



Leighswood Curriculum Progression Map - PE

Level Expected at the end of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Early Learning Goals</p> <ul style="list-style-type: none"> Children develop ability to move in different ways and show balance while doing so Children take part in activities which encourage teamwork and co-ordination and can interact with others in an appropriate way Children develop co-ordination with different sporting objects and can use them to complete tasks 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 move patterns 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 outdoors and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Intent
The Physical Education curriculum is put together to promote children living a healthy lifestyle through physical activity as well as teaching about health and nutrition and the human body. Through discrete PE lessons, as well as a wide variety of clubs and playground activities, children have the opportunity to access the government recommended 60 minutes of physical activity a day. Lessons are carefully differentiated throughout the year groups to ensure a strong foundation from EYFS and an effective progression skills through to Year 6, with focus on skills that are essential for effective exercise such as warm-ups and cool-downs, an understanding of the effect of exercise on the human body and an ability to self-assess and plan for future improvement.

Implementation
Lessons are taught by class teachers who have an understanding of the curriculum and have been trained in effective PE teaching practice. The school's PE curriculum is designed in a way so that skills can be taught in multiple ways or through multiple sports, allowing teachers to apply their own knowledge of specialist sports when teaching new skills and giving children the opportunity to experience a variety of sports throughout their time in school. Lessons revolve around the use of pre-existing abilities to develop new skills, with a strong focus on developing skills that can be used across the board, not just in PE lessons but in other areas of their learning inside and outside of school. Children are encouraged to practise physical education in a safe way, understanding the importance of warming up before moving and cooling down afterwards, using correct technique when performing activities and understanding the theory behind new skills they are taught to help them unlock their potential.

Impact
Through using the PE curriculum, children will have a core set of skills which can be applied to other areas of the curriculum. The progression of skills offers consistency throughout the school and ensures that children are developing at a pace which encourages them to challenge themselves and put children in a good position for their PE education moving forward. With the teaching of correct techniques and key vocabulary by teachers, children will be able to apply this knowledge themselves, beginning by allowing themselves to be taught and moving towards a position where they are able to coach and lead others using these skills. Children will have effective ways of assessing the performances of themselves and their peers and be able to set achievable targets with the encouragement of teaching staff, skills which can be applied elsewhere in the curriculum too.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health, fitness and co-operation	<i>In Key Stage 1, children begin to understand what it means to work in a team to solve physical problems and use equipment correctly. They will develop an understanding of what health is and why good health is important.</i>		<i>In Lower Key Stage 2, children will begin to develop techniques which make them effective both individually and within a team. They will be able to understand how to self-assess and how to approach a problem they are given.</i>		<i>In Upper Key Stage 2, children will be developing their own schemes for improvement, developing leadership skills by coaching peers and allowing themselves to be coached by peers. Children will be able to communicate ideas effectively and create physical activities to suit a specific purpose.</i>	
	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
	Can I begin to explain what being healthy means? Can I warm up and cool down during lessons?	Can I explain why exercise is good for my health? Can I recognise other ways to stay healthy? Can I begin to explain what warming up and cooling down does?	Can I recognise and describe the effects of exercise on the body? Can I explain why warming up and cooling down is important?	Can I recognise the body part being warmed up or cooled down? Can I understand why warming up and cooling down is important?	Can I understand the importance of warming up and cooling down? Can I recall warmups or cooldowns for different body parts?	Can I lead others in a warmup or cool down? Can I choose warmups or cooldowns appropriate for the activity in which I am taking part?
	Can I listen to advice on how to improve? Can I act on advice on how to improve?	Can I simply assess my own performance in a lesson? Can I say what I want to get better at?	Can I record the performance of a partner in a task? Can I record my own performance in a task?	Can I assess my own performance in a task? Can I suggest ways I want to improve for next time?	Can I think on previous self-assessment to improve my performance? Can I suggest ways how I can improve next time?	Can I choose criteria to assess? Can I show desire to improve each time I complete a task? Can I suggest thoughtful and appropriate improvements?
	Can I talk to partners in an appropriate way? Can I take it in turns to share solutions to problems?	Can I communicate in a team? Can I cheer on partners who are performing a task?	Can I use effective communication within a team? Can I recognise effective communication?	Can I communicate clearly with others? Can I begin to experience different roles within a team?	Can I effectively communicate in certain roles within a team?	Can I choose an appropriate way to communicate with others? Can I show an understanding of how best to communicate in certain scenarios?
