

**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.

**Foundation Stage**

The principal focus of physical education in the EYFS: 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 well-being. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Pupils should be taught to:

**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

**Key Stage 1**

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.

# Hardwick – Physical Education

	Nursery Sports Person	Reception Sports Person	Year 1 Sports Person	Year 2 Sports Person
	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks. <ul style="list-style-type: none"> <li>Encourage children to transfer physical skills learnt in one context to another one.</li> <li>Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies.</li> </ul> </li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. <ul style="list-style-type: none"> <li>Lead movement-play activities when appropriate. These will challenge and enhance children’s physical skills and development – using both fixed and flexible resources, indoors and outside.</li> </ul> </li> <li>Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.</li> <li>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. <ul style="list-style-type: none"> <li>Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school.</li> </ul> </li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. <ul style="list-style-type: none"> <li></li> </ul> </li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: *rolling *crawling *walking *jumping *running *hopping *skipping *climbing <ul style="list-style-type: none"> <li>Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.</li> <li>Give children experience of carrying things up and down on different levels (slopes, hills and steps).</li> <li>Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</li> <li>Provide regular access to floor space indoors for movement.</li> <li>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</li> <li>Provide a wide range of activities to support a broad range of abilities.</li> <li>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</li> <li>Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.</li> <li>Model precise vocabulary to describe movement and directionality, and encourage children to use it.</li> </ul> </li> <li>Progress towards a more fluent style of moving, with developing control and grace. <ul style="list-style-type: none"> <li>Provide children with regular opportunities to practise their movement skills alone and with others.</li> <li>Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</li> <li>Encourage children to conclude movements in balance and stillness.</li> <li>Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.</li> </ul> </li> <li>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. <ul style="list-style-type: none"> <li>Encourage children to be highly active and get out of breath several times every day.</li> <li>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.</li> <li>*Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.</li> </ul> </li> <li>Combine different movements with ease and fluency. <ul style="list-style-type: none"> <li>Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</li> <li>Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.</li> <li>Encourage precision and accuracy when beginning and ending movements.</li> </ul> </li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> <li>Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.</li> </ul> </li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Throw underarm.</li> <li>Hit a ball with a bat/racket.</li> <li>Throw and catch with both hands.</li> <li>Kick in different ways.</li> <li>Move and stop safely.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Make my body curled, tense, stretched and relaxed.</li> <li>Control my body when travelling and balancing at different levels.</li> <li>Roll, curl, travel and balance in different ways.</li> <li>Copy sequences and repeat them.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Move safely in a space.</li> <li>Move to music.</li> <li>Copy dance moves.</li> <li>Perform my own dance moves.</li> <li>Make up a short dance.</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>Copy actions.</li> <li>Repeat actions and skills.</li> <li>Move with control and care.</li> <li>Use equipment safely.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game.</li> <li>Know how to throw overarm.</li> <li>Decide the best space to be in during a game.</li> <li>Use a tactic in a game.</li> <li>Follow rules.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Control my body when performing simple jumps and flight skills.</li> <li>Plan and perform a sequence of movements which follow some ‘rules’.</li> <li>Improve my sequence based on feedback.</li> <li>Work on my own and with a partner.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Change rhythm, speed, level and direction in my dance.</li> <li>Dance with more control and coordination.</li> <li>Make a sequence by linking sections together.</li> <li>Use dance to show a mood or feeling.</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Talk about what is different from what I did and what someone else did.</li> <li>Know that exercise is good for me.</li> </ul>

