

Hockey						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can use a bat or racket to toss a ball at close range into the air.</p> <p>Can throw a ball to a partner to hit with a bat/racket and can hit a thrown ball with a bat/racket.</p> <p>With a partner begin to send and receive a ball using a bat/racket and ball.</p>	<p>Hockey is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>To be able to use the correct grip whilst using the hockey stick.</p> <p>To be able to successfully dribble in a straight line To begin to be able to dribble successfully in and out of cones in a straight line.</p> <p>To complete a push pass correctly and consistently whilst aiming at a target.</p> <p>To use the correct technique when trapping a ball which is rolled at a slow pace.</p> <p>Using a partner being able to pass and trap a ball correctly between each other consistently.</p>	<p>To dribble effectively through cones</p> <p>To pass and trap using the correct technique</p> <p>To pass and trap using the correct technique</p> <p>To use the correct technique when shooting from close range and from different angle</p> <p>To begin to look at the block tackle.</p> <p>To use and apply the skills taught in small sided games</p>	<p>To dribble effectively in different directions</p> <p>To use the push pass whilst on the move</p> <p>To pass accurately using the push pass and the slap shot over a variety of distances</p> <p>To look at shooting from a variety of ranges and angles</p> <p>To effectively and safely use the jab/block tackling technique</p> <p>To use and apply the skills taught in small sided games</p> <p>Assessment opportunity</p>	<p>To recap the correct technique of how to dribble</p> <p>To recap the push pass and correct technique for trapping and moving into space</p> <p>To recap the correct technique for a slap shot</p> <p>To recap the correct safe tackling techniques</p> <p>To transfer skills to small sided attacking and defensive games</p> <p>To use and apply the skills taught in small sided games</p>

Rugby						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can walk and jog in a space avoiding others and obstacles.</p> <p>Can walk and jog backwards avoiding others and obstacles.</p> <p>Can alternate speed; moving quick then slow, then quick etc.</p> <p>Can play a team game involving stopping, starting and following instructions.</p>	<p>Rugby is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>	<p>To be able to pass and catch a rugby ball using the correct grip</p> <p>To signal for the ball</p> <p>To begin to look at passing backwards.</p> <p>To run forwards with the ball and dodge an opponent</p> <p>To begin to look at tagging an opponent</p> <p>To complete mini games to incorporate the skills</p>	<p>To develop passing and catching</p> <p>To develop passing and catching and begin to look at running onto the ball</p> <p>To develop dodging</p> <p>To work as a team when tagging a player</p> <p>To mark an opponent effectively</p> <p>To complete mini games to incorporate the skills</p>	<p>To be able to pass accurately using correct technique (6 o clock)</p> <p>To pass and receive the ball whilst on the move</p> <p>To ensure that passes go backwards</p> <p>To be able to defend with accuracy and efficiency</p> <p>To be able to defend with accuracy and efficiency</p> <p>To complete mini games to incorporate the skills</p>	<p>To be able to pass accurately using correct technique (6 o clock)</p> <p>To pass and receive the ball whilst on the move</p> <p>To ensure that passes go backwards</p> <p>To be able to defend with accuracy and efficiency</p> <p>To be able to defend with accuracy and efficiency</p> <p>To adapt games to focus on defending or attacking</p> <p>To develop tactics for a game situation</p>	

