

P.E. Curriculum

Intent:

With these aspirations, our INTENT for the P.E. curriculum is for pupils to:

Our PE curriculum aims to engage and include all children in fun and active PE sessions.

We aspire to help to develop and inspire a love for sport and being active, whilst encouraging a healthy lifestyle.

To give children the skills required to apply to a range of sporting activities.

Build a culture of resilience that helps children identify areas of strength and recognise developmental needs in addition to ensuring that they take pride in their achievements.

Develop pupils' understanding of rules and fairness, encouraging respectful play, honesty, and sportsmanship. Pupils will learn to apply rules consistently, make fair decisions, and appreciate the importance of integrity in competitive and cooperative activities.

To develop new interest and talents that they will continue beyond their experience at Southway.

Implementation

Planning

Our PE curriculum follows the National Curriculum objectives and is planned for using schemes provided by Twinkl, BBC Dance. As a school we have also had Sports Coaches in to develop the PE being taught across the school. We have tailored our overview to ensure that the fundamental skills are incorporated into our progressive sports and skills-based lessons. To enable a broad and balanced curriculum to be taught the children will re-visit and develop key skills over the key stage which allows links to be made across year groups and key vocabulary will be furthered. All classes are timetabled with two P.E sessions a week, each comprising of an hour each in duration. Swimming lessons and water safety instruction are given to the children during year 4. Each year group will have x2 half term sessions of gymnastics, x2 dance half term sessions, x2 half term sessions of invasion games x2 athletics and x2 striking and fielding sessions. As a spiral curriculum is taught, skills are revisited each year for example in Gymnastics each year children repeat jumps they have already learnt but then learn new ones to add to their range of movements eg: year 3 learn a cat leap, year 4 then take this further by adding in a half turn with the cat leap. In year 5 a split leap is added and in year 6 all jumps have half and full turns added to them. At Southway pupils and teachers benefit from one half termly session with external coaches. Sports Crew have been trained and run sessions (games / activities) during break / lunchtimes. Southway offers a range of after school clubs: Football, Netball, Gymnastics, Dance, Multi Skills, Roller Skating, Athletics and Rounders.

Recording

Evidence for physical education is through photos or videos of activities undertaken by the children. Information is also collected through teacher observations during lessons. Children are also asked to give their pupil voice in PE surveys.

Assessment

PE is assessed at the end of each term and recorded on Bromcom. Teachers will also make in the moment assessments of the children during physical education lessons. The assessment criteria link directly to the objectives used for planning and the National Curriculum. Teachers use their professional judgement based on how the children perform the given activities during lessons. The subject leader looks at assessments and discusses with teachers any trends in gaps or misconceptions.

KS1

Prior learning – curriculum resource used in The Gattons:

- In dance children will be able to: copy, repeat and remember a series of actions, use pathways, levels, shapes and speed, use mirroring and unison and show character through dance.
- In gymnastics children will be able to perform balances using different body parts, be able to copy, remember and repeat linking movements.
- In games pupils will be able to throw and roll towards a target using various techniques, balance when kicking towards a target, catch and object with and without a bounce, be able to run stop and change direction.
- During fundamental movement sessions children will be able to show balance and co-ordination, link running and jumping movements, show hopping and jumping movements with some balance and control.

SEND

Extra provision is made for children with SEND to ensure that P.E is accessible to all regardless of needs, ability and aptitude, this is through having extra adults to help during the lesson or through adapting our QFT appropriately depending on the need. Our children with SEND access the PE curriculum through quality first teaching through careful teacher assessment. West Sussex Ordinarily Available Inclusive Practice (OAIP) framework, which promotes inclusive, high-quality teaching accessible to all learners is also referred to. Lessons are carefully planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Our lessons plans have extension ideas provided on them. Children are supported in a variety of ways e.g. support from Teaching Assistant, or peers, differentiated activities. Children with more complex SEND will access similar content to their peers but at an appropriate challenge level. Pupil premium children are offered a choice of club every term to include sports clubs.