	Can I show experience with using different equipment?	Can I recognise how different equipment is used for different tasks? Can I use equipment in different ways?	Can I begin to choose equipment that is appropriate for a task?	Can I try out equipment to test its suitability for a task?	Can I lead a small group in a task? Can I communicate effectively as a leader? Can I encourage others to participate?	Can I design and lead a task for a group to take part in? Can I provide effective feedback to others?
		Can I follow directions on how to take part in a single activity?		Can I follow directions on how to take part in a sequence of activities? Can I discuss the purpose of an activity?	Can I create my own tasks for others to take part in? Can I choose appropriate equipment for setting up my task?	Can I create my own tasks with an appropriate level of challenge? Can I create tasks for a specific purpose?
use key vocabulary to demonstrate knowledge and understanding in this strand: healthy, stretch, warm up, cool down, muscles, body, talk, problem solve, improve	use key vocabulary to demonstrate knowledge and understanding in this strand: heartbeat, health, fitness, self-assess, encourage, purpose, body part, energy	use key vocabulary to demonstrate knowledge and understanding in this strand: dynamic stretch, static stretch, oxygen, heart rate, nutrition,	use key vocabulary to demonstrate knowledge and understanding in this strand: muscle groups, leadership, trial and error	use key vocabulary to demonstrate knowledge and understanding in this strand: concise, precise, coherent, develop, cause and effect, set-up	use key vocabulary to demonstrate knowledge and understanding in this strand: criterion, appropriate, coach, feedforward, feedback,	



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Dance	<i>In Key Stage 1, children will develop control over a range of motions by being able to control their movement and copy the movement of others. Children will use their knowledge to develop movements of their own.</i>		<i>In Lower Key Stage 2, children will show rhythm while moving and begin to understand different styles of dance. Children will be able to develop dance sequences through improvisation and dance with an appreciation of the music they are dancing to.</i>		<i>In Upper Key Stage 2, children will understand how to effectively use their movements to make use of an area and compose their own dances to match any style of music presented. Children will be able to work independently or within a group to create motifs which show expression, emotion and fluidity.</i>	
	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
	Can I copy and repeat actions? Can I put a sequence of actions together?	Can I copy, remember and repeat actions?	Can I create motifs for different scenarios? Can I create different motifs for different stimuli?	Can I identify and repeat patterns of movements from a certain dance style? Can I show familiarity with different stimuli and how to react?	Can I recall movements from different dance styles? Can I apply movements from different dance styles in my own dance?	Can I move appropriately given different stimuli? Can I show the appropriate style of movement given different stimuli?
	Can I vary the speed of my actions?	Can I change the speed and level of my actions?	Can I begin to make more precise movements? Can I control the speed and level of my actions?	Can I demonstrate spatial awareness? Can I show precision and control in my movement?	Can I show a change of pace and timing in my actions? Can I begin to use space effectively?	Can I perform with consistent precision? Can I perform movements with accuracy and control within the space?
	Can I perform in unison? Can I perform a canon? Can I perform using mirroring??	Can I follow the timing of a piece of music? Can I move in time to music? Can I improve the timing of my actions?	Can I begin to show awareness of rhythm in my movement?	Can I show rhythm in my movement? Can I begin to show expression in my movement?	Can I ensure my actions fit the rhythm of the music? Can I use transitions to connect motifs? Can I move fluently?	Can I use dramatic expression in selected movements? Can I move rhythmically?
	Can I begin to improvise independently to create a dance?	Can I create a short motif? Can I use different transitions within a motif?	Can I begin to improvise with a partner to create a simple dance?	Can I confidently improvise a dance with a partner? Can I compose a dance sequence in a larger group?	Can I show imagination in the movements I compose? Can I improvise with confidence?	Can I demonstrate confidence in the motifs I compose?