					To complete mini games to incorporate the skills
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Football						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can walk and jog in a space avoiding others and obstacles.</p> <p>Can walk and jog backwards avoiding others and obstacles.</p> <p>Can alternate speed; moving quick then slow, then quick etc.</p> <p>Can play a team game involving stopping, starting and following instructions.</p>	<p>Football is not taught in Year 1 and Year 2.</p> <p>However, links can be made within multi-skills, team relays and team games.</p>	<p>To control the ball using the inside or bottom of your foot</p> <p>To dribble in a straight line using their dominant foot.</p> <p>To complete and receive short side foot passes with your dominant foot</p> <p>To complete and receive passes both long and short</p> <p>To shoot the ball into an empty net with accuracy</p> <p>To begin to look at using the block tackle</p> <p>To complete mini small sided games looking at using all the skills we have learned over the half term.</p>	<p>To control the ball using the inside or bottom and side of your foot.</p> <p>To dribble around cones effectively using both feet.</p> <p>To complete and receive short passes whilst on the move.</p> <p>To shoot accurately using the inside of your foot</p> <p>To use the block tackle effectively</p> <p>To be able to use space effectively in attacking drills</p> <p>To complete mini small sided games looking at using all the skills we have learned over the half term.</p>	<p>To introduce the use of a turn when dribbling (Drag back)</p> <p>To accurately pass and receive both short and longer passes whilst using a variety of different techniques.</p> <p>To shoot with power and precision using both the inside of their foot and laces.</p> <p>To be able to defend effectively using a range of techniques (block tackle, guiding, backward steps)</p> <p>To be able to pass and move effectively into space To be able to shield the ball from a defender.</p> <p>To complete mini small sided games</p>	<p>To explore a variety of different turns in football whilst dribbling (Drag back and Croft)</p> <p>To complete and receive short and long passes whilst on the move using multiple techniques.</p> <p>To shoot with power and precision using a variety of different shooting methods (inside of the foot and laces)</p> <p>To apply passing, moving and dribbling into a range of attacking and defensive drills.</p> <p>To apply passing, moving, dribbling and shooting into a range of attacking and defensive drills.</p>	

				<p>looking at using all the skills we have learned over the half term.</p>	<p>To apply passing, moving, dribbling and shooting into a range of attacking and defensive drills, increasing the amount of defenders.</p> <p>To complete mini small sided games looking at using all the skills we have learned over the half term.</p>
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Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can make big actions with their body.	I am learning to copy different rhythmic patterns.	To perform and repeat simple rhythmic patterns: reaching; waving; pointing; hand gestures.	To perform basic dance actions with greater control and fluency	To develop simple motifs	To perform basic dance actions with increased control	To demonstrates strong movements throughout a dance sequence.
Can make small actions with their body.	I am learning to perform different rhythmic patterns.	To give feedback about their feelings after dancing.	To perform basic dance actions with greater control and fluency	To use different partner work devices	To demonstrate strong movements throughout a dance sequence.	To move appropriately and with the required style in relation to the stimulus.
Can make heavy, angry movements (to the beat of a drum).	I am learning to copy movement ideas in response to a story.	To select movements in response to a song: tempo / meaning / gesture.	To perform basic dance actions with greater control and fluency	To capture the mood of a dance	To compose dances by using, adapting and developing steps, formations and patterning	To begin to show a change of pace and timing in their movements.
Can make light, happy movements (to a triangle).	I am learning to create moves in order to create my own dance.	To remember simple actions and repeat them.	Perform with a sense of phrasing, rhythmically and musically	To demonstrate rhythm and spatial awareness.	To begin to show a change of pace and timing in their movements.	To be able to move to the beat accurately in dance sequences.
Can show a feeling through movement.	I am learning to copy moves in order to create my own dance.	To respond to a stimulus, verbalising and justifying ideas.	Perform with a sense of phrasing, rhythmically and musically	To perform dances clearly and fluently	To explore and improvise ideas working on their own	To dance with fluency, linking all movements and ensuring they flow.
	I am learning to create moves in order to create my own dance.	To change and vary actions in response to changes in music.	Perform with a sense of phrasing, rhythmically and musically	Evaluate and improve their own work	To perform dance expressively	To demonstrates consistent precision when performing dance sequences.
		To understand & relate the structure				