Impact

By the end of KS2 children will be able to:

- ✓ Athletics – Recap and refine effective sprinting techniques, build speed quickly for a sprint finish, run over hurdles, confidently and independently select pace for distance running, perform a heave throw and be able to measure these as well as developing a refining techniques to throw for accuracy. When jumping maintain control when performing a standing and long jump. Children will also set up and lead jumping activities with confidence.
- ✓ Dance – Children will be able to compose individual, partner and group dances that reflect a chosen style, they will use dramatic expression in dance movement and motifs, be able to perform with confidence whilst maintaining strong and controlled movements.
- ✓ Gymnastics – pupils will be able to create their own complex sequences involving travelling, balancing, jumping, leaping and stretching. They will be controlled in the placement of their bodies, use equipment to vault and incorporate this into a sequences. Pupils will show strength, technique and flexibility throughout ,performances.
- ✓ Games – at the end of year 6 children will be able to throw and catch accurately and successfully under pressure, they will be able to hit bowled balls over longer distances, have good hand eye ball co-ordination, make the best choices when passing and receiving balls and be able to win back possession of the ball in a variety of ways. Children should follow and create rules to play games successfully and be able to lead others through competitive games. Pupils also evaluate their performances and that of others suggesting thoughtful and appropriate improvements.
- ✓ Swimming – children have lessons during year 4. They will be taught water safety and the four strokes. The aim is that all children will be able to swim 25m at the end of KS2.

P.E. Curriculum

Sports Taught at Southway

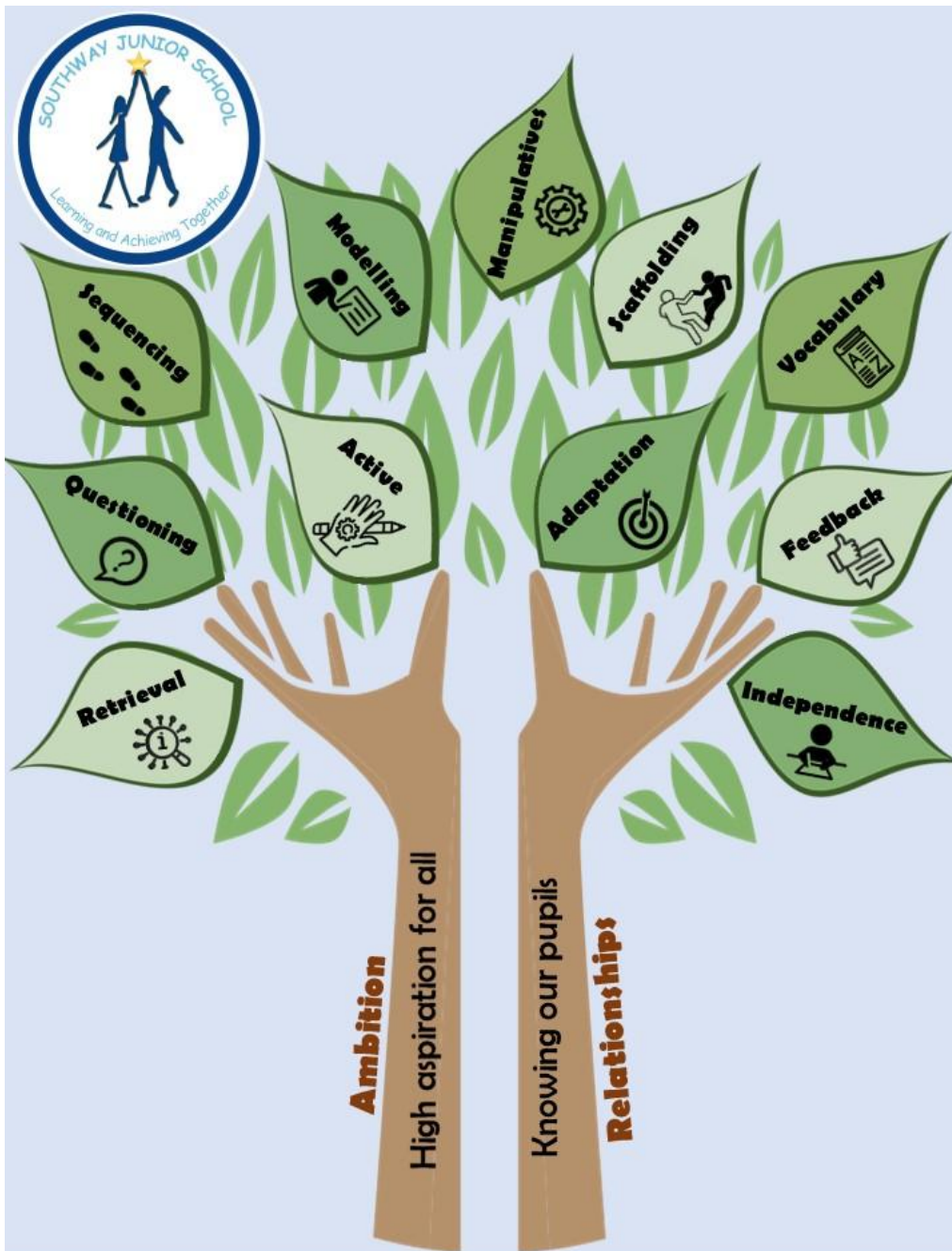
- Dance
- Gymnastics
- Athletics
- Swimming
- Striking and Fielding: Cricket, Rounders
- Games (Invasion): Netball, Tag Rugby, Football, Hockey, Basketball, Handball, Cricket
- Outdoor & Adventurous Activity (OAA)
– Orienteering, Lodge Hill

