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| **PE** |
| At Keyworth, we recognise the important role of PE in allowing children to develop their agility, physical coordination, fitness, confidence and enjoyment through physical activities. Children learn how to plan, perform and evaluate actions, often in pairs and small groups, helping them to develop the quality and effectiveness of their work. Through PE, we help children to develop confidence and competence in performing different skills as well as to build resilience to overcome challenges that may arise. Our school promotes a positive attitude towards an active lifestyle and introduces children to lifelong physical activity which will support both their physical and mental health. |

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|  | **Nursery** |
|  | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |
|  | **Moving and Handling** | **Health and Self Care** |
|  | I can climb stairs, steps and move across climbing equipment using alternate feet. I can maintain balance using hands and body to stabilizeI can walk down steps or slopes whilst carrying a small object, maintaining balance and stabilityI can run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstaclesI can balance on one foot or in a squat momentarily, shifting body weight to improve stabilityI can grasp and release with two hands to throw and catch a large ball, beanbag or an objectI can create lines and circles pivoting from the shoulder and elbowI can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons | I can observe and can describe in words or actions the effects of physical activity on my bodyI can name and identify different parts of the bodyI can take practical action to reduce risk, showing my understanding that equipment and tools can be used safelyI can mirror the playful actions or movements of another adult or childI can dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom |
|  | **Reception** |
| Early Learning Goals | **Gross Motor** - Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**Fine Motor** - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. |
|  | **Moving and Handling** | **Health and Self Care** |
|  | I can choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hoppingI can experiment with different ways of moving, testing out ideas and adapting movements to reduce riskI can jump off an object and land appropriately using hands, arms and body to stabilize and balanceI can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstaclesI can travel with confidence and skill around, under, over and through balancing and climbing equipmentI can show increasing control over an object in pushing, patting, throwing, catching or kicking itI can use simple tools to effect changes to materialsI can handle tools, objects, construction and malleable materials safely and with increasing control and intentionI can show a preference for a dominant handI can begin to use anticlockwise movement and retrace vertical linesI can begin to form recognizable letters independentlyI can use a pencil and holds it effectively to form recognizable letters, most of which are correctly formed | I can initiate and describe playful actions or movements for other children to mirror and followI can show understanding of the need for safety when tackling new challenges, and consider and manage some risks by taking independent action or by giving a verbal warning to othersI can show understanding of how to transport and store equipment safelyI can practice some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience |
|  | Key Stage 1 National Curriculum  |
|  | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:* - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
* - Participate in team games, developing simple tactics for attacking and defending
* - Perform dances using simple movement patterns.
* - Swimming lessons are available to Reception and KS1 children. These aim to promote water confidence and to begin to develop basic strokes and swimming techniques.
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|  | **Year 1** |
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|  | **Autumn 1****Games – Throwing Towards a Target** | **Autumn 2****Gymnastics** | **Spring 1****Games – Sending and Receiving**  | **Spring 2****Outdoor Adventurous Activities/Problem Solving**  | **Summer 1****Athletics** | **Summer 2****Games – Net Games Using a Racket**  |
|  | I can move in different ways, avoiding obstacles- hop, skip, jump, slide, walk, runI can hit a target with a ball or beanbagI can roll the ball through a gate to my partner | I can perform different shapes with my body, having different points touching the floor or apparatus (star, straight, tuck shapes) with good techniqueI can perform all 5 gymshapes on low apparatus with good techniqueI can perform aminimum of 3 shapes on high apparatus withgood technique | I can move in a variety of ways, stop on command and change speedI can underarm throw a large ball, beanbag, then a tennis ball to my partnerI can catch a ball (with a minimum of one bounce) | I can react quickly and work effectively as part of a team to complete tasksI can move safely in a confined space avoiding othersI can move quickly and keep an item under control  | I can take off in different ways and land in coordinated ways (walk, fast walk, side step, slow jog, running,walking backwards, jump from 2 feet to 2 feet, hop)I can jump forwards,backwards and sideways on two feet, then hop on one footI can push, pass and bounce a ball to my partner, then throw aball into a target (buckets, hoop,wall targets, boxes etc) | I can control a tennis ball with a racket (walk the dog, balance a ball on the racket, balance ball on racket whilstwalking)I can hit the ball on the ground repeatedly, then bounce and catch it with the opposite handI can drop the ball on the ground and hit itstraight to my partner, then I can catch the ballwhen my partner hits it to me |
