 **PE Curriculum**

At Church Lane, we have designed our curriculum in a progressive way from Nursery through to Year 6. Based on the Government’s curriculum it has been adapted and takes in to account the aims and schemes of work set out within that document alongside the needs of our own children to ensure that we deliver a tailored curriculum that supports our children to achieve the best they can.

The curriculum aims are:

* develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives.

Our curriculum is laid out in the following way:

1. PE knowledge is split in to four main areas in Key Stage 1 and six main areas in Key Stage 2: Games, Gymnastics, Dance, Athletics , Outdoor and Adventurous Activity (KS2), Swimming (Y4 +). This knowledge is accompanied by developing a variety if skills including; locomotor and non-locomotor skills, object control skills, life skills, and questions that the children look at within each main area of PE.
2. These main areas are set out progressively throughout the school to ensure that the children’s knowledge is chronological and builds on what they already know (This information is in the **Progression document**).
3. Each year group has a two set areas of PE per half term – this is shared with the children in a child friendly question, which encourages our children to engage with being athletes, whilst introducing them to high quality vocabulary. (This information is in the **Yearly map**)
4. Each question is then explored by the children through a number of lessons, which assist the children in gaining and building the knowledge and experience they need to achieve. (The in depth knowledge we will be teaching is contained in **unit plans** - these further breakdowns include the knowledge, skills and life skills taught in the unit to ensure that our children gain knowledge and the opportunity to develop a range of skills and experience being an athlete.

