



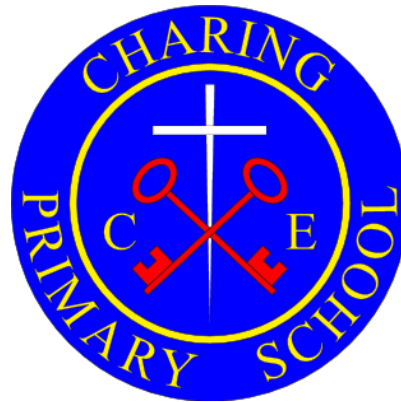
Physical Education Curriculum
Compassion Friendship Forgiveness Resilience Hope



Charing CE Primary School

Living and learning with faith, friendship and fun

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.



Physical Education Progression Document



Progression of Skills in Physical Education

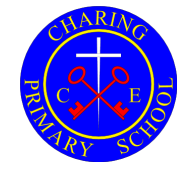
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games	<ul style="list-style-type: none"> - Move freely using suitable spaces and speed. - Know equipment needs to be used safely. - Demonstrate increasing control over objects. - Move confidently. - Use safety measures without direct supervision. - Demonstrate good control and co-ordination in large and small movement. - Move freely in a variety of different ways. - Show a dominant hand. - Stand on one foot. - Catch a ball. - Experiment moving in different ways on equipment and jump landing safely. - Manage own risk assessment. - Help to put away equipment correctly - Participate in Sports day and physical activities that are included within 	<ul style="list-style-type: none"> -I am beginning to dribble a ball with my hands and feet. -I can change direction to move away from a defender. -I can recognise space when playing games. -I can send and receive a ball with hands and feet. -I can use simple rules to play fairly. -I move to stay with another player when defending. -I recognise changes in my body when I do exercise. -I understand when I am a defender and when I am an attacker. 	<ul style="list-style-type: none"> -I can describe how my body feels during exercise. -I can dodge and find space away from the other team. -I can move with a ball towards goal. -I can sometimes dribble a ball with my hands and feet. -I can stay with another player to try and win the ball. -I know how to score points and can remember the score. -I know who is on my team and I can attempt to send the ball to them. 	<ul style="list-style-type: none"> -I am beginning to use simple tactics. -I am learning the rules of the game and am beginning to use them honestly. -I can dribble, pass, receive and shoot the ball with some control. -I can find space away from others and near to my goal. -I can provide feedback using key words. -I can track an opponent to slow them down. -I understand my role as an attacker and as a defender. -I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> -I can delay an opponent and help to prevent the other team from scoring. -I can dribble, pass, receive and shoot the ball with increasing control. -I can move to space to help my team to keep possession and score goals. -I can provide feedback using key terminology and understand what I need to do to improve. -I can use simple tactics to help my team score or gain possession. -I share ideas and work with others to manage our game. -I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> -I can communicate with my team and move into space to keep possession and score. -I can dribble, pass, receive and shoot the ball with some control under pressure. -I can identify when I was successful and what I need to do to improve. -I can use tracking and intercepting when playing in defence. -I understand the need for tactics and can identify when to use them in different situations. -I understand the rules of the game and I can apply them honestly most of the time. -I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> -I can create and use space to help my team. -I can dribble, pass, receive and shoot the ball with increasing control under pressure. -I can select the appropriate action for the situation and make this decision quickly. -I can use the rules of the game honestly and consistently. -I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve. -I understand when to use different styles of defence in game situations.