# Hardwick – Physical Education

	Nursery Sports Person	Reception Sports Person	Year 1 Sports Person	Year 2 Sports Person
Progression and Assessment	<ul style="list-style-type: none"> <li>• <b>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</b> <ul style="list-style-type: none"> <li>○ Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.</li> </ul> </li> <li>• <b>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</b> <ul style="list-style-type: none"> <li>○ Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</b> <ul style="list-style-type: none"> <li>○ Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.</li> <li>○ Introduce full-sized balls when children are confident to engage with them.</li> <li>○ Introduce tennis balls, ping pong balls, beach balls and balloons.</li> <li>○ Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</li> <li>○ Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</li> </ul> </li> </ul> <p><b>ELGs: Physical Development</b>  <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></li> <li>• <b>Demonstrate strength, balance and coordination when playing.</b></li> <li>• <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></li> </ul>		
Vocabulary	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• run, walk, move, stop, ball</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• jump, roll, body, shapes, mat</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• music, move, slow, fast</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• run, walk, move, stop, ball</li> <li>• space, balance, control, travel, throw, pat, push, catch, kick, bat, hoop, bean bag</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• jump, roll, body, shapes, mat</li> <li>• land, balance, control, travel</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• music, move, slow, fast</li> <li>• dance, space, travel, body parts</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• space, balance, control, travel, throwing, patting, pushing, catching, kicking, bat, hoop</li> <li>• speed, underarm, both hands, hitting, safely, target, skipping, cones</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• land, balance, control, roll, travel, shapes</li> <li>• level, pathways, curl, tensed, stretched, relaxed, sequence, bench</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• dance, space, travel, body parts</li> <li>• direction, copy, repeat</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• copy, repeat, control, safe</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• speed, underarm, both hands, hitting, safely, target, skipping, cones</li> <li>• communication, rules, overarm, fitness, skills, goal</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• level, pathways, curl, tensed, stretched, relaxed, sequence, bench</li> <li>• flight, sequenced movements, evaluate, apparatus</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• direction, copy, repeat</li> <li>• rhythm, speed, level, linking, emotions</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• copy, repeat, control, safe practise, exercise, reflect</li> </ul>
Famous	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lionel Messi – Football</li> <li>• Adam Peaty – Swimming</li> <li>• Katarina Johnson-Thompson – Athletics</li> <li>• Lewis Hamilton – Motor Racing</li> </ul>	<ul style="list-style-type: none"> <li>• Ben Stokes – Cricket</li> <li>• Anthony Joshua – Boxing</li> <li>• Misty Copeland – Dancing</li> <li>• Serena Williams - Tennis</li> </ul>