**Progression document**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area/Year | Nursery | | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Games | How can I move my body in different ways?  Movement skills:  -Match physical skills to tasks.  Ball skills:  -Develop different movements with a ball. | How do we improve our individual game skills?  Movement skills:  -Run safely, by changing speed and direction.  Ball skills:  -Make an object move.  -Catch a large ball.  -Direct an object to a target. | | How do we improve our game skills in 1 v 1 games?  Movement skills:  -Know when to start, stop and change direction.  -Travel with equipment.  Ball skills:  -Throw and catch as an individual.  -Direct an object to a target, using an implement.  Follow the rules of a game.  Use the terms opponent. | How do we improve our game skills in small sided games?  Movement skills:  -Travel with equipment on a purposeful pathway.  -Link skills and actions.  Ball skills:  -Direct an object on a purposeful pathway to a target.  -Throw and catch as a pair.  -Control a ball with a stick or bat.  Know when to pass/send on object to a target.  Develop simple tactics for attacking and defending.  Follow the rules of a game.  Use the terms opponent and team-mate. | How do we improve our skills in invasion games?  Movement skills:  -Time a move to receive a pass.  Ball skills:  -Throw and catch with some control and accuracy.  -Retain possession.  -Using different types of pass.    Devise tactics to outwit opponents.  Follow the rules of the game and play fairly.  How do we improve our skills in striking and fielding games?  Ball skills:  -Use different types of throw.  -Field a rolling ball from the front.  -Strike a ball with some control.  Devise tactics to outwit opponents.  Follow the rules of the game and play fairly. | How do we develop our skills in invasion games?  Movement skills:  -Show attacking play, by attacking to create space.  -Defend to reduce space.  Ball skills:  -Throw and catch with control and accuracy.  -Select the appropriate pass to use.  -Use different implements to pass/receive/strike/dribble/shoot.  -Adapt pass and the travel of an object.  Follow the rules of the game and play fairly.  Plan tactics.  How do we develop our skills in striking and fielding games?  Ball skills:  -Field a rolling ball from the front and side.  -Strike a ball with control.  Follow the rules of the game and play fairly.  Plan tactics.  How do we develop our skills in net/wall games?  Ball skills:  -Adapt the travel of an object.  -Strike a ball with control.  Follow the rules of the game and play fairly.  Plan tactics. | How do we apply the appropriate skill for an invasion game?  Movement skills:  -Show specific attacking skills to create space.  -Show specific defending skills to mark a player or reduce space.  Ball skills:  -Jump to receive a ball.  -Pass in sequence to maintain possession or advantage.  -Demonstrate purposeful passing/receiving/striking/dribbling/shooting/kicking with hand/feet or implements.  Apply rules and regulations.  Plan tactics and strategies.  How do we apply the appropriate skill for a striking and fielding game?  Ball skills:  -Field from a hit ball from directly in front, to the side or chasing after the ball.  -Strike a bowled ball with accuracy.  Apply rules and regulations.  Plan tactics and strategies.  How do we apply the appropriate for a skill net/wall game?  Ball skills:  -Jump to receive a ball.  -Rally to maintain advantage.  -Demonstrate purposeful striking with hands or implements.  Apply rules and regulations.  Plan tactics and strategies. | How do we adapt the skill for a specific scenario in an invasion game?  Movement skills:  -Play in a series of competitive, small sided games, using previously learnt skills.  Ball skills:  - Make effective choices about when, how and where to move, pass and receive.  Develop my understanding of the principles of invasion games.  Apply rules and regulations.  Plan tactics, strategies and games play.  How do we adapt the skill for a specific scenario in a striking and fielding game?  Movement skills:  -Play in a series of competitive, small sided games.  Ball skills:  -Strike a bowled ball increased with accuracy.  Develop understanding of the principles of striking and fielding games.    Apply rules and regulations.  Plan tactics, strategies and games play.  How do we adapt the skill for a specific scenario in a net/wall game?  Movement skills:  -Play in a series of competitive, small sided games.  Ball skills:  -Rally to maintain advantage.  -Demonstrate purposeful striking with hands or implements.  Develop understanding of the principles of net/wall games.  Apply rules and regulations.  Plan tactics, strategies and games play. |
| Gymnastics | How can I move my body in different ways?  Movement skills:  -Develop movements  -Develop balancing  -Match physical skills to tasks.  -Develop core muscles.  -Revise and refine fundamental movement skills. | How can I move around in different ways?  Movement skills:  -Move freely and with confidence, in a range of ways.  -Climb on, under, along and through different pieces of equipment.  -Jump and land safely.  Creative/performance skills:  -Create a shape with my body and hold it still.  Know the names of body parts.  Know the names of some basic movements. | | How can I link movements together?  Movement skills:  -Travel in different directions and on different pathways.  -Jump in a variety of ways.  - Show contrasts.  Creative/performance skills:  -Perform basic balances on the floor/apparatus.  -Copy and repeat a sequence of three actions, with a clear start and finish.  Know the names of different types of jumps.  Understand contrasts (wide/narrow, stretched/curled) | How do I perform a combination of movements?  Movement skills:  -Move in a variety of different ways on different pathways.  - Jump in a variety of ways and land with increasing control and balance.  -Add jumps, turns or balances to link movements.  - Develop contrasts.  Creative/performance skills:  -Perform basic shapes on the floor/apparatus to make a pattern of movements.  -Devise a sequence of three actions, with a clear, separate start and finish.  Know some different pathways.  Know contrasts (wide/narrow, stretched/curled)  Know how to land safely and why it is important. | How do I combine movements into sequences?  Movement skills:  -Combine movement types into a sequence using both floor and apparatus.  -Change an actions speed and level.  Creative/performance skills:  -Create a paired/group sequence and move in cannon/unison/showing symmetry.  -Perform and repeat sequences.  Know the correct names of different movements.  Understand the difference between cannon, unison and symmetry. | How do I choreograph and combine movement types into a sequence?  Movement skills:  -Combine movement types into sequences using both floor and apparatus.  -Take body weight on the hands.  