			Can I use simple dance vocabulary to compare and improve performances?	Can I compose a dance that fits a certain dance style? Can I change parts of my dance in response to new criteria?	Can I compose a longer group dance that fits a certain dance style? Can I use more complex vocabulary to compare and improve performances?	Can I perform with confidence, using a range of movement patterns? Can I modify parts of a performance based on feedback?
	use key vocabulary to demonstrate knowledge and understanding in this strand: unison (together), canon (one after the other), mirror, motif, sequence,	use key vocabulary to demonstrate knowledge and understanding in this strand: transition	use key vocabulary to demonstrate knowledge and understanding in this strand: rhythm, expression, stimulus, improvise	use key vocabulary to demonstrate knowledge and understanding in this strand: spatial awareness, expression, compose	use key vocabulary to demonstrate knowledge and understanding in this strand: timing, rhythmically, imagination, flair, creativity,	use key vocabulary to demonstrate knowledge and understanding in this strand: precision, strength, control, dramatic,



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Gymnastics	<i>In Key Stage 1, children will develop balance and co-ordination skills by performing shapes and poses, moving in different ways and creating sequences using shapes and movements. Children will learn how to use gymnastic equipment appropriately.</i>		<i>In Lower Key Stage 2, children begin to look at different point balances which create interesting shapes as part of a routine and show care and control over their balance and movement. Children will be able to use techniques for sequences such as vaulting.</i>		<i>In Upper Key Stage 2, children will have more freedom to express themselves using movements and balances to create their own sequences, self-assessing their performances and acting on advice to improve. Children will be confident in using a range of gymnastic equipment and show precision in carrying out sequences of actions.</i>	
	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
	Can you carry out simple stretches? Can you hold still shapes and simple balances? Can you perform contrasting actions?	Can you hold a still shape while balancing? Can you hold a still shape while balancing on different points? Can you balance with a partner?	Can you create interesting body shapes while holding balance? Can you control your balance?	Can you develop 1, 2, 3 and 4-point balances? Can you improve the position of body parts while balancing? Can you show awareness of your centre of gravity?	Can you perform jumps, balances and shapes with fluency and control? Can you develop the placement of your centre of gravity?	Can you show precise placement of body parts while balancing and creating shapes? Can you further develop technique for shapes and balances?
	Can you travel in different ways? Can you change direction and speed while you travel? Can you carry out simple jumps and land safely?	Can you travel in a variety of ways? Can you jump in a variety of ways and land safely? Can you climb onto and jump off equipment safely?	Can you begin to vault over apparatus? Can you hold the correct pose when performing a vault?	Can you begin to vault onto apparatus? Can you develop good technique for vaulting?	Can you use equipment to vault in a variety of ways?	Can you confidently vault in a variety of different ways? Can you incorporate vaulting into a sequence?
	Can you move around, over, under and through different objects and equipment?	Can you balance on apparatus? Can you choose an appropriate way to move amongst objects and equipment?	Can you include changes in speed, level and direction in your sequence? Can you move with co-ordination, control and care?	Can you begin to develop good technique for travelling, balancing and jumping? Can you begin to develop good technique for using apparatus?	Can you hone your technique for travelling, balancing and jumping? Can you begin to suggest improvements to your own technique?	Can you improve your technique with advice from peers? Can you offer advice to peers on their technique?
	Can you link two actions to create a sequence? Can you create and perform a movement sequence?	Can you link multiple actions to make a sequence? Can you remember actions to create your own sequence?	Can you choose actions to make a sequence independently? Can you begin to link movements with confidence?	Can you show changes in speed, level and direction in your sequence? Can you travel in different ways?	Can you combine equipment with movement to create sequences? Can you adapt your sequence to fit new criteria?	Can you apply gymnastics skills consistently? Can you create your own complex sequence with a full range of movements and actions?
				Can you create a sequence that fits a theme? Can you move with fluency and expression? Can you develop strength, technique and flexibility?		
