

PE Overview Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dance	Athletics	OAA	Gymnastics	Invasion-Target	Striking & Fielding
Reception						
Year 1	<p>Exploring different ways of travelling and using space</p> <p>Creating travelling patterns using a stimulus</p> <p>Creating pathways using a stimulus</p> <p>Recreating ideas, adding expression and developing and improving our work</p> <p>Creating effective travelling pathways individually and in a group</p> <p>Performing in a whole class performance (assessed and recorded) and responding to own work</p>	<p>To develop the skill of running fast</p> <p>To develop the skill of hopping</p> <p>To develop the skill of rolling a ball with accuracy</p> <p>To develop the skill of underarm throwing</p> <p>To develop the skill of jumping for distance</p> <p>To develop posture when walking and running</p> <p>To apply changing direction in relay type races</p> <p>To compete run, jump and throw challenges</p>	<p>To recognise known objects in moving around an area using a simple plan</p> <p>To follow a simple trail and to collect and record accurately</p> <p>To explore, finding different places</p> <p>To follow instructions and complete a simple route and record accurately</p>	<p>Explore different ways of travelling</p> <p>Revise travelling and introduce shape and stillness</p> <p>Revise travelling, shape and introduce rocking and rolling</p> <p>Introduce travelling on hands and feet, explore 3ways of rolling</p> <p>Create a sequence of travel, roll, travel with starting shape and finishing shape (Core Task 1)</p> <p>Work with a partner on copying or following sequence (Core Task 1)</p> <p>Explore ways of balancing (small body parts)</p> <p>Revise balancing create sequence with 3 like balances and travelling</p> <p>Revise 3 like balances and transfer to apparatus.</p> <p>Explore Jumping actions</p> <p>Create a sequence of three like jumping actions</p> <p>Create a sequence of three like actions CoreTask 2</p>	<p><u>ACQUIRING AND DEVELOPING</u></p> <p>move fluently, changing direction and speed easily and avoiding collisions</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p><u>SELECTING AND APPLYING</u></p> <p>understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</p> <p>use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</p> <p>recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents</p> <p><u>FITNESS AND HEALTH</u></p> <p>describe what it feels like when they breathe faster during exercise</p> <p>explain why running and playing games is good for them</p> <p><u>EVALUATING AND IMPROVING</u></p> <p>watch others' movements carefully</p> <p>describe what they have done for seen others doing</p> <p>copy what they see and say why it is good</p>	<p><u>ACQUIRING AND DEVELOPING</u></p> <p>move fluently, changing direction and speed easily and avoiding collisions</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p><u>SELECTING AND APPLYING</u></p> <p>understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</p> <p>use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</p> <p>recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents</p> <p><u>FITNESS AND HEALTH</u></p> <p>describe what it feels like when they breathe faster during exercise</p> <p>explain why running and playing games is good for them</p> <p><u>EVALUATING AND IMPROVING</u></p> <p>watch others' movements carefully</p> <p>describe what they have done for seen others doing</p> <p>copy what they see and say why it is good</p>
Year 2	<p>Exploring different ways of travelling and using space</p> <p>Creating travelling patterns using a stimulus</p> <p>Creating pathways using a stimulus</p> <p>Recreating ideas, adding expression and developing and improving our work</p> <p>Creating effective travelling pathways individually and in a group</p> <p>Performing in a whole class performance (assessed and recorded) and responding to own work</p>	<p>To develop the skill of running fast</p> <p>To develop the skill of hopping</p> <p>To develop the skill of rolling a ball with accuracy</p> <p>To develop the skill of underarm throwing</p> <p>To develop the skill of jumping for distance</p> <p>To develop posture when walking and running</p> <p>To apply changing direction in relay type races</p> <p>To compete run, jump and throw challenges</p>	<p>To recognise known objects in moving around an area using a simple plan</p> <p>To follow a simple trail and to collect and record accurately</p> <p>To explore, finding different places</p> <p>To follow instructions and complete a simple route and record accurately</p>	<p>Explore different ways of travelling</p> <p>Revise travelling & introduce shape and Stillness</p> <p>Revise travelling, shape and introduce rocking and rolling</p> <p>Introduce travelling on hands and feet, explore 3 ways of rolling</p> <p>Create a sequence of travel, roll, travel with starting shape and finishing shape (CoreTask 1)</p> <p>Work with a partner on copying or following sequence (Core Task 1)</p> <p>Explore ways of balancing (small body parts)</p> <p>Revise balancing create sequence with 3 like balances and travelling</p> <p>Revise 3 like balances and transfer to apparatus.</p> <p>Explore Jumping actions</p> <p>Create a sequence of three like jumping actions</p> <p>Create a sequence of three like actions CoreTask 2</p>	<p><u>ACQUIRING AND DEVELOPING</u></p> <p>move fluently, changing direction and speed easily and avoiding collisions</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p><u>SELECTING AND APPLYING</u></p> <p>understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</p> <p>use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</p> <p>recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents</p> <p><u>FITNESS AND HEALTH</u></p> <p>describe what it feels like when they breathe faster during exercise</p> <p>explain why running and playing games is good for them</p> <p><u>EVALUATING AND IMPROVING</u></p> <p>watch others' movements carefully</p> <p>describe what they have done for seen others doing</p> <p>copy what they see and say why it is good</p>	<p><u>ACQUIRING AND DEVELOPING</u></p> <p>move fluently, changing direction and speed easily and avoiding collisions</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p><u>SELECTING AND APPLYING</u></p> <p>understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</p> <p>use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</p> <p>recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents</p> <p><u>FITNESS AND HEALTH</u></p> <p>describe what it feels like when they breathe faster during exercise</p> <p>explain why running and playing games is good for them</p> <p><u>EVALUATING AND IMPROVING</u></p> <p>watch others' movements carefully</p> <p>describe what they have done for seen others doing</p> <p>copy what they see and say why it is good</p>
	<u>ACQUIRING AND DEVELOPING</u>	Progressions leading to core task:-	<u>Core Task - OAA Year 3/4</u>	To develop ways of travelling on hands and	Core Task - (netball or rugby type throwing and	Progressions leading to CoreTask

