



# JLPS Curriculum Overview for PE

## 2021-22

### **Rationale**

Our school is committed to ensuring that all children participate in P.E. and sport to a high standard, in and out of school. Our most recent School Games award was the Gold Mark Award, and we aim to achieve this again this year. Through our sports curriculum, we aim to create a positive and enjoyable learning environment in which all children have the opportunity to develop to their full potential, encouraging the beginnings of a lifelong involvement in sport and physical activity. In addition, we promote health and general fitness levels in all pupils through active participation in a full and varied P.E. programme.

Activities include invasion games, gymnastics, swimming, dance, athletics, development of ball and apparatus skills and formal team games. During our dance and gymnastics lessons, the children are encouraged to use the wall climbing frames and, for the lower school children, the soft play equipment. These unique apparatuses allow the children to confidently and safely explore different movements and realise their own limitations within a safe environment. Having a tailored approach to the Physical Education element of the National Curriculum allows the children of Joy Lane to follow a deliberate pathway from the early stages of discovery right through to mastery. This, in turn, benefits the children when it comes to competing in School Games competitions, and sets them up to become healthily competitive and able young sportspeople.

Children will follow a naturally progressive programme of study which builds upon their previous knowledge and skills, enabling them to become capable and confident in their own abilities. It also allows them to appreciate and develop more unique skills such as communication, resilience, respect, tolerance and creativity. The children at Joy Lane benefit as a whole from this programme of study, which supports those who need extra support, and gifts those with more confidence the opportunity to flourish. It is an expectation that pupils have the correct and necessary sports kit for the activities and weather that they are participating in.

The school benefits from an excellent swimming pool, two large halls for indoor physical activities, a MUGA (Multi Games Arena), an extensive playing field and hard surfaced playgrounds, and climbing walls/frames, and these serve to support our excellent P.E. provision. Staff and parent helpers also further the school's curriculum with several extra-curricular activities and events. Through the curriculum and extended learning clubs, pupils are able to participate in athletics, cricket, hockey, netball, rounders, rugby, football, gymnastics, dance, swimming and tennis. This allows pupils to experience a range of physical challenges, inspiring a love of P.E.

### **National Curriculum**

#### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

#### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

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

#### **Subject content**

##### **Key stage 1**

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.

##### **Key stage 2**

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 outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **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.

## Reception

### Area of Learning: Physical Development

Birth to three:	3 and 4 year olds:	Children in Reception:
<p>Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand, them to another person, or drop them. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

*Please refer to Development Matters (page 101 onwards) to see example of how to support the above.*

#### Early Learning Goals:

- Negotiates space and obstacles safely with consideration for themselves and others.
- Demonstrates strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Year 1

Core Skills	Dance and Gymnastics	Throwing, Catching and Hitting	Running, Jumping and Throwing 1	Running, Jumping and Throwing 2
<p>I can bounce and catch a ball consistently and with confidence. I can throw a ball accurately to a partner. I can work as part of a team and show good sportsmanship. I can dress/undress independently and in a reasonable amount of time.</p>	<p>I can copy and explore basic rolling actions with some control and co-ordination. I can compose a set of basic moves that link together with some fluidity. I can verbally improve my own and others' performance. I can dress/undress independently and am aware of the need for safe practice.</p>	<p>I can throw and catch a ball (of varying sizes) with some consistency and accuracy, using one or two hands. I can hit a ball (of varying sizes) with some consistency and accuracy, using different bats and parts of the body (i.e. hand or foot). I show a basic knowledge of sportsmanship and the importance of teamwork. I show a basic knowledge of what happens to my body during exercise and the benefits it might have on a healthier lifestyle.</p>	<p>I can develop my agility in running using the correct techniques. I can demonstrate a good technique for jumping over distance and height. I can master basic running, jumping and throwing skills. I can confidently demonstrate my skills in a competitive manner.</p>	<p>I can master running, jumping and throwing skills. I can develop my ability to run using the correct techniques in order to improve my speed. I can demonstrate a sound technique for jumping over distance and height. I can engage in competitive activities against myself and others.</p>