Disciplinary Concepts

- Decision-making
- Evaluating and improving performance
- Tactical awareness
- Rules and fairness
- Collaboration and communication
- Resilience and perseverance
- Health and fitness understanding
- Risk awareness and safety

Substantive Concepts

- Movement and Physical Skills
- Games (Invasion)
- Dance
- Gymnastics
- Athletics
- Outdoor & Adventurous Activity (OAA)
- Health and Fitness



Ambition – high aspiration for all...

Relationships – knowing our pupils....

Sequencing Carefully planned, building on prior learning towards endpoints

Retrieval Revisiting prior learning and make connections...

- Benefits of retrieval practice include:
- Identify gaps in knowledge
- Make connections
- Check for understanding
- Address misconceptions
- Strengthen connections
- Get ready for new knowledge!

Modelling – Demonstrating and showing linked to learning.... When planning our lessons, it is important that we not only plan for what our pupils should do but also plan for the errors that our pupils could make (**I do, we do and you do**)

Vocabulary – Explicit teaching of new vocabulary, which can be a huge barrier to understanding, should be a fundamental part of our teaching. To ensure inclusiveness, even pre-taught to some learners so that their understanding during a lesson will be greater – use dual coding

Questioning Checking pupils' understanding

- Only ask one question at a time. Think about your question – should it be 'open' or 'closed'? Include thinking time – up to 10 seconds.
- If needed, consider clueing rather than giving the final answer.
- Build on prior knowledge by asking: "What do you already know that may be helpful?"
- Focus questions particularly on the learning objective and key vocabulary

Small Steps Chunking new and complex learning...According to [cognitive load theory](#), because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.

Adaptation Adjusting to meet needs...

Active Pupils busy and engaged...avoid too many slides – teach some lessons without – go outside!

Hands-on Across the curriculum, resources bring lessons and learning to life, for example in maths using concrete, pictorial, and abstract manipulatives to understand mathematical concepts

Scaffolding Temporary prompts, support sentence starters, word banks task plans, writing frames/cartoon strips/ graphic organisers 'Concrete' resources, visuals, modelling examples (**I do, we do, you do**)

Independence Time given for practice to develop confidence in knowledge and skills

Feedback Giving advice and celebrating success... praise is specific and targeted
Encourage reflection and monitor progress and adapt.

Quality First Teaching

Quality First Teaching



Southway Junior School
"Learning and Achieving Together"

PHYSICAL EDUCATION (P.E.) curriculum

Year group	Autumn		Spring		Summer	
3	Gymnastics (Shape) Invasion Games	Gymnastics (Movement) Football	Dance (Extreme Earth) <i>Orienteering</i>	Dance (Romans) Handball	Athletics Striking & Fielding (Cricket)	Athletics Striking & Fielding (Cricket)
4	Dance (Electricity) Netball Swimming (1 class)	Gymnastics (Movement) Invasion Games Swimming (1 class)	Gymnastics Dance (Carnival of Animals) Swimming (1 class)	Gymnastics Tag Rugby Swimming (1 class)	Athletics Striking & Fielding (Stoolball) Swimming (1 class)	Athletics Striking & Fielding (Stoolball) Swimming (1 class)
5	Dance (Tudor) Tennis	Gymnastics (Movement) Invasion Games	Gymnastics Orienteering	Dance (Charleston) Netball	Athletics Striking & Fielding (Rounders)	Athletics Striking & Fielding (Rounders)
6	Dance (Evaporation) Netball	Gymnastics (Movement) Invasion Games	Dance (Haka) Hockey	Gymnastics Tag Rugby	Athletics Striking & Fielding	Athletics Striking & Fielding