	use key vocabulary to demonstrate knowledge and understanding in this strand: log roll, teddy bear roll, straight jump, half turn jump, bunny hop, tiptoe, hopscotch, skip, gallop, sequence, jump, balance, opposite action, shape	use key vocabulary to demonstrate knowledge and understanding in this strand: tuck jump, pike, tuck, star, straddle, cat spring, straddle, crouched forward roll, T-lever, scissor kick, front support wheelbarrow, standing balance, kneeling balance, contrasting action, point, apparatus, front support, back support	use key vocabulary to demonstrate knowledge and understanding in this strand: co-ordination, control, care, confidence, body shape, vault, through vault, standing forward roll, pike jump, tuck jump, straddle jump, cat leap, handstand, cartwheel, chassis steps,	use key vocabulary to demonstrate knowledge and understanding in this strand: low squat vault, squat onto vault, jump off, straddle forward roll, backward roll, straight jump half-turn, straight jump full-turn, cat leap half-turn, 1/2/3/4-point balance	use key vocabulary to demonstrate knowledge and understanding in this strand: pike forward roll, stag jump, split leap, squat through vault, lunge, pivot,	use key vocabulary to demonstrate knowledge and understanding in this strand: cat leap full turn, part-weight partner balance,



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	<i>In Key Stage 1, children will develop skills for movement within a competitive setting involving attacking and defending. Children will begin to look at specific techniques widely used in ball games such as passing, catching, throwing and kicking.</i>		<i>In Lower Key Stage 2, children will begin to develop more of an understanding of the tactics behind invasion games, using teamwork to achieve a goal and being able to affect a game through the use passing and receiving and the use of space.</i>		<i>In Upper Key Stage 2, children will have experience with making good choices within a game situation, through choosing the appropriate passing techniques, using space effectively and co-ordinating with partners to score points. Children will show control and co-ordination when passing and moving in and out of possession.</i>	
	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
Invasion games	Can I use different ways of travelling in different directions or pathways?	Can I travel at different speeds? Can I change direction and speed whilst still running? Can I recognise space?	Can I find a useful space? Can I support teammates by using space?	Can I make use of space to pass and receive a ball?	Can I show an increasing awareness of space?	Can I demonstrate a good awareness of space? Can I make good choices when others are in space?
	Can I make simple moves to avoid defenders? Can I make simple moves to mark attackers?	Can I use techniques to attack or defend successfully in a game?	Can I use fielding skills to stop a ball going past me? Can I position my body to attack or defend?	Can I use fielding skills to prevent an opponent from scoring? Can I use a range of attacking and defending techniques within a game?	Can I choose the best tactics for attacking and defending in a game? Can I shoot at a target?	Can I create plans for attack and defence? Can I co-ordinate with teammates for attacking and defending? Can I shoot accurately at a target?
	Can I bounce and catch a ball? Can I roll a ball? Can I throw underarm and overarm? Can I show kicking skills?	Can I position my body to pass or receive a ball? Can I pass a ball in different ways? Can I throw, catch and bounce a ball with a partner?	Can I pass and receive a ball in two different ways within a game?	Can I pass and receive a ball in multiple ways with control? Can I begin to control the speed and power of my passes?	Can I pass accurately within a game? Can I control the speed and power of my pass within a game?	Can I choose the correct type of pass to make in a scenario? Can I receive or pass a ball while moving?
	Can I travel with a ball in different directions? Can I make turns while in possession of a ball?	Can I dribble with a ball? Can I kick a ball towards a target?	Can I use two different ways of dribbling with a ball?	Can I use multiple ways of travelling without a ball? Can I dribble with a ball in a variety of ways? Can I begin to pass and receive under pressure?	Can I show control in how I travel with possession? Can I choose the appropriate way to pass within a game?	Can I pass a ball effectively while under pressure? Can I make movements to release pressure from teammates?
	Can I pass a ball to another player?	Can I control the power of my passes and dribbles? use hand-eye co-ordination? make choices on where to pass or move?	Can I begin to understand possession? Can I show how to keep possession in a game?	Can I work with teammates to keep possession? Can I work with teammates to win back possession?	Can I keep and win back possession in a variety of different ways? Can I keep and win back a ball effectively in a game?	Can I show confidence in using ball skills to move within a game situation? Can I effectively communicate with teammates?