Creative/performance skills:  -Improve a gymnastic sequence by changing the speed, shape, space or body part.  -Plan, perform and repeat sequences.  Know the correct names of different movements.  Understand the importance of a strong core. | How can I perform sequences ensuring I am using all the fundamental movement categories?  Movement skills:  -Practice and refine gymnastic techniques.  Creative/performance skills:  -Improve a gymnastic sequence by changing the speed, level, shape, space or body part.  -Perform sequences ensuring I am using all the fundamental movement categories.  Use the correct terminology for movements and balances. | How can I plan, perform, evaluate my own and small group sequences?  Movement skills:  - Demonstrate good kinaesthetic awareness.  - Take weight on hands and travel.  Creative/performance skills:  -Improve a gymnastic sequence by changing the speed, level, shape, space or body part.  -Plan, perform, evaluate my own and small group sequences.  Use the correct terminology for movements and balances. |
| Dance | How can I move my body in different ways?  Movement skills:  -Move to music.  -Understand when to stop.  -Use large movements to wave flag/streamers. | How can we move to Music?  Movement skills:  -Copy simple dance movements.  Creative/performance skills:  -Show some rhythm when dancing.  Understand rhythm. | | What different ways can we move to Music?  Movement skills:  - Move in different ways to music.  -Move with coordination.  Creative/performance skills:  -Develop understanding of rhythm.  -Copy a sequence of three dance movements.  Understand how to find the pulse and rhythm. | How can I perform to Music?  Movement skills:  - Perform basic shapes, movement and travelling to make a pattern to music.  -Move with careful control and coordination.  Creative/performance skills:  -Copy and remember a sequence of dance movements and positions.  Understand how to find the pulse and rhythm. | How do I combine movements into a movement pattern to music?  Movement skills:  - Change an actions speed, level or shape in dance.  - Move in a clear, fluent manner.  Creative/performance skills:  -Combine movement types into a movement pattern.  -Perform and repeat sequences.  Understand that there are different genres of dance. | How do I choreograph and combine movements into a movement pattern to music?  Movement skills:  -Improve dances by changing the speed, shape, space or body part.  - Move in a clear, fluent and expressive manner.  Creative/performance skills:  -Choreograph movement types into a movement pattern to music.  -Plan, perform and repeat sequences.  Understand that there are different genres of dance. | How do I plan, perform and evaluate a sequence of movements to music?  Movement skills:  - Improve dance by changing the speed, shape, space or body part.  Creative/performance skills:  -Plan, perform and evaluate a sequence of movements to music.  -Perform dances using a range of movement patterns and dynamics.  -Express ideas in original ways.  Know different genres of dance. | How do I plan and perform a sequence and motif?  Movement skills:  - Improve dance by changing the speed, shape, space or body part.  Creative/performance skills:  -Plan and perform a sequence and motif.  -Perform expressively and hold good body posture.  Know different genres of dance. |
| Athletics | N/A | How can I prepare for Sports Day?  Movement skills:  -Running within a lane in a straight line.  -Working as a team. | | What different speeds can I move in?  Movement skills:  -Show the difference between fast and slow.  -Show the difference between jumping and landing.  Understand how to improve performance. | How do I change my running style?  Movement skills:  -Sprint over a short distance.  - Run as a relay time.  -Change running style over different distances.  Understand how to technique can improve performance. | Why do I need to run at different speeds?  Movement skills:  -Run at different speeds.  -Change my speed/rhythm of running.  -Take off and land with different combinations.  -Change the speed, level of an action in Athletics.  Understand why I need to run at different speeds.  Follow rules and regulations. | How do I increase my speed, distance and height?  Movement skills:  -Sprint to show speed.  -Jump to increase distance.  -Jump to increase height.  -Improve performance by changing speed, level, shape or use of body part.  Know how to change an action to increase speed/distance.  Follow rules and regulations. | How do I show progress in my own physical fitness?  Movement skills:  -Jump for height and distance.  -Develop control off take offs and landings.  -Show progress in my own physical fitness.  Understand the principles of pacing to run a distance.  Apply rules and regulations. | How do I show progress in my own physical fitness and technique?  Movement skills:  -Throw using the three different types of throw.  -Show control in take offs and landings.  -Pace to run for distance.  -Choose the best pace for running over a variety of distances.  Analyse technique and body shape.  Apply rules and regulations. |
| OAA | N/A | N/A | | N/A | N/A | How do I complete a basic orienteering course?  Skills:  -Complete a basic orienteering course.  -Complete a problem solving challenge.  Know how to read a map.  Know the four compass points. | How do I complete and design a basic orienteering course?  Skills:  -Complete and design a basic orienteering course.  -Complete and design a problem solving challenge.  Know how to use a map to orientate yourself.  Understand the four compass points and be able to use them to help orientate. | How do I devise and complete my own orienteering course?  Skills:  -Devise and complete my own orienteering course.  -Improve performance in a core task by changing speed, level, shape, space or equipment.  Use maps, compasses or digital devices to orientate yourself. | How do I improve performance in a core task?  Skills:  -Improve performance by changing speed, level, shape, space or equipment.  Use maps, compasses or digital devices to orientate yourself. |
| Swimming | N/A | N/A | | N/A | N/A | N/A | How do I swim competently?  Skills:  -Swim competently over a distance of 10m.  -Perform a recognised stroke on my front or back.  Understand basic propulsion and buoyancy.  Know the name of one swimming stroke. | How do I swim competently and confidently?  Skills:  -Swim competently and confidently over a distance of 15m.  -Perform a recognised stroke on my front and back.  Understand how to propel yourself effectively on your front and back.  Know the names of a least two different strokes. | How do I swim competently, confidently and proficiently over a distance of 25m?  Skills:  -Swim competently and proficiently over a distance of 25m.  -Use a range of strokes effectively.  -Perform safe self-rescue.  Understand the importance of water safety.  Know the names of the four strokes. |