#### Sports to be Taught

1	2	3	4	5	6
Bouncing, throwing, catching and hitting	Dance and Gymnastics	Dance and Gymnastics	Swimming Running, Jumping and Throwing 1	Swimming Running, Jumping and Throwing 2	Swimming Sports Day Activities

### Year 2

Core Skills	Dance and Gymnastics	Throwing, Catching and Hitting	Running, Jumping and Throwing 1	Running, Jumping and Throwing 2
<p>I can bounce a ball, consistently and with confidence, without catching it in between bounces. I can throw a ball accurately to a partner over a distance greater than 3 meters. I can begin to use specific vocabulary to describe and</p>	<p>I can copy, repeat and explore basic rolling actions with some control and co-ordination. I can compose a set of basic moves that link together with some fluidity and use the space appropriately. I can discuss differences between sequences to</p>	<p>I can throw and catch a ball (of varying sizes) with some consistency and accuracy, using one or two hands. I can hit a ball (of varying sizes) with some consistency and accuracy, using different bats and parts of the body (i.e. hand or foot).</p>	<p>I can develop my agility in running using the correct techniques. I can demonstrate a good technique for jumping over distance and height. I can master basic running, jumping and throwing skills. I can confidently demonstrate my skills in a competitive manner.</p>	<p>I can master running, jumping and throwing skills. I can develop my ability to run using the correct techniques in order to improve my speed. I can demonstrate a sound technique for jumping over distance and height.</p>

discuss different levels of performance. I can demonstrate good sportsmanship and begin to evaluate and improve my performance.	improve my own and others' performances. I can dress/undress independently and am aware of the need for safe practice, including warming up and down.	I show a basic knowledge of sportsmanship and the importance of teamwork. I show a basic knowledge of what happens to my body during exercise and the benefits it might have on a healthier lifestyle.		I can engage in competitive activities against myself and others.
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**Sports to be Taught**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Bouncing, throwing, catching and hitting	Dance and Gymnastics	Dance and Gymnastics	Running, jumping and throwing 1 Swimming	Running, jumping and throwing 2 Swimming	Sports Day Activities Swimming

**Year 3**

<b>Core Skills for Invasion Games</b>	<b>Dance and Gymnastics</b>	<b>Throwing, Catching and Hitting</b>	<b>Cricket</b>	<b>Athletics</b>
I can travel around an area showing ball control and awareness whilst successfully sending and receiving passes in different situations. I can begin to understand the meaning of attack and defence in a team game. I can describe and comment on something I have done wrong and begin to identify the strengths and weaknesses of my performance. I can successfully recognise the changes that exercise causes to my body and dress appropriately for all aspects of PE.	I can copy, remember, repeat and explore simple movements with some control and co-ordination. I can compose a set of moves that link together with some fluidity and use the space appropriately. I can discuss differences between sequences to improve my own and others' performances. I can show an awareness of the need for safe practice, including warming up and down.	I can throw and catch a ball (of varying sizes) with some consistency and accuracy, using one or two hands. I can hit a ball (of varying sizes) with some consistency and accuracy, using different bats and parts of the body (i.e. hand or foot). I show a good knowledge of sportsmanship and the importance of teamwork. I show a good knowledge of what happens to my body during exercise and the benefits it might have on a healthier lifestyle.	I can catch a wind ball with some consistency showing the correct technique. I understand some tactical aspects of cricket and apply similar rules to a modified game. I begin to identify different levels of performance and use simple vocabulary when evaluating performances. I can suggest appropriate warm up ideas and work in a sensible and safe manner.	I can run at an appropriate speed for the distance I am running and jump from a standing position using the correct technique. I can demonstrate a range of throwing techniques, using a variety of objects, with some accuracy. I can begin to identify and explain the strengths and weaknesses of my performance. I can show that I understand that exercise is important and can suggest appropriate warm up ideas.