| Multi-Ability Focus | **PERSONAL SKILLS**I can follow instructions & work on simple tasks by myself | **SOCIAL SKILLS**I can help and play with others and take turns | **COGNITIVE SKILLS**I can follow simple rules and name things I can do | **CREATIVE SKILLS**I can put more than one skill in order | **PHYSICAL SKILLS**I can compare and develop what I've donebefore | **HEALTH & FITNESS**I can practise safely while avoiding others |
| Vocabulary | Head upFocusStanceAimUnderarmReady positionTargetRollPartnerHopscotchDifferentGateConeBeanbag | ControlBalanceStraightStarTuckHead upBall of feetHigh levelLow levelCombineBend your kneesRocking/rolling | Head upChange directionEyes on ballReady positionFingers spreadMove towards ballCatchRollFollow throughMoveSendingBounce | Head upChange directionReady positionMove quicklyKeep countStraight shapeDodgingEvadingFocusShufflingSupportBend kneesBalanceStrategyTeamworkMove togetherStay attached | Fast armsFast legsKeep on your toesHead straightBack straightBalanceBend your kneesFlat feetArms swing backArms out for balanceLand on feetPoint fingers towards targetFollow through | Head upEyes focusedReady positionBend kneesControlKeep ball on racketHand gripFollow throughRallyRacketBallStrong handHittingSendingObjects |
|  | **Year 2** |
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|  | **Autumn 1****Gymnastics** | **Autumn 2****Games – Net Games Using Hands** | **Spring 1****Outdoor Adventurous Activities/Problem Solving**  | **Spring 2****Games – Dribbling Using Feet** | **Summer 1****Games – Attack vs Defence** | **Summer 2****Athletics** |
|  | I can perform travellingmovements on my feet and with weight on my hands, using apparatus and following differentpathways (zig-zag, L shape etc)I can jump using a skipping ropeI can create and perform a sequence of movements (block 4), including rotation usingapparatus | I can move whilst catching a tennis ballI can accurately underarm throw a ball to my partner and catch itI can drop the ball then accurately hit it to mypartner using a tennis racket | I can react quicker than my opponentI can work as partof a teamI can find spaceI can work with apartner to move over, under and around obstacles. I can complete tasks quickly | I can dribble a ball with my feet with good control, whilst avoiding obstacles, and successfully stop itwith the ball of my foot on commandI can pass the ballaccurately andconsistentlythrough a gateI can keeppossession awayfrom a defender | I can catch an item with two hands, one hand and clap before receiving an itemI can keep moving toreceive a pass thatcould be interceptedI can keep possessionaway from a defenderby moving into spaceto receive an itembeing thrown to me | I can walk and run with good posture and balance (head straight, back straight, keep on your toes)I can jump:- 2 foot to 2 feet- 1 feet to 2 feet- 2 feet to 1 foot- 1 foot to 1 footI can send an object towards a target in different ways (under - arm, over - arm) |
| Multi-Ability Focus | **PERSONAL SKILLS**I can try several times if I don't succeed and ask for help if needed | **SOCIAL SKILLS**I can work sensibly, praise and encourageothers | **COGNITIVE SKILLS**I can recognise similarities and difference & explain why someone is performing well | **CREATIVE SKILLS**I can compare my actions with others and link actionstogether | **PHYSICAL SKILLS**I link movements together in different directions and levels | **HEALTH & FITNESS**I can say how my body feels before, during and after exercise |
| Vocabulary | Tense bodyStraight armsKnees tucked inEgg shapeStatuesStillnessBalls of feetHigh levelLow levelClear shapesCombineStar shapeSpringPathwaysTension | Head upEyes focusedBend kneesReady positionReactionMovementTeamworkForehandContactRacketRally | Head upChange directionReady positionMove quicklyKeep countStraight shapeDodgingEvadingFocusShufflingSupportBend kneesBalanceStrategyTeamworkMove togetherStay attached | Head upFind spaceEyes on ballSoft touchesKeep ball closeFollow throughSide footCommunicationPoint feetLook for partnerDribble into spacePassMove | Head upControlEyes focusedReady positionWork togetherReactionsEvadeInterceptMove quicklyBend knees | Fast armsFast legsKeep on your toesHead straightBack straightBalanceBend your kneesFlat feetArms swing backArms out for balanceLand on feetPoint fingers towards targetFollow through |
|  | **Key Stage 2 National Curriculum**  |
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| Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:* - Use running, jumping, throwing and catching in isolation and in combination
* - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
* - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* - Perform dances using a range of movement patterns
* - Take part in competitive and festival activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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| **Swimming and water safety** All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:* - Swim competently, confidently and proficiently over a distance of at least 25 metres
* - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* - Perform safe self-rescue in different water-based situations.