	Can I follow simple rules to play a game? Can I perform using a range of actions with some control?	Can I complete sequences of movement with co-ordination? Can I compete with myself and others? Can I follow simple rules within a game?	Can I begin to show an understanding of tactics in a game? Can I apply and follow rules fairly? Can I compete against others in a controlled way?	Can I change tactics within a game? Can I respond to feedback within a game? Can I take part in a range of competitive activities fairly?	Can I show an understanding of how tactics change games? Can I compose myself well within a game? Can I make good choices within a game?	Can I compete in larger team games successfully? Can I show good leadership skills? Can I follow complicated rules to complete a game? Can I show a wide range of skills being used fluently and with control?
	use key vocabulary to demonstrate knowledge and understanding in this strand: turn, move, direction, attacker, defender, position, dodge, tackle, bounce, catch, ball to chest, underarm, overarm, travel, pass	use key vocabulary to demonstrate knowledge and understanding in this strand: speed, stance, power, dribble, target, goal, player, space, mark,	use key vocabulary to demonstrate knowledge and understanding in this strand: field, goalkeeper, chest pass, bounce pass, overarm throw, sideways stance, on toes, teammate, tactics, possession, receive	use key vocabulary to demonstrate knowledge and understanding in this strand: sprint, sidestep, jog, dart, control, pressure, communicate,	use key vocabulary to demonstrate knowledge and understanding in this strand: composure, awareness, accuracy, purpose, begin to use correct positioning terminology	use key vocabulary to demonstrate knowledge and understanding in this strand: correct positioning terminology used effectively depending on sport



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Athletics	<i>In Key Stage 1, children will begin to develop techniques which allow them to compete in an athletics setting such as concentration and knowing how to use equipment correctly through exposure to different athletic events.</i>		<i>In Lower Key Stage 2, children will begin to focus on developing consistency in their performances by using correct technique for movement. Children will learn through practise how to create power and accuracy in their movement.</i>		<i>In Upper Key Stage 2, children will hone their athletics techniques through more focused competition, looking at how to sustain themselves over longer events and developing a determined mindset for them. Techniques for sports will be more precise and children will know which techniques to use for different events.</i>	
	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
	Can you focus on when to start a sporting event? Can you listen out for your instruction?	Can you show a sense of anticipation to begin work? Can you react quickly?	Can you run at different speeds? Can you use correct technique to start a sprint?	Can you improve your running technique? Can you develop your coordination to improve speed?	Can you sustain pace over longer distances?	Can you change pace and run at different tempos? Can you explain why endurance is important to other types of activity?
	Can you jump and land safely?	Can you cushion the landing and retain balance? Can you coordinate a run with a jump? Can you understand why we do a warm up?	Can you develop the consistency of your jump? Can you increase the number of techniques used in jumping? Can you understand why we use different warm ups?	Can you join your jumping technique with a running start? Can you use the appropriate techniques for specific events?	Can you perform the correct triple jump technique? Can you choose which warm-ups to use for an activity?	Can you increase the number of techniques used in jumping? Can you use the appropriate techniques for specific events?
	Can you hold an item correctly to throw it? Can you release equipment at the right time when throwing?	Can you throw for accuracy? Can you throw in a variety of ways? Can you throw for distance?	Can you develop accuracy and consistency of your overarm throw?	Can you control the power of your overarm throw?	Can you use different techniques for throwing different throwing implements? Can you consider different throwing implements and use the best techniques?	Can you develop accuracy and consistency of your overarm throw? Can you improve the technique of your overarm throw? Can you control the power and accuracy of your overarm throw?
	Can you maintain a straight line while running? Can you transfer a baton to another person? Can you hold a baton correctly?	Can you run within a lane and dip to finish? Can you transfer a relay baton during a race?	Can you use correct technique to start a sprint within a relay? Can you collect a baton in an effective way?	Can you begin to move before collecting a baton within a relay? Can you encourage your teammates to improve their performance?	Can you develop fluency and efficiency in running for speed as a team?	Can you throw with greater force and for longer distances? Can you recognise what to do to improve a throw?
		Can you jump with control and good timing? Can you time your take off to clear an obstacle?	Can you accurately replicate the technique for running, jumping and throwing events?	Can you maintain balance during and after clearing an obstacle?		Can you choose appropriate starts and changeover techniques for different events?