Year group	Autumn	Spring	Summer
Year 3	Gymnastics (x2), Invasion and Football Autumn 1 – Gymnastics (Shape) 1. WALT perform a static body shapes 2. WALT make body shapes in the air 3. WALT perform rhythmic gymnastics moves 4. WALT perform rhythmic gymnastics moves 5. WALT create symmetrical body shapes 6. WALT apply the gymnastics skills I have learnt Autumn 1 - Invasion 1. WALT understand the basic principles of invasion games 2. WALT move with the ball 3. WALT use a range of techniques to pass the ball 4. WALT understand the basic principles of defending 5. WALT understand the basic principles of attacking in invasion games 6. WALT apply the basic principles of invasion games. Autumn 2 – Gymnastics (Movement) 1. WALT perform a range of jumps accurately (star jump, tuck jump, straddle jump, pike jump) 2. WALT accurately perform a forward roll and tucked backwards roll 3. WALT perform a squat on a vault 4. WALT perform a lunge into a handstand and a cartwheel 5. WALT link movements together by performing a chassis step and half turn 6. WALT create and perform gymnastics movements with a partner. Autumn 2 - Football 1. WALT dribble 2. WALT to pass the ball 3. WALT shoot 4. WALT use turn	Dance (x2), Orienteering and Invasion Spring 1 - Dance (Extreme Earth) 1. WALT improvise and create movements with a partner 2. WALT create imaginative movements with different stimuli 3. WALT develop new actions why working in a small group 4. WALT show awareness of others when moving 5. WALT work with a partner to create a dance to show feelings and emotions 6. WALT work in a group to link actions to create a dance motif Spring 1 - Orienteering 1. WALT work effectively with others 2. WALT follow multistep instructions 3. WALT to solve a range of problems when working with others 4. WALT follow a set of instructions accurately and give instructions 5. WALT follow simple maps 6. WALT know what orienteering is and follow basic map symbols Spring 2 - Romans 1. WALT combine and perform movement phrases to represent facts about the Roman Empire 2. WALT compose and perform movement sequences with expression 3. WALT link and combine movement phrases 4. WALT develop a longer dance in groups to tell the story of Pompeii 5. WALT perform and dance with precision and control 6. WALT perform longer dance sequences and use vocabulary to describe and improve work Spring 2 – Invasion - Handball	Athletics, Striking and fielding Summer 1 - Athletics 1. WALT practice existing running, jumping and throwing skills 1. WALT practice existing running, jumping and throwing skills 2. WALT sprint effectively 3. WALT run with fluency over hurdles 4. WALT jump for distance 5. WALT develop and refine different throwing techniques 6. WALT learn different push throw techniques Summer 1 – Striking and fielding 1. WALT catch a ball with accuracy 2. WALT catch a ball with accuracy 3. WALT use an overarm throw to hit a target 4. WALT use an overarm throw to hit a target 5. WALT strike a ball in an intended direction 6. WALT strike a ball in an intended direction Summer 2 – Athletics 1. WALT jump for distance 2. WALT jump for distance 3. WALT develop and refine different throwing techniques 4. WALT develop and refine different throwing techniques 5. WALT learn different push throw techniques 6. WALT learn different push throw techniques Summer 2 – Striking and Fielding? 1. WALT successfully use a range of fielding techniques 2. WALT successfully use a range of fielding techniques 3. WALT use striking and fielding skills in a game 4. WALT use striking and fielding skills in a game 5. WALT design and play games that involve striking and fielding