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Progression and Assessment Criteria	Year 3 Sports Person	Year 4 Sports Person	Year 5 Sports Person	Year 6 Sports Person
	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Throw, catch, kick and hit a ball with control making appropriate choices.</li> <li>Use simple fielding skills.</li> <li>Aware of space and use it to support team-mates and to cause problems for the opposition both in attack and defence.</li> <li>Know and use rules fairly.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Show greater control of rolls, jumps and balances.</li> <li>Explore how strength and suppleness affect performance.</li> <li>Adapt sequences to suit different types of apparatus and criteria.</li> <li>Compare and contrast gymnastic sequences.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Use and develop pathways and direction in dances.</li> <li>Repeat, remember and perform phrases.</li> <li>Share and create phrases with a partner and small group in unison.</li> <li>Improvise and translate ideas from a stimulus into movement.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds; changing speed and direction.</li> <li>Take part in a relay, remembering when to run and what to do.</li> <li>Apply throwing skills to athletic events.</li> </ul> <p><b>Outdoor and adventurous</b></p> <ul style="list-style-type: none"> <li>Follow a map in a familiar context.</li> <li>Use clues to follow a route.</li> <li>Solve a simple challenge.</li> <li>Follow a route and complete a team challenge safely.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim 10m competently.</li> <li>Use one stroke effectively.</li> <li>Know how to stay safe near water.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Throw and catch accurately including attempts to catch with one hand.</li> <li>Hit and kick a ball accurately with control using a variety of equipment.</li> <li>Keep possession of the ball developing passing and receiving skills.</li> <li>Vary tactics and adapt skills depending on what is happening in a game.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Know the difference between matching and mirrored balances.</li> <li>Perform in a controlled and fluent way.</li> <li>Include change of speed, direction and a range of shapes.</li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Use and develop patterns and formations in dances.</li> <li>Know how to use levels and dynamics in dance.</li> <li>Reorder and link phrases together.</li> <li>Use dance to communicate an idea or story.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Run over a long distance.</li> <li>Sprint over a short distance.</li> <li>Jump in different ways.</li> <li>Throw in different ways.</li> <li>Hit a target over a variety of distances.</li> </ul> <p><b>Outdoor and adventurous</b></p> <ul style="list-style-type: none"> <li>Follow a map in a more demanding familiar context.</li> <li>Follow a route within a time limit.</li> <li>Overcome a more demanding challenge or team activity.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim 15m competently and confidently.</li> <li>Use two strokes effectively.</li> <li>Know how to float.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Refine and evaluate my kicking, hitting, throwing and catching to improve accuracy and control.</li> <li>Use knowledge of fielding skills to make appropriate choices and organise fielding positions.</li> <li>Use forehand and backhand with a racket.</li> <li>Use a range of techniques with a racket/bat?</li> <li>Use a number of techniques to pass, dribble and shoot in different ways.</li> <li>Gain possession working as a team.</li> <li>Choose a tactic for defending and attacking.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Know the difference between symmetry and asymmetry.</li> <li>Combine movements, balances and shapes with increasing control and fluency.</li> <li>Perform some simple partner balances.</li> <li>Make complex extended sequences.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Use and develop cannon in dances.</li> <li>Perform more complex phrases with control, accuracy and extension.</li> <li>Create a structured dance using a variety of phrases and techniques.</li> <li>Evaluate and improve my own performance and dances.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Combine running and jumping.</li> <li>Take off and land with increasing accuracy and control.</li> <li>Throw with increasing distance and accuracy.</li> </ul> <p><b>Outdoor and adventurous</b></p> <ul style="list-style-type: none"> <li>Follow a map into an unknown location.</li> <li>Use clues and a compass to navigate a route.</li> <li>Lead a team to solve / overcome a challenge safely.</li> <li>Change my route and/or strategy to overcome a problem or challenge.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim 20m competently, confidently and proficiently.</li> <li>Use a range of strokes effectively.</li> <li>Know how to tread water</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Explore different techniques and approaches to improve the effectiveness of my kicking, hitting, throwing and catching.</li> <li>Develop volley skills to improve accuracy and control.</li> <li>Play to agreed rules and explain rules to others.</li> <li>Can umpire/referee.</li> <li>Make a team and communicate a plan including positions and tactics.</li> <li>Lead others in a game situation.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Explore a range of progressively more complex partner balances.</li> <li>Combine my work with that of others.</li> <li>Develop and perform sequences to specific timings and guidelines.</li> <li>Evaluate the work of others giving specific feedback to help improve their performance.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Take the lead when working with a partner or group.</li> <li>Perform dances that show timing, fluency, accuracy and consistency.</li> <li>Know how to choose my own music and style to create a dance.</li> <li>Evaluate and improve the performance and dances of others.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Demonstrate stamina and know how to pace myself when running.</li> <li>Evaluate and refine throwing and jumping techniques to improve distance, accuracy and control.</li> </ul> <p><b>Outdoor and adventurous</b></p> <ul style="list-style-type: none"> <li>Plan a route and a series of clues for someone else.</li> <li>Plan a problem solving activity with others, taking account of safety and danger.</li> <li>Overcome a personal challenge reflecting on its impact.</li> <li>Evaluate the success of activities / feedback to others.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim 25m competently, confidently and proficiently.</li> <li>Use a range of strokes effectively.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>