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<p>Year 3</p>	<p>to improvise freely on their own and with a partner, translating ideas from a stimulus into movement <u>SELECTING AND APPLYING SKILLS</u> To create and link dance phrases using a simple dance structure or motif to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups <u>KNOWLEDGE AND UNDERSTANDING</u> To keep up activity over a period of time and know they need to warm up and cool down for dance <u>EVALUATING AND IMPROVING</u> To describe and evaluate some of the compositional features of dances performed with a partner and in a group to talk about how they might improve their dances</p>	<p>To perform the pull throwing action To explore different running techniques To perform the sling throw To develop jumping actions Select an appropriate running technique for distance To perform a push throw To perform a start in a sprint type race To throw for distance using three different throws To perform a hop, step and jump To pass a baton successfully in a race To perform 5 different jumps To perform in athletic type competitive events (run, jump and throw)</p>	<p><u>Task - Trails</u> To improve communication skills. To improve ability to work with and trust others. To undertake an adventure trail to develop communication skills. To work safely with a partner in an adventurous environment To complete a Trail within the school grounds. To increase confidence in decision making. To complete a Photo Trail within the school grounds. To know how to use a control card. <u>Task</u> <u>problem solving</u> To take part in outdoor and adventurous activity challenges To develop communication & collaboration skills To evaluate their own success To take responsibility for self and others Take part in activities that involve working with and trusting others To work effectively as part of a team</p>	<p>feet To develop balance on small body parts To create a sequence of travelling and balancing actions To develop ways of rolling To develop the skills of jumping, shape and landing To create a sequence of gymnastic actions To evaluate and recognise their own success To create a sequence to meet the core task "Balancing Act" To perform gymnastic actions using apparatus</p>	<p>catching) To send and receive a ball To send a ball and move into space to receive a pass To send and receive a ball in a simple game To use simple tactics in a game To send and receive a ball in an invasion game To revise simple tactics in an invasion game To evaluate their own and others success To play "three touch ball"</p>	<p>To send a ball in a striking and fielding game To receive a ball in a striking and fielding game To evaluate success To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game To evaluate tactics used in a striking and fielding game Progressions leading to core tasks Explore different throwing actions To consolidate throwing actions and practise catching. Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their play Strike the ball using their hand or small bat. Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet Choose a range of simple tactics to use in a simple game. To develop range of striking skills suitable for net / wall type <u>Cricket</u> Progressions leading to CoreTask To send a ball in a striking and fielding game To receive a ball in a striking and fielding game To evaluate success To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game To evaluate tactics used in a striking and fielding game <u>Net-Wall Games</u> Progressions leading to core tasks Explore different throwing actions To consolidate throwing actions and practise catching. Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their play Strike the ball using their hand or small bat. Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet Choose a range of simple tactics to use in a simple game. To develop range of striking skills suitable for net / wall type <u>Rounders</u> Progressions leading to CoreTask To send a ball in a striking and fielding game To receive a ball in a striking and fielding game To evaluate success To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game To evaluate tactics used in a striking and fielding game <u>Cricket</u> Progressions leading to CoreTask To send a ball in a striking and fielding game To receive a ball in a striking and fielding game To evaluate success To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game To evaluate tactics used in a striking and fielding game</p>
	<p><u>ACQUIRING AND DEVELOPING</u></p>	<p>Progressions leading to core task:-</p>	<p><u>Core Task - OAA Year 3/4</u></p>	<p>To develop ways of travelling on feet and</p>	<p>Task (Netball/basketball type game)</p>	<p>Progressions leading to CoreTask</p>