	5. WALT practice the skills of dribbling , passing and turning 6. WALT practice the skills of dribbling , passing and turning	1. WALT throw and catch 2. WALT develop our throwing and catching 3. WALT pass and shoot 4. WALT develop passing and shooting 5. WALT move with / without the ball (focus dribbling) 6. WALT apply the skills of throwing, catching, passing and shooting.	6.WALT design and play games that involve striking and fielding
Year 4	Gymnastics, Dance, Invasion, Autumn 1 – Dance - Electricity 1. WALT respond to stimuli, improvising freely using a range of movements 2. WALT perform a variety of dance techniques with accuracy and consistency. 3. WALT work with a group to create appropriate dance movements to fit with musical stimuli 4. WALT represent objects and actions through a dance phase 5. WALT select a range of dance movements to create a dance phase that demonstrates my ideas 6. WALT suggest improvement to groups dance phases based on peer feedback Autumn 1 – Invasion (Netball) 1. WALT move into a space at different speed with control. 2. WALT to perform different types of passes with accuracy, control and consistency. 3. WALT develop attacking skills with accuracy, control and consistency. 4. WALT develop defending skills with accuracy, control and consistency. 5. WALT develop dribbling skills with accuracy, control and consistency. 6. WALT suggest tactics when performing attacking and defending skills learnt, with accuracy, control and consistency. Autumn 2 - Gymnastics	Gymnastics, Dance, Invasion Spring 1 – Dance - 1. WALT: learn about ‘dance tools’, understand and explain their terms and able to apply them to a set phrase 2. WALT: To be able to create appropriate movement from music that links to the theme of new industrial revolution inventions and buildings 3. WALT: explore interesting ways of travelling, focusing on group travelling and unison, and use movement to show specific Victorian modes of transport 4. WALT: create movement that explores the workhouses and factories during the Victorian era, focusing especially on machines. 5. WALT: create a short piece of movement based on the work of chimney sweepers in the Victorian era. 6. WALT: perform and evaluate our dances Spring 1 – Invasion - Hockey 1. WALT pass a receive a ball 2. WALT dribble with the ball 3. WALT get past an opponent 4. WALT tackle and opponent and win the ball back 5. WALT hit the ball 6. WALT apply the skills we have learnt Spring 2 – Swimming Classes have a 6 week block each – coaching provided by Ten Triangle Leisure Centre 1. WALT: Learn how to swim (external provider / sets) 2. WALT: Learn how to swim (external provider / sets)	Athletics and Stoolball Summer 1 - Athletics 1. WALT practice existing running, jumping and throwing skills 2. WALT practice existing running, jumping and throwing skills 3. WALT improve running technique for sprinting 4. WALT improve running technique for sprinting 5. WALT practice relay running 6. WALT practice relay running Summer 1 - Stoolball 1. WALT understand the skills of stoolball 2. WALT understand the skills of stoolball 3. WALT develop underarm bowling actions with variation of pace 4. WALT develop underarm bowling actions with variation of pace 5. WALT strike on the edge/ offside 6. WALT strike on the edge/ offside Summer 2 – Athletics continued.... 1. WALT practice jumping for distance 2. WALT practice jumping for distance 3. WALT learn the pull throw technique 4. WALT learn the pull throw technique 5. WALT refine our running jumping and throwing skills 6. WALT refine our running jumping and throwing skills