# Hardwick – Physical Education

Vocabulary	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>communication, rules, overarm, goal, fitness, skills, practise, exercise</li> <li>agility, control, co-ordination, batting, bowling, fielding, rules, spatial awareness, attack, defence, rally, stumps, racket</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>flight, sequenced movements, evaluate, apparatus</li> <li>control, strength, suppleness, adapt, compare, contrast, matching, straddle, pike, extension</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>rhythm, speed, level, linking, emotions</li> <li>pathway, direction, repeat, perform, unison, improvise, stimulus, style, timing, dance phrase</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>variety of speeds, relay, sprint, long distance, javelin, baton</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>map, route, challenge, scavenger hunt, direction</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim, stroke, safe, float, breathe</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>agility, control, co-ordination, fielding, rules, spatial awareness, attack, defence, rally, stumps, racket</li> <li>one handed catch, accuracy, pass, receive, possession, striking, stance, tactics, dodge, power</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>control, strength, suppleness, adapt, compare, contrast, matching, straddle, pike, extension</li> <li>mirroring, fluent, create, repeat, improve, arabesque, perform, cooperation</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>pathway, direction, repeat, perform, unison, improvise, stimulus, style, timing, dance phrase</li> <li>patterns, formations, levels, dynamics, reorder, coordination</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>variety of speeds, relay, sprint, long distance, javelin, baton</li> <li>long jump, vertical jump, track and field</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>map, route, challenge, scavenger hunt, direction</li> <li>team work, orienteering, aerial photo</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim, stroke, safe, float, breathe</li> <li>competently, confidently, front crawl, back stroke</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>one handed catch, accuracy, passing, receiving, possession, striking, stance, tactics, dodge, power</li> <li>refine, evaluate, marking, shoot, dribble, pivot, shot selection, timing, wicket, back stop, wicket keeper, deep fielder, follow through, forehand, backhand</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>mirroring, fluent, create, repeat, improve, arabesque, perform, cooperation</li> <li>symmetry, asymmetry, fluency, complex sequence, counter balance/tension, evaluate</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>patterns, formations, levels, dynamics, reorder, coordination</li> <li>cannon, accuracy, extension, evaluate, choreograph</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>long jump, vertical jump, track and field</li> <li>combine, land, take off, accuracy, evaluate, triple jump, hurdles</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>team work, orienteering, aerial photo</li> <li>compass, navigate, lead, evaluate</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>competently, confidently, front crawl, back stroke</li> <li>proficiently, tread water, stamina, breast stroke</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>refine, evaluate, marking, shoot, dribble, pivot, shot selection, timing, wicket, back stop, wicket keeper, deep fielder, follow through, forehand, backhand</li> <li>technique, effectiveness, volley, umpire/referee, positioning, tackle, sportsmanship, court, boundary, long barrier, one handed pick up, pace</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>symmetry, asymmetry, fluency, complex sequence, counter balance/tension, evaluate</li> <li>partner balances, collaborate, synchronisation, performance</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>cannon, accuracy, extension, evaluate, choreograph</li> <li>lead, fluency, accuracy, precision, consistency, sustained, musicality, performance, solo, duet, trio</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>combine, land, take off, accuracy, stamina, evaluate, triple jump, hurdles</li> <li>pace, stamina, refine, techniques</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>compass, navigate, lead, evaluate</li> <li>plan, feedback, collaborate</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>proficiently, tread water, stamina, breast stroke</li> <li>range, safe-rescue</li> </ul>
Famous	<ul style="list-style-type: none"> <li>Lionel Messi/Pele – Football</li> <li>Roger Federer/Bjorn Borg – Tennis</li> <li>Katarina Johnson-Thompson/Jessica Ennis-Hill – Athletics</li> <li>Lewis Hamilton/Ayrton Senna – Motor Racing</li> <li>Adam Peaty/Michael Phelps – Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Ben Stokes/Shane Warne – Cricket</li> <li>Serena Williams/Billie Jean-King – Tennis</li> <li>Misty Copeland/Anna Pavlova - Dancing</li> <li>Mo Farah/Eliud Kipchoge – Athletics</li> <li>Anthony Joshua/Muhammad Ali – Boxing</li> </ul>	<ul style="list-style-type: none"> <li>Owen Farrell/Jonah Lomu – Rugby</li> <li>Kobe Bryant/Michael Jordan – Basketball</li> <li>Usain Bolt/Michael Johnson – Athletics</li> <li>Victoria Pendleton/Sarah Storey – Cycling</li> <li>Shaun White/Lindsey Vonn – Winter Sports</li> </ul>	<ul style="list-style-type: none"> <li>Lucy Bronze/Alex Scott – Football</li> <li>Sachin Tendulkar/Don Bradman – Cricket</li> <li>Simone Biles/Nadia Comaneci – Gymnastics</li> <li>Prabhu Deva/Fred Astaire – Dancing</li> <li>Carl Lewis/Jesse Owens – Athletics</li> <li>Katie Ledecky/Elle Simmons – Swimming</li> </ul>