		<p>of the dance to the structure of the song.</p> <p>To perform a whole dance that has a simple structure.</p> <p>To orally evaluate work, saying what is good and what could be improved.</p> <p>To respond to a stimulus to create a dance individually and in a small group.</p> <p>To talk about the dance and what was successful / could be improved.</p>				
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Basketball						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can throw a large ball up and catch it with two hands.	Basketball is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.		To learn to dribble with one hand	To dribble around cones beginning to look at using both hands and switching	To dribble effectively and efficiently around cones in different directions.	To dribble effectively and efficiently around cones in different directions.
Can use two hands to throw a large ball to a partner over a close distance.			To begin to look at passing (chest pass)		To pass more accurately and quickly in different directions and types e.g. bounce pass chest pass overarm	To pass more accurately and quickly in different directions and types e.g. bounce pass chest pass overarm
Can use two hands to catch a large ball from a partner over a close distance.			To begin to look at passing (chest pass) and moving	To pass effectively and efficiently using chest pass and over arm pass.		
Can throw and catch a ball with increasing precision over a greater distance.			To begin to look at the skills needed for shooting.	To signal for the ball with non-verbal communication	To shoot with increasing accuracy and distance	To shoot with increasing accuracy and distance
Can bounce a big ball to the floor and catch with two hands.			To begin to look at the skills needed for shooting.	To pass effectively and efficiently using chest pass, bounce pass and over arm pass.	To reinforce pass and move using keep possession games – principles of attack to keep the ball and principles of defence regain the ball.	To use attacking and defending strategies more consistently
Can bounce a ball to the floor and pat 2 or more times.			To compete in mini games to incorporate the skills	To pass and move to retain possession ensuing that correct decision making is completed when to pass and when to dribble	To reinforce pass and move using keep possession games – principles of attack to keep the ball and principles of defence regain the ball.	To choose, combine and perform ball handling skills more fluently and effectively in games
Can bounce a ball to a partner over a short distance.						
Can catch a bouncing ball from a partner over a short distance.						
Can catch a bouncing ball from a partner over a greater distance.						
Can bounce and receive a ball within a small group.				To use the correct shooting style not underarm.		To compete in mini games to incorporate the skills

			To compete in mini games to incorporate the skills	To compete in mini games to incorporate the skills	
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Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can walk on a wide flat plank (balanced between two crates).	To be able to complete a simple individual running race	To be able to complete a simple individual running race (using timers)	To begin to look at an efficient running style	To look at an efficient running style	To use the correct starting position when running a race	To use the correct starting position when running a race
Can jump forward with two feet and soft knees.	To run over different distances and obstacles (small hurdles)	To run over different distances and obstacles (small hurdles)	To run over different distances and obstacles (medium hurdles)	To run over different distances and obstacles (medium hurdles)	To keep track a series of running times and present them in an appropriate manner	To keep track a series of running times and present them in an appropriate manner
Can jump off a low level object (crate) with two feet and soft knees.	To complete races where you need to tig the next runner	To complete races where you need to tig the next runner	To begin to look at methods of passing the baton (standing pass)	To begin to look at team running; methods of passing the baton (standing pass)	To run over the larger hurdles	To run over larger hurdles
Can hop on dominant leg on spot 2 or 3 times.	To begin to look at the correct technique for a standing long jump	To begin to look at the correct technique for a standing long jump	To use the correct technique for a standing long jump	To use the correct technique for a standing vertical jump	To understand how technique, rhythm and stride pattern can affect performance	To understand how technique, rhythm and stride pattern can affect performance
Can jump for distance.	To begin to be able to look at throwing over arm (bean bags, quoits, tennis balls)	To use the correct technique for a standing javelin throw (indoor javelin)	To use the correct technique for a standing javelin throw	To use the correct technique for a standing javelin throw	To use an efficient technique to pass a baton in a relay	To use an efficient technique to pass a baton in a relay
Can jump for height understanding using their head, arms and feet, applying the basic jumping technique.	To begin to be able to look at throwing over arm (bean bags, quoits, tennis balls)	To use the correct technique for a standing shot put (indoor shot put)	To use the correct technique for a standing shot put	To use the correct technique for a standing shot put	To use the correct technique for a running long jump	To develop technique for a range of different standing and running jumps
Can jump in different directions.	To use a double hand push pass for a basketball	To begin to use the correct technique for a standing discus throw	To use the correct technique for a standing discuss throw	To use the correct technique for a standing discuss throw	To be able to use the correct technique for javelin (including 3 step run up)	(Standing long jump) Standing vertical jump Stranding
Can jump as part of a team game.					To use the correct technique for shot put (with a spin)	To be able to use the correct technique for javelin (including run up)