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Year 4

to explore and create characters and narratives in response to a range of stimuli

SELECTING AND APPLYING SKILLS

To use simple choreographic principles to create motifs and narrative
to perform more complex dance phrases that communicate character and narrative

KNOWLEDGE AND UNDERSTANDING

To know and describe what you need to do to warm up and cool down for dance

EVALUATING AND IMPROVING

To describe, interpret and evaluate their own and others' dances, taking account of character and narrative

To perform the pull throwing action

To explore different running techniques

To perform the sling throw

To develop jumping actions Select an appropriate running technique for distance

To perform a push throw

To perform a start in a sprint type race

To throw for distance using three different throws

To perform a hop, step and jump To pass a baton successfully in a race

To perform 5 different jumps

To perform in athletic type competitive events (run, jump and throw)

Task - Trails

To improve communication skills.

To improve ability to work with and trust others.

To undertake an adventure trail to develop communication skills.

To work safely with a partner in an adventurous environment

To complete a Trail within the school grounds.

To increase confidence in decision making.

To complete a Photo Trail within the school grounds.

To know how to use a control card.

Task

problem solving

To take part in outdoor and adventurous activity challenges

To develop communication and collaboration skills

To evaluate their own success

To take responsibility for self and others

Take part in activities that involve working with and trusting others

To work effectively as part of a team

hands and feet.

To develop balance on small body parts.

To develop a range of jumping actions

To develop balance on large body parts.

To create a gymnastic sequence of travelling and balancing.

To explore different ways of rolling.

To perform rolling actions and link these with other actions to create a sequence.

To explore different ways of balancing, jumping and travelling.

To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions

To make simple judgements about the quality of performances.

To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions

To make simple judgements about the quality of performances and suggest ways they can be improved.

To send and receive a ball

To travel with a ball.

To travel with a ball with control

To use simple tactics to outwit and opponent

To apply basic principles suitable for attacking and balancing.

To evaluate and recognise their own success

To travel with a ball with control in an invasion game

To apply basic principles suitable for attacking in an invasion game i.e. core task "On the Attack"

To evaluate and recognise their own success

To send a ball in a striking and fielding game

To receive a ball in a striking and fielding game

To evaluate success

To strike a ball a striking and fielding game

To use simple tactics in a striking and fielding game

To evaluate tactics used in a striking and fielding game

Progressions leading to core tasks

Explore different throwing actions

To consolidate throwing actions and practise catching.

Explore different ways of throwing.

Consolidate catching skills.

To suggest ideas and practices to improve their play

Strike the ball using their hand or small bat.

Improve movement skills and body positions.

Familiarise them with a racquet and practise striking skills using a racquet

Choose a range of simple tactics to use in a simple game.

To develop range of striking skills suitable for net / wall type

Cricket

Progressions leading to CoreTask

To send a ball in a striking and fielding game

To receive a ball in a striking and fielding game

To evaluate success

To strike a ball a striking and fielding game

To use simple tactics in a striking and fielding game

To evaluate tactics used in a striking and fielding game

Net-Wall Games

Progressions leading to core tasks

Explore different throwing actions

To consolidate throwing actions and practise catching.

Explore different ways of throwing.

Consolidate catching skills.

To suggest ideas and practices to improve their play

Strike the ball using their hand or small bat.

Improve movement skills and body positions.

Familiarise them with a racquet and practise striking skills using a racquet

Choose a range of simple tactics to use in a simple game.

To develop range of striking skills suitable for net / wall type

Rounders

Progressions leading to CoreTask

To send a ball in a striking and fielding game

To receive a ball in a striking and fielding game

To evaluate success

To strike a ball a striking and fielding game

To use simple tactics in a striking and fielding game

To evaluate tactics used in a striking and fielding game

Cricket

Progressions leading to CoreTask

To send a ball in a striking and fielding game

To receive a ball in a striking and fielding game

To evaluate success

To strike a ball a striking and fielding game

To use simple tactics in a striking and fielding game

To evaluate tactics used in a striking and fielding game

To evaluate success

To strike a ball a striking and fielding game

To use simple tactics in a striking and fielding game

To evaluate tactics used in a striking and fielding game

ACQUIRING AND DEVELOPING

To develop running skills in isolation.