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| **These are overarching skills that support children in being athletes. In Church Lane we have linked them to question stems that are used during lessons across all areas of PE. These are knowledge and skills that the children gain whilst developing other areas of PE.** | | | | | | | |
| **N** | **R** | **1** | **2** | **3** | **4** | **5** | **6** |
| **How do we get changed for PE?** | **What do we do, to get ready for PE?** | **What do we do, to get ready for indoor PE?**  **What do we do, to get ready for outdoor PE?**  **What do I need to do to help me make the right choice at the right time?**  **How do I feel before, during and after PE?**  **How can I support other players?** | **What do we need to do to ensure we are ready for PE?**  **How can we challenge ourselves to make things more difficult?**  **How can I ensure I make the right decision at the right time?**  **How can I adapt what I am doing to make improvements?**  **How can I lead others?** | **What do we need to do to ensure we are ready for PE?**  **How can we challenge ourselves to make things more difficult?**  **How can I ensure I make the right decision at the right time?**  **How can I work collaboratively?**  **How do I improve basic techniques and adapt it for different scenarios?**  **What rules and regulations do I need to follow?**  **How can I lead others and be respectful member of a team?**  **How can I improve my performance?** | **What do we need to do to ensure we are ready for PE?**  **How do I know when to move on in an activity and what to change to challenge myself?**  **How can I ensure I make the right decision at the right time?**  **How can I work collaboratively with others to improve my team or individual performance?**  **What rules and regulations do I need to follow?**  **How do I apply the principles of different games?**  **How can I lead others and act as a respectful member of a team?**  **How can I improve my personal best?** | **How can I prepare space and equipment ready for PE?**  **How can I challenge myself physically to improve?**  **How can I challenge myself mentally to improve?**  **How do I know how to prepare and recover from physical activity?**  **How can I lead others whilst acting as a respectful member of a team?**  **How can I improve my personal best and set targets?** | **How can I perform in challenging and competitive situations across the curriculum?**  **How do I know which action to be selected at the right time related to a specific scenario?**  **How can I adapt a particular movement to suit a different activity?**  **How can I lead others and be a good role model within a team?**  **How can I achieve my targets?** |