					<p>To use the correct technique for a discus with a spin</p>	<p>To use the correct technique for shot put (with a spin)</p> <p>To use the correct technique for a discus with a spin</p>
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Tennis						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can use a bat or racket to toss a ball at close range into the air.</p> <p>Can throw a ball to a partner to hit with a bat/racket and can hit a thrown ball with a bat/racket.</p> <p>With a partner begin to send and receive a ball using a bat/racket and ball.</p>	<p>Tennis is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>	To develop control over the racket (individually)	To develop control over the racket (individually)	To begin to use the correct single handed grip for forehand	To use the correct single handed grip for forehand	
		To begin to use the correct double handed grip for forehand	To use the correct double handed grip for forehand	To begin to use the correct single handed grip for backhand	To use the correct single handed grip for backhand	
		To begin to use the correct double handed grip for backhand	To use the correct double handed grip for backhand	To develop technique and control when hitting a ball looking at aiming for specific targets	To develop and evaluate technique and control when hitting a ball looking at aiming for specific targets	
		To begin to develop technique and control when hitting a ball (forehand and backhand)	To develop technique and control when hitting a ball	To receive the ball from different angles and heights (volley)	To receive the ball from different angles and heights (volley) improving consistency with returns	
		To be able to return a shot using both forehand and backhand	To begin to receive the ball from different angles To begin to able to volley accurately.	To be able to hold a rally.	To be able to hold a rally. with increased consistency of technique and control	
		Mini Games – assessment opportunity	Mini Games – assessment opportunity	Mini Games – assessment opportunity		

Cricket						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can throw a beanbag up and catch it with two hands.</p> <p>Can throw a bean bag from one hand to the other.</p> <p>Can throw a beanbag to a partner with aim over a short distance.</p> <p>Can catch a beanbag from a partner with two hands over a short distance.</p> <p>Can use a bat or racket to toss a ball at close range into the air.</p> <p>Can throw a ball to a partner to hit with a bat/racket and can hit a thrown ball with a bat/racket.</p> <p>With a partner begin to send and receive a ball using a bat/racket and ball.</p>	<p>Cricket is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>To be able to catch a straight ball stood still</p> <p>To know the basics of underarm bowling</p> <p>To begin to strike a ball in a controlled manner</p> <p>To know how to hold a cricket bat</p> <p>To be able to underarm bowl and bat in an appropriate manner</p> <p>Mini games – Can children incorporate all of the skills (assessment opportunity)</p>	<p>To be able to catch a high catch</p> <p>To improve the consistency of underarm bowling and begin to look at overarm</p> <p>To develop striking skills e.g. sideways to hold the bat</p> <p>To develop accuracy within a pull shot</p> <p>Mini games – Can children incorporate all of the skills (assessment opportunity)</p>	<p>To further develop catching in a variety of catches and catching on the move. Long barrier High catch Low catch</p> <p>To develop bowling technique (overarm)</p> <p>To identify strengths and weaknesses in their own performances</p> <p>To develop striking skills by hitting targets (square cut and Pull)</p> <p>To be able to overarm bowl and bat in a more consistent manner. Mini games – Can children incorporate all of the skills (assessment opportunity)</p>	<p>To further develop catching in a variety of catches and catching on the move. Long barrier High catch Low catch</p> <p>To develop bowling technique (overarm)</p> <p>To recognise strengths and weaknesses in their own performances and adapt practises for how they could combat this</p> <p>To develop striking skills by hitting targets</p> <p>To develop the consistency and accuracy of their striking and fielding skills To select and use skills appropriately in a game situation</p>