**Sports to be Taught**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Rugby	Netball	Dance and Gym	Rounders Dodgeball	Cricket	Athletics

**Year 4**

<b>Core Skills for Invasion Games</b>	<b>Dance and Gymnastics</b>	<b>Throwing, Catching and Hitting</b>	<b>Cricket</b>	<b>Athletics</b>
I can often catch and pass the ball while under pressure. I can show tactical awareness and apply it in a game situation. I can identify strengths and weaknesses of my own and others' performances and understand the importance of good sportsmanship. I can understand and explain the importance of a warm up and suggest appropriate warm up ideas.	I can copy, remember, repeat and explore simple movements with control and co-ordination. I can compose a set of moves that link together with some fluidity and use the space appropriately, on my own and with a partner. I can discuss differences between sequences to improve my own and others' performances. I can show an awareness of the need for safe practice, including warming up and down.	I can throw and catch a ball (of varying sizes) with consistency and accuracy, using one and two hands. I can hit a ball (of varying sizes) with consistency and accuracy, using different bats and parts of the body (i.e. hand or foot). I show sound knowledge of sportsmanship and explain the importance of teamwork. I show sound knowledge of what happens to my body during exercise and describe the benefits it has towards a healthier lifestyle.	I can catch a wind ball with some consistency showing the correct technique. I understand basic tactical aspects of cricket and apply similar rules to a modified game. I begin to identify different levels of performance and use basic but specific vocabulary when evaluating performances. I can suggest appropriate warm up ideas and work in a sensible and safe manner.	I can demonstrate a crouched running start, with teaching, and demonstrate how using my arms can positively impact my running speed. I can demonstrate accuracy and technique in a range of throwing and jumping events. I can start to identify and explain good athletic techniques using the correct vocabulary. I can explain the importance of a warm up and cool down.

**Sports to be Taught**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Rugby	Netball	Dance and Gym	Rounders Dodgeball	Cricket	Athletics

**Year 5**

<b>Core Skills for Invasion Games</b>	<b>Dance and Gymnastics</b>	<b>Throwing, Catching and Hitting</b>	<b>Cricket</b>	<b>Athletics</b>
I can catch and pass the ball under pressure in a practice situation. I can play a recognised version of a game showing tactical awareness while demonstrating an ability to	I can link ideas, skills and techniques with control, fluency and precision when performing a variety of movements. I can show my understanding of composition by performing	I can throw and catch a ball (of varying sizes) with consistency and accuracy, using one and two hands. I can hit a ball (of varying sizes) with consistency and accuracy, using different	I can catch a wind ball consistently showing the correct technique. I understand an array of tactical aspects of cricket and apply similar rules to a modified game.	I can demonstrate a crouched running start, with teaching, and demonstrate clearly how using my arms can positively impact my running speed.

attack and defend confidently. I can use the correct terminology to help my peers improve their skills whilst showing good sportsmanship. I can describe the importance of exercise for a healthy lifestyle and show an understanding of the benefits of exercise.	more complex sequences, on my own and with a partner. I can analyse and comment on my own and others' techniques using basic technical vocabulary. I can understand and explain the need for safe practice, including warming up and down.	bats and parts of the body (i.e. hand or foot). I show sound knowledge of sportsmanship and explain the importance of teamwork. I show sound knowledge of what happens to my body during exercise and describe the benefits it has towards a healthier lifestyle.	I identify different levels of performance and use specific vocabulary when evaluating performances. I can suggest appropriate warm up ideas and work in a sensible and safe manner.	I can demonstrate consistent accuracy and technique in a range of throwing and jumping events. I can identify and explain sound athletic techniques using the correct vocabulary. I can describe the effect of exercise on the body understanding fatigue and recovery.
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**Sports to be Taught**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Rugby	Netball	Dance and Gym	Rounders Dodgeball	Cricket	Athletics