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Striking and Fielding	<p>this using a variety of equipment, taking turns and celebrating other's successes.</p> <ul style="list-style-type: none"> - Understand the need for varied and healthy food. - Use scissors and other tools safely. - Understand their own needs <p>hunger/toilet/personal hygiene.</p> <ul style="list-style-type: none"> - Dress with support. - Use tools to change to materials. <p>(Following Instructions, using space and different ways of moving- moving safely)</p> <p>Understanding why exercise is good for our bodies and what changes happen during exercise. Revise and refine the fundamental movement skills they have already acquired: - rolling -</p>	<ul style="list-style-type: none"> - I can catch a beanbag and a medium-sized ball. - I can roll a ball towards a target. - I can strike a ball using my hand. - I can track a ball that is coming towards me. - I know how to score points. - I understand the rules and I am beginning to use these to play honestly and fairly. - I understand when I am successful. 	<ul style="list-style-type: none"> - I am beginning to provide feedback using key words. - I am developing underarm and overarm throwing skills. - I can hit a ball using equipment with some consistency. - I can track a ball and collect it. - I can use simple tactics. - I know how to score points and can remember the score. - I understand the rules of the game and can use these to play fairly in a small group. 	<ul style="list-style-type: none"> - I am able to bowl a ball towards a target. - I am beginning to strike a bowled ball. - I am developing an understanding of tactics and I am beginning to use them in game situations. - I am learning the rules of the game and I am beginning to use them. - I can provide feedback using key words. - I can use overarm and underarm throwing and catching skills. - I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> - I am able to bowl a ball with some accuracy, and consistency. - I am learning the rules of the game and I am beginning to use them to play honestly and fairly. - I can communicate with my team to apply simple tactics. - I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can provide feedback using key terminology and understand what I need to do to improve. - I can strike a bowled ball with adapted equipment (e.g. a tennis racket). - I can use overarm and underarm throwing and catching skills with increasing accuracy. - I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> - I am beginning to strike a ball with a rounders bat. - I am developing a wider range of fielding skills and I am beginning to use these under some pressure. - I can identify when I was successful and what I need to do to improve. - I can work co-operatively with others to manage our game. - I understand the need for tactics and can identify when to use them in different situations. - I understand the rules of the game and I can apply them honestly most of the time. - I understand there are different skills for different situations and I am beginning to use this. 	<ul style="list-style-type: none"> - I can strike a bowled ball with increasing consistency. - I can use a wider range of skills with increasing control under pressure. - I can use the rules of the game consistently to play fairly. - I can work collaboratively with others to get batters out. - I can work in collaboration with others so that games run smoothly. - I recognise my own and others strengths and areas for development and can suggest ways to improve. - I understand and can apply some tactics in the game as a batter, bowler and fielder.
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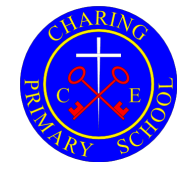
Ball Skills	<p>crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility (Exploring simple movements and equipment) Progress towards a more fluent style of moving, with developing control and grace</p> <p>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> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read</p>	<p>-I am beginning to catch with two hands.</p> <p>-I am beginning to dribble /send and receive a ball with my hands and feet.</p> <p>-I am beginning to understand simple tactics.</p> <p>-I can roll and throw with some accuracy towards a target.</p> <p>-I can say when someone was successful.</p> <p>-I can track a ball that is coming towards me.</p> <p>-I can work co-operatively with a partner.</p> <p>-I can throw a ball to a partner.</p>	<p>-I am beginning to provide feedback using key words.</p> <p>-I am beginning to understand and use simple tactics.</p> <p>-I can dribble a ball with my hands and feet with some control.</p> <p>-I can roll and throw a ball to hit a target.</p> <p>-I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>-I can track a ball and collect it.</p> <p>-I can work co-operatively with a partner and a small group.</p> <p>- I am beginning to trap and cushion a ball that is coming towards me.</p> <p>-I can accurately throw and kick a ball to a partner.</p> <p>-I can catch a ball passed to me, with and without a bounce.</p> <p>-I can roll a ball to hit a target.</p> <p>-I can track a ball and stop it using my hands and feet.</p> <p>-I can work safely to send a ball towards a partner using a piece of equipment.</p>	<p>-I can catch different sized objects with increasing consistency with two hands.</p> <p>-I can dribble a ball with control.</p> <p>-I can persevere when learning a new skill.</p> <p>-I can provide feedback using key words.</p> <p>-I can show a variety of throwing techniques.</p> <p>-I can throw with accuracy and increasing consistency to a target.</p> <p>-I can track the path of a ball that is not sent directly to me.</p>	<p>-I can accurately use a range of throwing techniques to throw to a target.</p> <p>-I can catch different sized objects with increasing consistency with one and two hands.</p> <p>-I can consistently track the path of a ball that is not sent directly to me.</p> <p>-I can dribble a ball with increasing control and co-ordination.</p> <p>-I can persevere when learning a new skill.</p> <p>-I can provide feedback using key terminology and understand what I need to do to improve.</p>		
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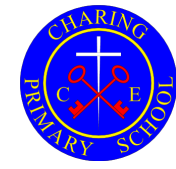