**Yearly map**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Reception | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Games | Games | Games | Games | Games | Athletics |
| question | How do we improve our individual games skills?  Fundamental movement skills (start stop games) | How do we improve our individual games skills?  Using bean bags and hoops (aiming games) | How do we improve our individual games skills?  Throwing and catching (bean bags) | How do we improve our individual games skills?  Throwing and catching (large balls) | How do we improve our individual games skills?  Bat and balls. | How can I prepare for Sports Day?  Running, races and relays. |
|  | Gymnastics | Dance | Gymnastics | Dance | Gymnastics | Dance |
| question | How can I move around in different ways?  Moving around a space. | How can we move to music?  Spatial awareness. | How can I move around in different ways?  Travelling on equipment. | How can we move to music?  Travelling and making shapes. | How can I move around in different ways?  Balancing | How can we move to music?  Using streamers and ribbons. |

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|  | Year 1 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Games | Games | Games | Games | Games | Athletics |
| question | How do we improve our game skills in 1 v 1 games?  (Multi-skills - PPA) | How do we improve our game skills in 1 v 1 games?  (Sports Games - PPA) | How do we improve our game skills in 1 v 1 games?  (Basketball - PPA) | How do we improve our game skills in 1 v 1 games?  (Football - PPA) | How do we improve our game skills in 1 v 1 games?  (Kwik Cricket - PPA) | What different speeds can I move in?  (PPA) |
|  | Gymnastics | Dance | Dance | Gymnastics | Gymnastics | Dance |
| question | How can I link movements together?  (Bouncing, jumping and landing) | What different ways can we move to Music?  (Marching) | What different ways can we move to Music?  (Spring time) | How can I link movements together?  (Balance on different body parts) | How can I link movements together?  (Rolling) | What different ways can we move to Music?  (Animals) |

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|  | Year 2 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Games | Games | Games | Games | Games | Athletics |
| question | How do we improve our game skills in small sided games?  (Multi-skills - PPA) | How do we improve our game skills in small sided games?  (Sports Games - PPA) | How do we improve our game skills in small sided games?  (Basketball - PPA) | How do we improve our game skills in small sided games?  (Football - PPA) | How do we improve our game skills in small sided games?  (Kwik Cricket - PPA) | How do I change my running style?  (PPA) |
|  | Gymnastics | Dance | Dance | Gymnastics | Gymnastics | Dance |
| question | How do I perform a combination of movements?  (High and low) | How can I perform to Music?  (Animals) | How can I perform to Music?  (Traditional Dance) | How do I perform a combination of movements?  (Spinning, turning and twisting) | How do I perform a combination of movements?  (Linking movements together) | How can I perform to Music?  (Different dances from British History) |

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|  | Year 3 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Games | Games | Games | Games | Games | Athletics |
| question | How do we improve our skills in invasion games?  (Multi-sports – PPA) | How do we improve our skills in invasion games?  (Dodgeball – PPA) | How do we improve our skills in invasion games?  (Basketball – PPA) | How do we improve our skills in invasion games?  (Football – PPA) | How do we improve our skills in striking and fielding games?  (Cricket – PPA) | Why do I need to run at different speeds?  (PPA) |
|  | Gymnastics | Dance | OAA | Gymnastics | Dance | OAA |
| question | How do I combine movements into sequences?  (Symmetry and asymmetry) | How do I combine movements into a movement pattern to music?  (Stone Age themed Dance) | How do I complete a basic orienteering course? | How do I combine movements into sequences?  (Linking into rolling movements) | How do I combine movements into a movement pattern to music?  (Egyptian Dance) | How do I complete a basic orienteering course? |

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|  | Year 4 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Games | Games | Games | Games | Games | Athletics |
| question | How do we develop our skills in invasion games?  (Multi-sports – PPA) | How do we develop our skills in invasion games?  (Dodgeball – PPA) | How do we develop our skills in invasion games?  (Basketball – PPA) | How do we develop our skills in invasion games?  (Football – PPA) | How do we develop our skills in striking and fielding games?  (Cricket – PPA) | How do I increase my speed, distance and height?  (PPA) |
|  | Gymnastics | OAA | Swimming | Swimming | Dance | Games |
| question | How do I choreograph and combine movement types into a sequence?  (Taking weight on hands) | How do I complete and design a basic orienteering course? | How do I swim competently? | How do I swim competently? | How do I choreograph and combine movements into a movement pattern to music?  (Dance linked to Roman army) | How do we develop our skills in net/wall games?  (Tennis) |

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|  | Year 5 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Games | Games | Games | Games | Games | Athletics |
| question | How do we apply the appropriate skill for an invasion game?  (Multi-sports – PPA) | How do we apply the appropriate skill for an invasion game?  (Dodgeball – PPA) | How do we apply the appropriate skill for an invasion game?  (Basketball – PPA) | How do we apply the appropriate skill for an invasion game?  (Football – PPA) | How do we apply the appropriate skill for a striking and fielding game?  (Cricket – PPA) | How do I show progress in my own physical fitness?  (PPA) |
|  | Swimming | Swimming | Dance | Gymnastics | OAA | Games |
| question | How do I swim competently and confidently? | How do I swim competently and confidently? | How do I plan, perform and evaluate a sequence of movements to music? (Viking inspired Dance) | How can I perform sequences ensuring I am using all the fundamental movement categories?  (Bridges) | How do I devise and complete my own orienteering course? | How do we apply the appropriate skill for a net/wall game?  (Volleyball) |