Rounders						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can use a bat or racket to toss a ball at close range into the air.</p> <p>Can throw a ball to a partner to hit with a bat/racket and can hit a thrown ball with a bat/racket.</p> <p>With a partner begin to send and receive a ball using a bat/racket and ball.</p>	<p>Rounders is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>Rounders is not taught in Year 3 and 4 as we have another block on multi-skills in order to gain all of the specific skills needed to participate within rounders. EG throwing, catching</p>		<p>To further develop catching a variety of catches (High/low)</p> <p>To develop bowling technique</p> <p>To develop striking skills</p> <p>To identify strengths and weaknesses in their own performances (link to week 1, 2 and 3)</p> <p>To look at specific tactics within a game when batting and fielding</p> <p>Mini Games – assessment opportunity</p>	<p>To further develop catching and throwing (specifically getting to a post)</p> <p>To use a consistent bowling technique</p> <p>To develop striking skills aiming at specific targets</p> <p>To recognise strengths and weaknesses in their own performances and adapt practises for how they could combat this.</p> <p>To look at specific tactics within a game when batting and fielding</p> <p>Mini Games – assessment opportunity</p>

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can walk along different width planks on the flat, a slight incline and decline.</p> <p>Can walk confidently along a sequence of equipment (tyres, crates, planks) showing good balance and control.</p>	<p>To bounce, hop, skip, spring and jump using a variety of take offs –</p> <p>To travel confidently on different parts of the body</p> <p>To observe recognise and copy different body shapes</p> <p>To describe what they see using appropriate vocabulary</p> <p>To hold still balances positions on large or small body parts</p> <p>To link two basic balances together</p> <p>To link together two or more basic actions with control and be able to repeat them</p> <p>To link together two or more basic actions with control and be able to repeat them</p>	<p>To turn, spin and twist on different body parts, showing control and coordination</p> <p>To understand that one part of the body must be fixed to create a twist</p> <p>To perform a range of rolls</p> <p>To perform a range of balances with increasing control</p> <p>To recognise and use changes in level, speed and directions</p> <p>To link together three movements showing contrasts in speed and level and to understand how different movements can be linked together smoothly (think rolls and spins)</p> <p>To plan basic sequences or patterns of three or more movements</p>	<p>To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes</p> <p>To begin to look at different basic rolls</p> <p>To begin to look at different basic balances</p> <p>To adapt and transfer skills safely onto more complex apparatus</p> <p>To create an individual routine which incorporates the skills previously taught</p> <p>To perform an individual routine which incorporates the skills previously taught</p>	<p>To perform a variety of different basic rolls</p> <p>To perform a variety of different basic balances</p> <p>To transfer flight safely onto apparatus</p> <p>To design and create a sequence using planned variations in levels directions and pathways</p> <p>To design and create a sequence using planned variations in levels directions and pathways</p> <p>To perform a sequence using planned variations in levels directions and pathways</p> <p>To give feedback to others about their performance</p>	<p>To perform a variety of different more complex rolls</p> <p>To perform a variety of different more complex balances</p> <p>To demonstrate a variety of body shapes including: straight stand straddle and tuck.</p> <p>To use synchronisation and cannon with a partner travelling rhythmically and well timed</p> <p>To work in pairs to construct, practise evaluate and improve the composition and quality of a sequence</p> <p>To perform a sequence that includes all of the skills previously been looked at</p>	<p>To perform a variety of different complex rolls</p> <p>To perform a variety of different complex balances</p> <p>To understand counter balances and counter tension in 2s</p> <p>To demonstrate a variety of body shapes including: straight stand, straddle, tuck, pike</p> <p>To use synchronisation and cannon with a partner travelling rhythmically and well timed</p> <p>To work in pairs to construct, practise evaluate and improve the composition and quality of a sequence</p> <p>To perform a sequence that includes all of the skills previously been looked at</p>