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|  | **Year 3** |
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|  | **Autumn 1****Games – Dribbling and Passing with Feet** | **Autumn 2****Gymnastics** | **Spring 1****Games – Sending Skills Using Hands** | **Spring 2****Outdoor Adventurous Activities/Problem Solving**  | **Summer 1****Athletics**  | **Summer 2****Games – Passing and Moving with Hands** |
|  | I can accurately pass a ball to my partner whilst in a stationary position and whilst movingI can defend, mark and intercept a ball in a small group situationI can dribble the ball using the inside of my foot to a partner then stop and control the ball using the inside and outside of my feet before swapping roles | I can successfully perform 2 different types of rolls safely (pencil roll, tuck roll)I can link anddevelop 2 differentjumps using apparatus safelyI can use apparatus in more creative ways | I can accurately pass and receive the ball to and from my partner using a number of different throwing techniquesI can drop and bounce the ball to myself and a partner whilst moving and clap before I catch it, changing balls with peers as I moveI can move into a space after I pass the ball in a game situation to keep the ball away from a defenderI can discuss with my peers how my team can keep the ball away from the defender | I can work as part of a team while supporting and leading others. I can learn to trust others while developing verbal and non-verbal communicationI can increase my confidence, knowledge and accuracy to quickly order and create different actionsI have good understanding of safe practice, communication andlistening skills. I can explore my surroundings and follow simpleroutes and trails | I can run with a tall body on balls of the feet, picking feet up high, head held highI can jump from 2 feet to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, left to right and right to left footI can perform a one-handed push throw anda pull throw with accuracy towards atargetI can say which throwwas easiest and mostdifficult to achieve | I can accurately pass and receive the ballto and from my partner using a number of different throwing techniques.I can move into space after I pass the ball in agame situation to keep the ball away from adefenderI can drop and bounce the ball to myself anda partner whilst moving and clap before I catch it, changing balls with peers as I move.I can discuss with my peers how my team can keep the ball away from a defender |
| Multi-Ability Focus | **PERSONAL SKILLS**I can begin to challenge myself and understand my level | **SOCIAL SKILLS**I can show patience with others and shareideas | **COGNITIVE SKILLS**I understand simple tactics of attacking and defending | **CREATIVE SKILLS**I can make up my own rules and versions of activities to suit a task | **PHYSICAL SKILLS**I can perform for longer and repeat actions | **HEALTH & FITNESS**I can describe how/why my body changes duringexercise |
| Vocabulary | Head upSoft touchesChange directionPass with inside of footAwareness of othersFollow throughDodgeEvadeDribble into spacePass quicklyAccuracyAimBall | FocusPoints of balanceTensionHigh levelLow levelControlStrong BodyNo wobblesBalanceTuckStarStraddlePikeLong ShapesClear shapesCombine | Head upEyes on the ballReady positionReactionQuick feetHands readyHit into spaceFingers spreadMovementBend kneesQuick feetContact with racket | Awareness of othersKeep head upMovement into spaceTrust and teamworkClear voiceTacticsRememberingProblem solvingQuick movementEyes focused hoopsCommunicationClear instructionsDecision makingPlanning | Head upFast armsOn your toesUse your armsAwarenessAgilityAgilityBend kneesLeapStepStillnessPushPointed fingersFollow throughElbow level | Head upEyes on the ballFollow throughAimChest passOverhead passOne handed passWork quicklySupport teammatesQuick passingReady PositionPass and moveMove into space |
|  | **Year 4** |