To know that a map is a bird's eye view plan

To perform partner balances

Task

Cricket

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<p>Year 5</p>	<p>To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</p> <p>SELECTING AND APPLYING SKILLS To compose dances by using, adapting and developing steps, formations and patterning from different dance styles</p> <p>To perform dances expressively, using a range of performance skills</p> <p>KNOWLEDGE AND UNDERSTANDING To organise their own warm-up and cool-down activities to suit the dance</p> <p>To show an understanding of why it is important to warm up and cool down</p> <p>EVALUATING AND IMPROVING To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</p>	<p>To develop throwing skills</p> <p>To evaluate their own success</p> <p>To explore ways of combining jumping actions</p> <p>To develop throwing skills in an athletic type activity</p> <p>To develop jumping actions in combination</p> <p>To develop running skills in isolation</p> <p>To develop throwing skills in an athletic type activity</p> <p>To develop running, jumping and throwing skills in an athletic type activity.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>of the ground.</p> <p>To know how to keep the map "set or "orientated" when they move.</p> <p>To know some of the symbols on an orienteering map</p> <p>To know how to keep the map "set or "orientated" when they move around a simple course.</p> <p>To run safely with a map around a simple orienteering course.</p> <p>To know the 8 points of a compass.</p> <p>To navigate to a control marker</p> <p>To navigate to a control marker on a simple course</p> <p>To record information accurately at the control marker</p> <p>To navigate to a control marker on a score event course</p> <p>To plan effectively to visit as many control markers in the time allowed.</p> <p>To understand how OAA can help their fitness and health</p> <p>To navigate to a control marker on a score event course</p>	<p>(matched and mirrored)</p> <p>To perform counter balance</p> <p>To perform Counter tension balances</p> <p>To evaluate and recognise their own success</p> <p>To create a gymnastic sequence with a partner</p> <p>To perform the core task "Acrobatic gymnastics"</p> <p>To evaluate and recognise their success</p> <p>To develop a sequence onto apparatus</p>	<p>To revise travelling with an object</p> <p>To revise sending and receiving skills using a variety of objects</p> <p>To revise tactics used in an invasion game</p> <p>To undertake a leadership/officiating role</p> <p>To select and apply tactics in different invasion games</p> <p>To evaluate tactics across invasion games for similarities</p> <p>To develop the skills to play a rugby type game</p> <p>To explore creating a rugby league type game</p> <p>To create an invasion game to solve a tactical problem</p> <p>To explore adapting an invasion games to explore positions & attacking/defending options.</p> <p>To choose and apply skills and tactics consistently in an invasion type competitive games.</p> <p>To develop the ability to evaluate their teams work and suggest ways to improve it.</p> <p>Tag-Rugby To develop the skill of running with a rugby ball in two hands.</p> <p>To develop the technique of passing and catching a rugby ball.</p> <p>To be able to score a try.</p> <p>To develop their understanding of when to pass and when to run with the ball.</p> <p>To apply the basic strategic and tactical principles of attack.</p> <p>To apply the basic strategic and tactical principles of attack.</p> <p>To choose and apply skills and tactics consistently in rugby type games.</p> <p>To develop their ability to evaluate their own and others work and suggest ways to improve it.</p> <p>To understand the basic principles of warming up by choosing appropriate activities for rugby type games</p> <p>Hockey Task</p> <p>To send a ball using a push pass</p> <p>To receive a ball</p> <p>To intercept a pass</p> <p>To dribble a ball using a hockey (quickstick) stick</p> <p>To develop shooting skills using hockey (quickstick equipment)</p> <p>To select tactics when playing a hockey type game</p> <p>To develop their ability to evaluate their own and others work and suggest ways to improve it.</p> <p>To choose and apply skills and tactics consistently in hockey type competitive games.</p> <p>To play a role in a modified competitive hockey type game</p>	<p>Progression leading to CoreTask</p> <p>To bowl underarm with accuracy</p> <p>To catch a ball when fielding.</p> <p>To run with a bat between wickets</p> <p>To bowl overarm with accuracy</p> <p>To strike a ball with a cricket bat.</p> <p>To learn how to field a ball</p> <p>To bowl underarm / overarm with accuracy in a game</p> <p>To bowl underarm / overarm with accuracy in a pairs cricket</p> <p>To play a modified competitive cricket game.</p> <p>To evaluate what was successful in a game</p> <p>Rounders Progressions leading to Core Task</p> <p>To bowl underarm with accuracy</p> <p>To catch a ball when fielding.</p> <p>To strike a ball with a bat.</p> <p>To throw a ball overarm when fielding</p> <p>To bowl underarm with accuracy in a game</p> <p>To know where to strike a ball in a game.</p> <p>To use tactics in a rounders type game.</p> <p>To evaluate what was successful in a game</p>