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|  | Year 6 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Games | Games | Games | Games | Games | Athletics |
| question | How do we adapt the skill for a specific scenario in an invasion game?  (Multi-sports – PPA) | How do we adapt the skill for a specific scenario in an invasion game?  (Dodgeball – PPA) | How do we adapt the skill for a specific scenario in an invasion game?  (Basketball – PPA) | How do we adapt the skill for a specific scenario in an invasion game?  (Football – PPA) | How do we adapt the skill for a specific scenario in a striking and fielding game?  (Cricket – PPA) | How do I show progress in my own physical fitness and technique?  (PPA) |
|  | OAA | Gymnastics | Dance | Games | Swimming | Swimming |
| question | How do I improve performance in a core task? | How can I plan, perform, evaluate my own and small group sequences?  (Holes and barriers) | How do I plan and perform a sequence and motif?  (Dance inspired by children’s interests) | How do we adapt the skill for a specific scenario in a net/wall game?  (Badminton) | How do I swim competently, confidently and proficiently over a distance of 25m? | How do I swim competently, confidently and proficiently over a distance of 25m? |

**Fitness Testing**

At Church Lane, we are conscious of ensuring pupils lead healthy and active lifestyles. In doing this we aim to support all pupils in achieving the guidance from the NHS:

* Aim for an average of at least 60 minutes of moderate intensity physical activity a day, across the week.
* Take part in a variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones,
* Reduce the time spent sitting or lying down and break up long periods of not moving with some activity.
* Aim to spread activity throughout the day.
* All activities should make you breathe faster and feel warmer.

We will:

* Ensure, every child in the school has 2 hours of PE each week.
* Allow opportunities for physical activity at break and lunch every day.
* Allow the opportunity for pupils to take part in extra-curricular clubs after school.

To enable us to track pupil’s fitness and activity levels we will be using fitness trackers (watches) in Key Stage 2. We will also be taking part in Motor Fitness and Physical literacy testing, in Autumn 1 and Summer 2.

The tests will be different for KS1 and KS2 and are outlined below:

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| **KS1 Test** | **KS2 Test** |
| **C:\Users\sted025\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B39F41ED.tmpSpeed Bounce:**   * Use speed bounce mat or three cones. * Pupils to jump over (2 feet to 2 feet) as many times as they can in 30 seconds. * Do not count the jump if they jump or land on 1 foot or land on the centre piece/cones. * Record result. | **C:\Users\sted025\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\86C51783.tmpSquat Jumps:**   * Pupils to complete as many squat jumps as they can in 30 seconds. * Record result. |
| **Shuttle run:**   * Set up a series of 4 cones, 2 metres apart. * Children to start behind a marker. * On command, run to the first cone and then back to the start, repeat this for all 4 cones. * Time how long it takes the children to complete the run and record the time. | **Star run:**   * Set up 5 cones as shown (5m square) * Pupils to start at the centre cone and run to each cone, returning to the middle each time. * Time how long it takes them to complete the course, starting and ending in the middle. |
| **Tennis ball bounce and catch:**   * Pupils to bounce the ball on the floor with their right hand and then catch with their left, then throw with left and catch with the right. * Repeat for 30 seconds, counting how many sucessful catches they make. | **Tennis ball throw and catch:**   * Pupils to throw the ball at the wall with one hand. Start with the right hand and then catch with their left, then throw with left and catch with the right. * Repeat for 30 seconds, counting how many sucessful catches they make. |
| **C:\Users\sted025\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\43484D29.tmpSit and reach (Flexibility):**   * Pupils to sit with their legs striaght and flat to the floor, in front of the end of a bench. * Feet should be touching the end of the bench (underneath) * Pupils to streth their arms as far as they can. * Measure the distance from the end of the bench in cm. | |
| Balance Test**Balance:**   * Time how long pupils can hold this balance for. * Pupils to have a go on their right leg and left leg. * Stop after 1 minute. | |