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|  | **Autumn 1****Gymnastics** | **Autumn 2****Games – Benchball/Endball** | **Spring 1****Outdoor Adventurous Activities/Problem Solving** | **Spring 2****Games - Football** | **Summer 1****Games – Batting and Bowling** | **Summer 2****Athletics** |
|  | I can perform all gymnastics shapes on different body parts/levels using apparatus.I can explain how gymnastics improves my joint range of movementsI can balance on patches and points using symmetry andasymmetry in pairs. I can create and perform a sequenceI can use differentlevels, directions,pathways and speeds.I can create andperform a sequence ina pathwayI can perform a forward roll.I can create and perform a sequence in pairsI can use the correctjumping, leaping andlanding techniquesI can use a wide rangeof gymnastics actionswhen using apparatus | I can keep the ball away from a defender while passing to othersI can improve movement to receive a passI can create different passes that can be used in a gameI can create different passes that can be used in a game | I can complete tasks quickly.I can stay safe and support others.I can use cooperationand teamworkI can follow instructions and restrictions of each activity.I can cooperate with others as part ofa small teamI can develop andmaster fundamentalmovement skills.I can explore differentmethods of communication anddecide which is themost effective | I am competent at passing the ball using my feet from a short distanceI can dribble aroundobstaclesI can keep the ballaway from a defender while passing to others | I know how to place my feet and position my body in order to bowl a ballI can stop a movingball and return it toa partnerI know theimportance ofhitting the ball intoa certain area | I can maintain a good running technique when sprinting and running over obstaclesI can use a short run tojump from one to two feetI can demonstrate a two-handed push throw and a sling throw |
| Multi- Ability Focus | **PERSONAL SKILLS**I can react positively when things are difficult | **SOCIAL SKILLS**I can show patience with others and share ideas | **COGNITIVE SKILLS**I understand simple tactics of attacking and defending | **CREATIVE SKILLS**I can make up my own rules and versions of activities to suit a task | **PHYSICAL SKILLS**I can perform for longer and repeat actions | **HEALTH AND FITNESS**I can describe how/why my body changes during exercise  |
| Vocabulary | StillnessBalanceBody shapeBody tensionCopy partnerTimingClear shapesLong shapesCombineStraight shapesArms outLand on feetFlat feetUse strengthControlGripTransition | Pointing handsStraight armsStep forwardAnglesHead upAwareness of othersSupport playerMovementTurnQuick movementStrategyTypes of passBounce passChest passOverhead passCommunicationTacticsPass quickly | FocusMovement awarenessTactics and strategiesCommunicationListeningCooperationDiscussionPaceImagination | Head straightAimStep forwardStraight bowling armFollow throughEyes on the ballSlightly over runPick up and throwHands readyStand sidewaysHit in middle of batPoint bat to targetStrong hand at bottom | Head upSoft contactAwarenessChange directionCommunicationKeep ball closeMovementSupportSpaceAnglesFoot pointingInside of footOutside of footCompetentDefenderDribblingObstaclesAvoiding | Head upFast armsBalanceBend your kneesStep over hurdlesHead straightJump forwardsGain heightTake offHands on sideNon-throwing arm |
|  | **Year 5** |
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|  | **Autumn 1****Games – Sending Skills Using Hands** | **Autumn 2****Gymnastics** | **Spring 1****Games – Mini Volleyball and Tennis or Tag Rugby** | **Spring 2****Games – Attack vs Defence** | **Summer 1****Athletics** | **Summer 2****Outdoor Adventurous Activities/Problem Solving**  |