	1. WALT perform a range of jumps and leaps 2. WALT perform a straddle forward roll correctly 3. WALT perform a straddle on a vault 4. WALT perform a lunge into a cartwheel 5. WALT link movements together by performing a straight jump, full turn, cat leap half turn 6. WALT work in small group to perform a gymnastics routine with a theme. Autumn 2 - Invasion 1. WALT practice common skills needed for invasion 2. WALT use a range of techniques to move with the ball 3. WALT pass and receive a football with increasing accuracy and success 4. WALT understand and use attacking skills and strategies 5. WALT use defending skills and strategies 6. WALT use goal keeping skills to defend a goal.	3. WALT: Learn how to swim (external provider / sets) 4. WALT: Learn how to swim (external provider / sets) 5. WALT: Learn how to swim (external provider / sets) 6. WALT: Learn how to swim (external provider / sets) Spring 2 – Invasion – Tag Rugby 1. WALT throw and catch a rugby ball 2. WALT pass a rugby ball whilst in the move and pass into a space 3. WALT understand and apply the rules of tag 4. WALT gain possession by intercepting a pass 5. WALT use attacking and defending skills to make tactical decisions 6. WALT apply attacking and defending skills to a game and evaluate the performance of others	Summer 2 – Stoolball 1. WALT develop fielding skills (throwing and catching) 2. WALT develop fielding skills (throwing and catching) 3. WALT develop defensive fielding techniques 4. WALT develop defensive fielding techniques 5. WALT umpire and score 6. WALT umpire and score
Year 5	Gymnastics, Dance, Tennis and Invasion Autumn 1 – Dance (Tudor) 1. WALT apply mirroring in a dance (x2 sessions) 2. WALT apply mirroring in a dance 3. WALT apply counts of eight to our dance movements (x2 sessions) 4. WALT apply counts of eights to our dance movements 5. WALT perform using a range of techniques 6. WALT create a Tudor inspired dance Autumn 1 - Tennis 1. WALT understand the basics of tennis 2. WALT understand and use the ready position and forehand 3. WALT understand and apply backhand techniques 4. WALT use forehand and backhand volley shot 5. WALT use diagonal play 6. WALT apply skills to mini games	Gymnastics, Dance, Orienteering and Netball Spring 1 – Dance WW2 1. WALT perform a Charleston dance 2. WALT perform the Lambeth Walk 3. WALT perform the Lindy Hop 4. WALT plan an interpretative dance 5. WALT perform and interpretative dance 6. WALT plan and perform in a WW2 style dance Spring 1 - Orienteering 1. WALT work together in small groups solving problems 2. WALT describe how the body works at different times and how this affects leadership 3. WALT navigate around a space with growing confidence 4. WALT read a map with increasing confidence and within a time limit 5. WALT create symbols that are effective for map reading 6. WALT follow a map with increasing confidence	Athletics and Rounders Summer 1 - Athletics 1. WALT practice and refine existing running, jumping and throwing skills 2. WALT practice and refine existing running, jumping and throwing skills 3. WALT use effective techniques for sprinting including the sprint start 4. WALT use effective techniques for sprinting including the sprint start 5. WALT sustain my running pace over a distance 6. WALT sustain my running pace over a distance Summer 1 - Rounders 1. WALT learn the correct techniques for throwing and battling 2. WALT learn the correct techniques for throwing and battling 3. Use the correct techniques for throwing and catching when fielding

	Autumn 2 – Gymnastics 1.WALT perform Stag and Split Leap jumps 2.WALT perform Stag and Split Leap jumps 3. WALT perform Pike rolls (forward and backwards) 4. WALT perform Pike rolls (forward and backwards) 5. WALT perform a squat through vault 6. WALT perform a squat through vault Autumn 2 – Invasion Games 1. WALT use a range of skills to move with the ball 2. WALT use the correct technique to pass the ball 3. WALT keep possession of the ball 4. WALT use different tactics for attacking in invasion games 5. WALT win back possession of the ball 6. WALT adapt our movements for attacking and defending	Spring 2 – Gymnastics (extension of Gym 1) 1. WALT perform a round off 2. WALT perform a round off 3. WALT plan a sequence of gymnastic moves that are creatively linked together 4. WALT plan a sequence of gymnastic moves that are creatively linked together 5. WALT perform a gymnastics sequence in a pair or group in time to music. 6. WALT perform a gymnastics sequence in a pair or group in time to music. Spring 2 - Netball 1. WALT throw and catch the ball using a stable body position 2. WALT dodge and pivot 3. WALT shoot and defend a shot 4. WALT develop our attacking skills 5. WALT develop our defensive skills 6. WALT apply our skills to small games	4. Use the correct techniques for throwing and catching when fielding 5. Understand the role of the backstop and field using correct techniques 6. Understand the role of the backstop and field using correct techniques Summer 2 – Athletics continued 1. WALT practice jumping for height 2. WALT practice jumping for height 3. WALT practice the fling throwing technique 4. WALT practice the fling throwing technique 5. WALT use a variety of throwing techniques 6. WALT use a variety of throwing techniques Summer 2 – Rounders continued 1. WALT understand and practices the role of deep fielders 2. WALT understand and practices the role of deep fielders 3. WALT read the game (play) and apply tactics to outwit opponents 4. WALT read the game (play) and apply tactics to outwit opponents 5. WALT apply the rules during a game of rounders 6. WALT apply the rules during a game of rounders
Year 6	Gymnastics, Dance, Invasion and Netball Autumn 1 - Dance 1. WALT respond to stimuli creating movement phrases using specific skills 2. WALT design our own movement phrases representing rivers and seas 3. WALT link and combine movement phrases and patterns 4. WALT perform short dance phrases with expression 5. WALT respond to a change in stimuli 6. WALT perform and dance using a range of movement patterns	Gymnastics, Dance, Hockey and Tag Rugby Spring 1 - Dance 1. WALT remember, practise and combine complex dance movements 2. WALT create movements similar to a known dance 3. WALT create a narrative through movement 4. WALT respond to a variety of ideas 5. WALT select appropriate dance movements to fit with a certain dance style 6. WALT suggest and make improvements to our dance phrases.	Athletics and Cricket Summer 1 - Athletics 1. WALT use running, jumping throwing and catching in isolation and combination 2. WALT use running, jumping throwing and catching in isolation and combination 3. WALT work as team to competitively perform a sprint replay 4. WALT work as team to competitively perform a sprint replay 5. WALT control running pace over a range of distances 6. WALT control running pace over a range of distances