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<p>Year 6</p>	<p><u>ACQUIRING AND DEVELOPING</u> Respond to a change of stimuli, improvising freely using a range of controlled movements and patterns. Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</p> <p><u>SELECTING AND APPLYING SKILLS</u> Select and use a range of compositional ideas to create motifs that demonstrate their dance idea. Perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group.</p> <p><u>KNOWLEDGE AND UNDERSTANDING</u> Describe how dance contributes to fitness and wellbeing. Identify what types of exercise they need to do to help their dancing.</p> <p><u>EVALUATING AND IMPROVING</u> Use appropriate language and terminology to describe, interpret and evaluate their own and others' work. Comment on what works well and explain why. Recognise how costume, music and set can help to improve a dance performance.</p>	<p>To develop running skills in isolation. To develop throwing skills To evaluate their own success To explore ways of combining jumping actions To develop throwing skills in an athletic type activity To develop jumping actions in combination To develop running skills in isolation To develop throwing skills in an athletic type activity To develop running, jumping and throwing skills in an athletic type activity. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To know that a map is a bird's eye view plan of the ground. To know how to keep the map "set or orientated" when they move. To know some of the symbols on an orienteering map To know how to keep the map "set or orientated" when they move around a simple course. To run safely with a map around a simple orienteering course. To know the 8 points of a compass. To navigate to a control marker To navigate to a control marker on a simple course To record information accurately at the control marker To navigate to a control marker on a score event course To plan effectively to visit as many control markers in the time allowed. To understand how OAA can help their fitness and health To navigate to a control marker on a score event course</p>	<p>To perform matched and mirrored paired balances To perform counter balance and counter tension paired balances. To perform a group counter balance To create a gymnastic sequence with counter balances and counter tension in a group. To evaluate success of group and paired balances. To perform paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. To perform a part weight bearing balance. To create a sequence of gymnastic actions - paired and group balances using apparatus. To evaluate success at working as a team.</p>	<p><u>Task</u> To revise travelling with an object To revise sending and receiving skills using a variety of objects To revise tactics used in an invasion game To undertake a leadership/officiating role To select and apply tactics in different invasion games To evaluate tactics across invasion games for similarities To develop the skills to play a rugby type game To explore creating a rugby league type game To create an invasion game to solve a tactical problem To explore adapting an invasion games to explore positions & attacking/defending options. To choose and apply skills and tactics consistently in an invasion type competitive games. To develop the ability to evaluate their teams work and suggest ways to improve it.</p> <p><u>Tag-Rugby</u> To develop the skill of running with a rugby ball in two hands. To develop the technique of passing and catching a rugby ball. To be able to score a try. To develop their understanding of when to pass and when to run with the ball. To apply the basic strategic and tactical principles of attack. To apply the basic strategic and tactical principles of attack. To choose and apply skills and tactics consistently in rugby type games. To develop their ability to evaluate their own and others work and suggest ways to improve it. To understand the basic principles of warming up by choosing appropriate activities for rugby type games</p> <p><u>Hockey</u> <u>Task</u> To send a ball using a push pass To receive a ball To intercept a pass To dribble a ball using a hockey (quickstick) stick To develop shooting skills using hockey (quickstick equipment) To select tactics when playing a hockey type game To develop their ability to evaluate their own and others work and suggest ways to improve it. To choose and apply skills and tactics consistently in hockey type competitive games. To play a role in a modified competitive hockey type game</p>	<p><u>Cricket</u> Progression leading to CoreTask To bowl underarm with accuracy To catch a ball when fielding. To run with a bat between wickets To bowl overarm with accuracy To strike a ball with a cricket bat. To learn how to field a ball To bowl underarm / overarm with accuracy in a game To bowl underarm / overarm with accuracy in a pairs cricket To play a modified competitive cricket game. To evaluate what was successful in a game</p> <p><u>Rounders</u> Progressions leading to Core Task To bowl underarm with accuracy To catch a ball when fielding. To strike a ball with a bat. To throw a ball overarm when fielding To bowl underarm with accuracy in a game To know where to strike a ball in a game. To use tactics in a rounders type game. To evaluate what was successful in a game</p>
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