|  | I can show control and awarenesswhen passing and receiving.I can work as part of an effectiveTeamI can passeffectively to apartnerI can keep theball away froma defenderwhile passing toothers | I can recognise all gymnastics shapes. I can identify which joints are moving whenchanging shapes.I can offer commentson improving can travel using different levels.I can create and perform in pairs.I can use a counter balance with tension techniquesI can perform a forwardroll and an egg roll. I can recognise and talk aboutdifferent responses to thesame task.I can use the correctjumping and landingtechnique | I can consistently with aPartnerI can identify & throw intospace to win a pointI can learn how to play withand against another team.I can develop strategies ina competitive game ofseated volleyball or tennis | I can pass and move with a partner.I can pass and move to keeppossession of the ball away from a defender.I can use tactics whenworking as part of a teamI can create space andkeep the ball away fromdefenders. | I can observe a partner and giveaccurate feedback.I can demonstrate the ability toaccelerate from a variety of staticpositionsI can sustain jogging andrunning at a consistent pacefor over a minuteI can perform triple jumpcombination sequences withbalance and control | I can work as a team to decide approaches to challenges using my literacy skills.I can cooperate and work well in a team whenlearning to trust othersI can work ontasks with apartnerI can work with a partner or in small groups to solve problems.I can build my confidence when wanting tocommunicate my thinking skills |
| Multi-Ability Focus | **COGNITIVE SKILLS**I know how to develop my work and the performance of others and develop ways to outwit opponents | **CREATIVE SKILLS**I can respond imaginatively to different situations and adjust my tactics | **SOCIAL SKILLS**I can give sensible feedback to improve the performance of myself and others   | **PHYSICAL SKILLS**I can combine a range of skills fluently and with accuracy | **HEALTH AND FITNESS**I can self-select and perform appropriate warm up activities and identify issues | **PERSONAL** I can recognise my strengths and weaknesses and attempt new challenges |
| Vocabulary | Head upMove in frontTactics and strategiesPass and moveHoldQuick feetDodgeSlow then fast speedsPass quicklyEyes on ballSpaceTeamPartner | Head upCopyTravel fast/slowChange pathwaysCombine actionsTimingHigh levelLow levelUnisonControlStillnessBalanceTensionSupportPracticeClear actions | Head upEvadeChange directionDodgePass quicklyLook for optionsTacticsQuick feetHead upReady positionFingers spreadReactMovementTactics & strategiesOutwitThrow into spacesFast footworkHit into spacesPush passReact | Head upEyes focused on ballReady positionFingers spreadMovementAnglesMake spaceCommunicationTacticsEvadeLook over shoulderTeamworkQuick passingQuick movementStrategy | Head straightSwing and bend armsBend kneesLegs start and land apartTake offHop, step and jumpStrideChangeoverPlace passPump those armsElevate/raise legLead legFollow throughSpeed | Eyes focusedReady positionTeam workQuick movementTactics & StrategiesTrust & teamworkClear instructionsProblem solvingDecision makingPlanning |
|  | **Year 6** |
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|  | **Autumn 1****Games – Basketball or Football** | **Autumn 2****Games – Mini Volleyball and Tennis or Tag Rugby** | **Spring 1****Gymnastics** | **Spring 2****Outdoor Adventurous Activities/Problem Solving** | **Summer 1****Games – Rounders or Cricket** | **Summer 2****Athletics** |
|  | I can dribble using bothwalking and jogging,then accurately pass theball to my partner (2steps away) using avariety of differentpassesI can dribble and passthe ball to teammates tomove towards a target,avoiding defendersI can keep possession of the ball bypassing the ball accurately to my teammates, avoiding defenders ina game situationI can keep discuss whatstrategies could be used toimprove my performance(better protect the ball), andhow I can support myteammate player with the ball | (RUGBY) I know how to passan oval shaped balleffectively(Mini Volleyball/Tennis) Ican cover all spaces of court.I can consistently rally with aPartner(RUGBY) I know how tomove forwards and passbackwards.