		<p>which they can remember and repeat</p> <p>To compose and perform a simple sequence with a partner</p>				
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Multiskills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can skip slowly over a short distance using arms for elevation.	To be able to develop agility levels	To be able to show agility in a range of activities	To be able to demonstrate and apply agility in a range of activities	To be able to apply agility consistently in a range of activities	To be able to apply agility consistently in a range of game type situations	To be able to apply agility consistently in a range of game type situations
Can skip smoothly over a longer distance.	To be able to develop agility levels	To be able to show agility in a range of activities	To be able to demonstrate and apply agility in a range of activities	To be able to apply agility consistently in a range of activities	To be able to apply agility consistently in a range of game type situations	To be able to apply agility consistently in a range of game type situations
Can use a bat or racket to toss a ball at close range into the air.	To be able to develop balance	To be able to show balance in a range of activities	To be able to demonstrate and apply balance in a range of activities	To be able to apply balance consistently in a range of activities	To be able to apply balance consistently in a range of game type situations	To be able to apply balance consistently in a range of game type situations
Can throw a ball to a partner to hit with a bat/racket and can hit a thrown ball with a bat/racket.	To be able to develop coordination	To be able to show balance in a range of activities	To be able to demonstrate and apply balance in a range of activities	To be able to apply balance consistently in a range of activities	To be able to apply balance consistently in a range of game type situations	To be able to apply balance consistently in a range of game type situations
With a partner begin to send and receive a ball using a bat/racket and ball.	To be able to develop coordination	To be able to show coordination in a range of activities	To be able to demonstrate and apply balance in a range of activities	To be able to apply coordination consistently in a range of activities	To be able to apply balance consistently in a range of game type situations	To be able to apply balance consistently in a range of game type situations
		To be able to show coordination in a range of activities	To be able to demonstrate and apply coordination in a range of activities	To be able to apply coordination consistently in a range of activities	To be able to apply coordination consistently in a range of game type situations	To be able to apply coordination consistently in a range of game type situations
			To be able to demonstrate and apply coordination in a range of activities		To be able to apply coordination consistently in a range of game type situation	To be able to apply coordination consistently in a range of game type situation

Team Relays						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To work collaboratively as part of a team within a race</p> <p>To participate in team relays or shuttle relays in small groups, using various means of travelling</p> <p>To participate in a pair relay using a beanbag, developing simple technique passing with right hand and receiving with left hand</p> <p>To steer and send a ball safely using a bat/ hockey stick (plastic) To push ball and weave through "slaloms"</p> <p>To use balance in a range of relay activities</p>	<p>To work collaboratively as part of a team within a race</p> <p>To participate in team relays or shuttle relays in small groups, using various means of travelling</p> <p>To participate in a pair relay using a baton, developing simple technique passing with right hand and receiving with left hand</p> <p>To push ball and weave through "slaloms"</p> <p>To dribble with hands and feet to develop control and ability to change speed and direction</p> <p>To use balance in a range of relay activities</p>	Team Relays is not taught in KS2 as we move to more sport specific lessons.			

Team Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can use a bat or racket to toss a ball at close range into the air.</p> <p>Can throw a ball to a partner to hit with a bat/racket and can hit a thrown ball with a bat/racket.</p> <p>With a partner begin to send and receive a ball using a bat/racket and ball.</p>	<p>To travel in different ways with control</p> <p>To travel with a ball in different ways.</p> <p>To be able to aim at a specific target when completing an underarm throw</p> <p>To be able to throw and catch using different apparatus</p> <p>To be able to aim at a specific target when completing a side foot pass</p> <p>To be able to pass and receive a ball when kicking</p>	<p>To be able to throw and kick a ball at a specified target</p> <p>To be able to pass and catch using an underarm and overarm throw in a game</p> <p>To use space when passing and receiving in a game</p> <p>To be able to defend in a game situation</p> <p>To be able to shoot accurately and stop a shot when it has been kicked or thrown</p> <p>To follow the rules of a game</p>	Team Games is not taught in KS2 as we move to more sport specific lessons.			