	Autumn 1 - Netball 1. WALT understand the basics of Netball 2. WALT understand the basics of netball (footwork and pivoting) 3. WALT apply attacking skills (dodging) 4. WALT apply defending skills 5. WALT shoot 6. WALT understand what a centre pass is and how it can be used . varied Autumn 2 - Gymnastics 1. WALT accurately perform cat leap full turn and stag leaps 2. WALT accurately perform cat leap full turn and stag leaps 3. WALT perform a dive forward roll and a pike backward roll 4. WALT perform a dive forward roll and a pike backward roll 5. WALT accurately perform a straddle over a vault 6. WALT accurately perform a straddle over a vault Autumn 2 - Invasion 1. WALT apply skills and knowledge to be able to move with the ball 2. WALT apply skills and knowledge to pass and move with the ball 3. WALT apply a variety of attacking skills to a game 4. WALT apply a range of defending skills to a game 5. WALT invent a new game that requires attacking and defending skills 6. WALT apply the attacking and defending games to play an invasion game and evaluate its success.	Spring 1 - Hockey 1. WALT understand the basics of hockey and the dribbling technique used in the game 2. WALT strike and stop a ball 3. WALT develop the push-pass technique 4. WALT perform the Indian dribbling technique 5. WALT understand and perform a block tackle 6. WALT perform basic shooting techniques Spring 2 - Gymnastics 1. WALT perform a hurdle step into a cartwheel with a round-off 2. WALT perform a hurdle step into a cartwheel with a round-off 3. WALT perform a series of movements in quick succession linked together to perform a sequence. 4. WALT perform a series of movements in quick succession linked together to perform a sequence. 5. WALT work in a large group to choreograph and perform gymnastics to music 6. WALT work in a large group to choreograph and perform gymnastics to music Spring 2 – Tag Rugby 1. WALT evade a tag opponent 2. WALT pass and receive a pass at speed 3. WALT pass and receive a pass at speed in a game situation 4. WALT refine attacking and defending skills 5. WALT develop tactics as a team 6. WALT apply learnt skills in a game of tag rugby	Summer 1 - Cricket 1. WALT catch balls at speed 2. WALT catch balls at speed 3. WALT to attack using effective fielding techniques 4. WALT to attack using effective fielding techniques 5. WALT throw a ball over distance 6. WALT throw a ball over distance Summer 2 – Athletics continued 1. WALT refine hurdling techniques 2. WALT refine hurdling techniques 3. WALT practice and refine jumping techniques 4. WALT practice and refine jumping techniques 5. WALT throw for distance using the heave throw technique 6. WALT throw for distance using the heave throw technique Summer 2 – Cricket continued 1. WALT strike a bowled ball over distance into a space 2. WALT strike a bowled ball over distance into a space 3. WALT bowl overarm at a target 4. WALT bowl overarm at a target 5. WALT apply striking and fielding techniques to a circuit of activities 6. WALT apply striking and fielding techniques to a circuit of activities
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