(Mini Volleyball/Tennis) Ican use strategies to helpoutwit an opponent(RUGBY) I know how torun with the balleffectively(MiniVolleyball/Tennis) I canplay a competitive netgame in a team. I canidentify and throw intospace to win a point(RUGBY) I can play a smallsided game of tag rugbyleague(Mini Volleyball/Tennis) Ican develop my tactics andstrategies to play in acompetitive game | To be able to use allgymnastics shapes, includingpartner assisted shapes. Tocreate and perform a sequenceusing six contrasting actionsTo be identify which joints aremoving when changing shapes.To watch a sequence andcomment/improve oncompositional aspectsTo use different levels, directions,pathways and speed when travelling.To demonstrate good posture andcontrol while exercisingTo perform a forward roll andegg roll. To create and performa sequence in pairs. Todemonstrate and explain howto move and position spinsafely while rollingTo use apparatus for a widerange of gymnastics actions. Tocreate and perform a sequencein pairs on apparatus. To usecorrect vocabulary | I can work as a team to decideapproaches to challenges using my literacy skills.I can cooperate and work well in a teamwhen learning to trust othersI can work with a partneror in small groups tosolve problems.I can build my confidencewhen wanting tocommunicate mythinking skills | (Cricket) I can retrieve, interceptand stop a ball when fielding(Rounders) I can throw, catch, rolland collect using a range of ball. Ican hit towards a target(Cricket) I can aim towards atarget and stop a ball whenfielding(Rounders) I can work withand identify a new partner. Ican start to learn how to playmini rounders(Cricket) I can learn the rules of andplay diamond cricket(Rounders) I can work quickly whilstunder pressure. I can work effectivelyas part of a team(Cricket) I can strike abowled ball into selectedareas/zones(Rounders) I can improvemy performance as abatter, bowler and fielder.I can improve myperformance in minirounders | I can observe a partner and give accurateFeedbackI can demonstrate the abilityto accelerate from a varietyof static positionsI can perform triple jump combinationsequences with balance and controlI can sustain jogging and running at a consistent pace for over a minute |
| Multi-Ability Focus | **COGNITIVE SKILLS**I can evaluate strengths and weaknesses to read and react to different game situations | **CREATIVE SKILLS**I can effectively disguise my actions and use a variety of decisions | **SOCIAL SKILLS**I can motivate others to perform better with constructive feedback | **PHYSICAL SKILLS**I can transfer skills consistently in challenging situations | **HEALTH AND FITNESS**I can explain different types of fitness and plan my own fitness program | **PERSONAL**I can create my own learning plan and make changes based on feedback |
| Vocabulary | Head upKeep ballPossessionAccuratelyDribblingDefendersPassesStrategiesTacticsPlayerEyes focusedHead upPass and moveTactics & strategiesRun with ballMove in frontDribblePassingDefendersKeep ballBoth feetFree playersPossessionCreateConsistently | Eyes focusedHead upPass and moveTactics & strategiesRun with ballMove in frontGet behind ballSupport playQuick feetDodgePass quicklyHold around bellyEyes focusedFingers spreadOutwitReady positionReactFast footwork | Eyes focusedRhythmicCreateCopyRememberRepeatControlSkillsTimingPoints of bodyUnisonSupportCombineSwing hipsLand on feetArms outBalanceCore strength | Eyes focusedReady positionTeam workQuick movementTactics & StrategiesTrust & teamworkClear instructionsProblem solvingDecision makingPlanning | Hit into spaceBend kneesRun quicklyTacticsHead upEyes focusedFingers spreadCommunicationHit ballAim for spacePoint feetHit awayStumpsHands readyBend kneesStand sidewaysCupped hands | Eyes focusedHead straightUse of armsSteady paceDeterminationBend kneesPump armsSpringControlHop, step and jumpArms to supportTake offLandingFollow throughNon-throwing arm |