**Year 6**

Core Skills for Invasion Games	Dance and Gymnastics	Throwing, Catching and Hitting	Cricket	Athletics
I can consistently pass and catch the ball, under pressure, in a game situation. I can show tactical awareness while passing and tackling confidently in a game situation. I can use technical vocabulary to identify strengths and weaknesses in a team performance. I can plan an effective warm up and explain its importance to a small group of peers.	I can link ideas, skills and techniques with control, fluency and precision when performing a variety of movements. I can show my understanding of composition by performing more complex sequences, on my own and with a partner. I can analyse and comment on my own and others' techniques using basic technical vocabulary. I can understand and explain the need for safe practice, including warming up and down.	I can throw and catch a ball (of varying sizes) with consistency and accuracy, using one and two hands. I can hit a ball (of varying sizes) with consistency and accuracy, using different bats and parts of the body (i.e. hand or foot). I show a secure knowledge of sportsmanship and explain the importance of teamwork. I show a secure knowledge of what happens to the body during exercise and explain the benefits that regular exercise has when working towards a healthier lifestyle.	I can catch a wind ball consistently showing the correct technique. I understand all tactical aspects of cricket and apply similar rules to a modified game. I identify different levels of performance and use specific vocabulary when evaluating performances. I can suggest appropriate warm up ideas and work in a sensible and safe manner.	I can demonstrate a crouched running start and explain to a small group how using my arms can positively impact my running speed. I can demonstrate consistent accuracy and technique in a range of competitive throwing and jumping events. I can identify and explain sound athletic techniques using the correct vocabulary to help improve my partners' performance. I can describe the effect of exercise on the body understanding fatigue and recovery and plan an effective warm up and cool down.

**Sports to be Taught**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Rugby	Netball	Dance and Gym	Rounders Dodgeball	Cricket	Athletics

**PE Knowledge and Vocabulary Acquisition**

**Rationale**

The following information is set out in order to demonstrate the key knowledge and vocabulary that the children learn at Joy Lane Primary School. Key Stage One PE lessons focus on developing the fundamental skills of agility, balance and co-ordination as well as introducing specific techniques which help the children develop confidence and competence with regards to running, jumping, throwing, hitting and catching. These skills then enable children to enter the competitive games setup of Key Stage Two. This means that, with the basic knowledge and skills already acquired, the children can focus their attention on becoming familiar with game-specific rules year on year. The aim is for the children to reach Upper Key Stage Two with the ability to know the rules, skills and techniques well enough in order to effectively develop their performance and enjoyment for the sports in which they are taking part.

**Key Stage 1**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Bouncing, throwing, catching and hitting</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Running, Jumping and Throwing</b>	<b>Swimming</b>	<b>Sports Day Activities</b>

**Key Knowledge**

To develop coordination skills and show an understanding of when to use the different types of throwing techniques: underarm and overarm throws.  To become familiar with different sized balls and bats which could include tennis	To develop an understanding of timing.  To develop the ability to move confidently in a controlled way.  To know different ways to link movements in time with the speed and sound of music.	To know how to safely use equipment and apparatus which includes safety mats and wall climbing frames.  To know different gymnastics moves: roll, balance, walk and skip.	To develop stamina using the correct running technique, which includes driving the knees forward, pushing off of the balls of the feet and using the arms to propel the body forwards.  To be able to negotiate objects and improve gross motor skills.	To show an awareness of the importance for water safety including not running around the edge of the pool, listening carefully to the instructions from the teacher and observing the rules shown on signs around the pool.	To be able to demonstrate the consolidation of previously learnt knowledge.  To be able to apply basic athletic skills in a semi-competitive environment.  To know the importance of being a good sportsman.
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balls, footballs, foam balls, tennis rackets and cricket bats.  To know and be able to explain the importance of a warm up which enables us to stretch muscles and raise heart rate.		To understand the importance of warming up.	To build core strength and improve throwing and jumping distance.	To know and use one basic method to swim the distance, making sure that they breathe.  Recognise how the water affects their temperature: recognise how their swimming affects their breathing  Identify and describe the difference between different leg and arm actions.	
<b>Key Vocabulary</b>					
Underarm throw Overarm throw Ball Beanbag Catch Bat Racket Rebound Aim Eye contact Bounce Distance Accuracy Stretch Muscles Heart rate	Music Leap Roll Freeze Sequence	Balance Tuck Straddle Extend Apparatus Stretch Flexible	Power Jump Hop Land Aim Energy Effort Stamina	Water Safety Confidence Front crawl Float Distance	Obstacle Target Run Jump Throw Ball Beanbag Teamwork Encourage Support Sportsmanship