	use key vocabulary to demonstrate knowledge and understanding in this strand:	use key vocabulary to demonstrate knowledge and understanding in this strand: throw, catch, control, accurate, accuracy, power, sprint, starting position, dip, pass the baton, balance, relay	use key vocabulary to demonstrate knowledge and understanding in this strand: javelin, hurdle, technique, coordination, starting blocks, crouch position, standing position	use key vocabulary to demonstrate knowledge and understanding in this strand: false start, overarm, stride, toe-to-heel, grip, motivate, encourage,	use key vocabulary to demonstrate knowledge and understanding in this strand: distance, sprint finish, jog, maintain, shot put, javelin, hammer, discus, triple jump, long jump, grip, stability, pace, timing, hop step jump, fault	use key vocabulary to demonstrate knowledge and understanding in this strand: endurance, tempo, pace, pull throw, grip, stance, force, exchange,



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Striking and hitting games	<i>In Key Stage 1, children will develop hand-eye co-ordination skills through throwing and catching balls in different situations and using different techniques. Children will be able to use a piece of equipment such as a bat, stick or club to hit a ball.</i>		<i>In Lower Key Stage 2, children will begin to show an understanding of good positioning and technique for competing in games and develop techniques which will help them to achieve their targets within a game situation. Children will have an awareness of the rules of games.</i>		<i>In Upper Key Stage 2, children will be able to compete in wide-scale games using effective techniques and be able to adapt to new situations. Children will show a good tactical awareness of the game, their teammates and their opponents and act to support their team within a game.</i>	
	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
	Can you position your hands to catch a ball? Can you catch a ball in the air?	Can you catch a ball after a bounce? Can you strike a ball off a tee?	Can you position yourself well within a stance to receive a ball bowled at you? Can you bowl with a run up?	Can you send and receive a tennis ball using good catching and throwing technique? Can you demonstrate tactical awareness whilst playing a small sided game?	Can you catch consistently well under pressure? Can you throw accurately using overarm technique?	Can you send and receive a tennis ball using good throwing and catching technique? Can you evaluate and improve your own performance and that of others?
	Can you throw a ball towards a target underarm? Can you throw a ball towards a target overarm?	Can you bowl overarm? Can you bowl underarm? Can you stop the ball as fielder?	Can you bowl a ball overarm with a straight action? Can you take up a fielding stance and take balls from both sides?	Can you develop bowling and batting skills to deal with different opponents?	Can you grip the bat correctly, take up a suitable stance and strike the ball consistently well?	Can you develop bowling, batting and ground fielding skills? Can you develop tactical awareness whilst playing a small sided game?
	Can you pick up a ball and return it?	Can you pick up a ball one handed and return it underarm?	Can you throw accurately and powerfully? Can you slide your bat to make your ground?	Can you control your throw depending on where the target is?	Can you perform a range of fielding techniques confidently and consistently?	Can you play a full game in a small group taking on different roles within the team?
	Can you make contact with a stationary ball?	Can you strike a ball towards the legs? Can you make a barrier to stop a ball struck hard at you?	Can you bat with a partner, communicating effectively? Can you bowl with increasing accuracy?	Can you develop ground fielding skills? Can you develop high catching skills?	Can you demonstrate a basic bowling technique consistently?	Can you demonstrate consistency in throwing and catching skills?
	Can you chase a ball and throw it back?	Can you strike a ball off a tee whilst on the move?	Can you back up your fellow fielders in the field? Can you play purposefully in a competitive game taking on multiple roles effectively?	Can you develop awareness of the rules? Can you develop awareness of the tactics?	Can you link and apply your skills and technique in a competitive game?	Can you develop your game understanding? Can you vary tactics whilst playing a small sided game?
	use key vocabulary to demonstrate knowledge and understanding in this strand: ball, hit, strike, catch, hands touching/linked, return, throw, bat, club, under, over	use key vocabulary to demonstrate knowledge and understanding in this strand: contact, bounce, tee, still, moving, bowl, field/fielder, barrier, aim, underarm, overarm bowl	use key vocabulary to demonstrate knowledge and understanding in this strand: stance, wide, crouch, scoop, cup (hands), fielder, fielding, communication, accurate	use key vocabulary to demonstrate knowledge and understanding in this strand: tactics, no ball, pace, speed, control, W shape, out, in, Terminology to do with games: Cricket: wicketkeeper, crease, wicket, run, over, stump Rounder: backstop, batting area, rounder, half rounder, base	use key vocabulary to demonstrate knowledge and understanding in this strand: pressure, moving catch, overarm throw, grip, 'V' shape grip, dominant hand	use key vocabulary to demonstrate knowledge and understanding in this strand: self-improvement, awareness, opponent