprinting shuttle stride legs astride quoit hurdles baton overarm underarm
SMSC			Links with Cultural Development (Cross-curricular links with literacy / Religious Education)			