<b>Key Stage 2</b>						
<b>Rugby</b>	<b>Netball</b>	<b>Dance and Gym</b>	<b>Rounders Dodgeball</b>	<b>Cricket</b>	<b>Athletics</b>	<b>Swimming</b>
<b>Key Knowledge</b>						
<p>To be able to demonstrate an understanding for the passing, attacking and defending skills of the game and use them to participate in game-like scenarios.</p> <p>To understand the need to remain behind the ball carrier on your own team in order to play in a competitive game.</p> <p>To know and show good sportsmanship.</p> <p>To know how to stretch their own muscles and raise the heart rate in their own warm up.</p>	<p>To demonstrate an understanding for the passing, attacking and defending skills of the game and use them to participate in game-like scenarios.</p> <p>To understand the restrictions for each position across the court in order to play in a competitive game: <i>Goal Shooter and Goal Attack are the only players to score and must stay in their own attacking third of the court; Centre player can go anywhere except the D; Goal Defence and Goal Keeper can only go in their defending third of the court.</i></p> <p>To know the three types of passes in Netball: Chest pass Bounce pass Shoulder pass</p> <p>To know and show good sportsmanship and teamwork skills.</p>	<p><b>Gymnastics:</b> To be able to demonstrate the safe use of equipment and apparatus including safety mats, boxes, and the wall climbing frame.</p> <p>To be able to move with an element of fluidity and control. (See Key Vocabulary)</p> <p>To understand the importance of warming up.</p> <p><b>Dance:</b> To demonstrate a good understanding of timing.</p> <p>To know a range of movements and perform them in a controlled way. (See Key Vocabulary)</p> <p>To know different linking movements that go with the speed and sound of music demonstrating an understanding of the</p>	<p><b>Dodgeball:</b> To understand the principles of attack and defence in dodgeball.</p> <p>To know that being hit below the head with the dodgeball means that a player is out of the game.</p> <p><b>Rounders:</b> To continue to develop positional awareness and understand the role and importance of each position within the fielding team: <i>The Backstop collects the ball if the Batter does not hit it; the Bowler must bowl the ball to the batter, aiming between their shoulder and hip; Fielders collect the ball once the Batter has hit it and either return it to the Bowler or to a Fielder on the stumps who can get the Batter out if they touch the ball to the stump before the Batter reaches it.</i></p>	<p>To be able to demonstrate a knowledge of the skills involved in a game of cricket from batting through to fielding.</p> <p>To know the rules and scoring of cricket: <i>a run is scored when a Batter hits the ball and runs the length of the wicket.</i></p> <p>To understand the need for speed and accuracy when throwing the ball back to the bowler in order to minimise the number of runs that the batting team score.</p> <p>To know and show good sportsmanship and teamwork skills.</p>	<p>To be able to effectively retrieve previously learnt knowledge/skills in order to participate in competitive events.</p> <p>To show a developed understanding of the importance of teamwork and support.</p> <p>To know that throwing events are scored on distance and running events are scored on speed.</p> <p>To show an improved understanding of the different throwing apparatus: javelin, discus.</p> <p>To know, understand and implement the different running event techniques used for jumping hurdles and passing the baton in a relay race.</p>	<p>To know and use three different strokes, swimming on their front and back with controlled breathing.</p> <p>To recognise how swimming affects their body, and pace their efforts to meet different challenges.</p> <p>To suggest activities and practices to help improve their own performance.</p> <p>To know and perform self-rescue tasks.</p>

		connection between music and movement. (See Key Vocabulary)	To use game strategies and tactical awareness in order to take part in competitive games.  To know and show good sportsmanship and teamwork skills.			
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**Key Vocabulary**

Back pass Try Attack Defence Tags and belt Ball control and awareness Feedback	Chest pass Bounce pass Shoulder pass Foot foul Attack Defence Shooting technique Ball control and awareness Feedback Footwork	<b>Gymnastics:</b> Actions Apparatus Balance Extension Levels Matching Points Roll Sequence Spin Travel  <b>Dance:</b> Step (transfer of weight) Gesture Travel Freeze frame (stillness) Jump Turn Movement memory Count Set Trigger Unison	Bases Bowler Batter Back stop Dodge Catch Throw Power Accuracy Distance	Throwing Accuracy Consistency Evaluating Performance Stump Wicket Bat Wind ball Fielding Strike	Team work Encouragement Support Javelin Discuss Relay Baton Hurdles Metres Distance	Front crawl Breaststroke Back stroke Water safety Sculling Floating Distance Survival
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