	<p>to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says,</p>						
<p align="center">Net and Wall</p>	<p>-I can hit a ball using a racket. -I can throw a ball to land over the net and into the court area. -I can track balls and other equipment sent to me. -I can use a ready position to move to the ball. -I know how to score points. -I recognise changes in my body when I do exercise. -I show honesty and fair play when playing against an opponent.</p>	<p>-I can defend space on my court using the ready position. -I can describe how my body feels during exercise. -I can hit a ball over the net and into the court area. -I can throw accurately to a partner. -I can use simple tactics to make it difficult for an opponent. -I know how to score points and can remember the score. -I show good sportsmanship when playing against an opponent.</p>	<p>-I am learning the rules of the game and I am beginning to use them to play fairly. -I can provide feedback using key words. -I can return a ball to a partner. -I can use basic racket skills. -I understand the aim of the game. -I understand the benefits of exercise. -I work cooperatively with my group to self-manage games.</p>	<p>-I can communicate with my teammates to apply simple tactics. -I can explain what happens to my body when I exercise and how this helps to make me healthy. -I can provide feedback using key terminology and understand what I need to do to improve. -I can return to the ready position to defend my own court. -I can sometimes play a continuous game. -I can use a range of basic racket skills. -I share ideas and work with others to manage our game. -I understand the rules of the game and I can use them often and honestly.</p>	<p>-I am developing a wider range of skills and I am beginning to use these under some pressure. -I can identify how different activities can benefit my physical health. -I can identify when I was successful and what I need to do to improve. -I can use feedback provided to improve my work. -I can work cooperatively with others to manage our game. -I understand the need for tactics and can identify when to use them in different situations. -I understand the rules of the game and I can apply them honestly most of the time. -I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>-I can select the appropriate action for the situation and make this decision quickly. -I can use a wider range of skills with increasing control under pressure. -I can use feedback provided to improve the quality of my work. -I can use the rules of the game consistently to play honestly and fairly. -I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve. -I understand that there are different areas of fitness and how this helps me in different activities.</p>	



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OAA/Team Building	<p>responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>	<ul style="list-style-type: none"> -I can communicate simple instructions. -I can follow instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks. -I can work with a partner and a small group. -I understand the rules of the game. 	<ul style="list-style-type: none"> -I can follow instructions carefully. -I can say when I was successful at solving challenges. -I can share my ideas and help to solve tasks. -I can work co-operatively with a partner and a small group. -I show honesty and can play fairly. -I understand how to use, follow and create a simple diagram/map. 	<ul style="list-style-type: none"> -I am developing map reading skills. -I can follow and give instructions. -I can listen to and am accepting of others' ideas. -I can plan and attempt to apply strategies to solve problems. -I can reflect on when and why I was successful at solving challenges and am beginning to understand why. -I can work collaboratively with a partner and a small group. 	<ul style="list-style-type: none"> -I can accurately follow and give instructions. -I can confidently communicate ideas and listen to others. -I can identify key symbols on a map and use a key to help navigate around a grid. -I can plan and apply strategies to solve problems. -I can reflect on when and why I was successful at solving challenges. -I can work collaboratively and effectively with a partner and a small group. 	<ul style="list-style-type: none"> -I am inclusive of others and can share job roles. -I can navigate around a course using a map. -I can orientate a map confidently. -I can reflect on when I was successful at solving challenges and alter my methods in order to improve. -I can use critical thinking to approach a task. -I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<ul style="list-style-type: none"> -I am inclusive of others, can share job roles and lead when necessary. -I can orientate a map efficiently to navigate around a course. -I can pool ideas within a group, selecting and applying the best method to solve a problem. -I can use critical thinking skills to form ideas and strategies to solve challenges. -I can work effectively with a partner and a group to solve challenges. -With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.
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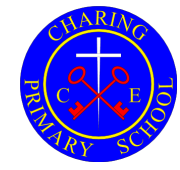
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fundamentals and Multi-Skills</p>		<ul style="list-style-type: none"> -I can change direction when moving at speed. -I can recognise changes in my body when I do exercise. -I can run at different speeds. -I can select my own actions in response to a task. -I can show hopping and jumping movements. -I can work co-operatively with others to complete tasks. -I show balance and co-ordination when static and moving at a slow speed. 	<ul style="list-style-type: none"> -I am beginning to provide feedback using key words. -I am beginning to turn and jump in an individual skipping rope. -I can describe how my body feels during exercise. -I can show balance when changing direction. -I can show hopping, skipping and jumping movements with some balance and control. -I can work co-operatively with a partner and a small group. -I show balance and co-ordination when running at different speeds. 	<ul style="list-style-type: none"> -I am able to jump and turn a skipping rope. -I can change direction quickly. -I can identify when I was successful. -I can link hopping and jumping actions. -I demonstrate balance when performing other fundamental skills. -I understand how the body moves differently at different speeds. -I understand why it is important to warm up. 	<ul style="list-style-type: none"> -I can change direction quickly under pressure. -I can explain what happens when I exercise. -I can identify when I was successful and what I need to do to improve. -I can link hopping and jumping actions with other fundamental skills. -I can work with others to complete skipping challenges. -I demonstrate good balance and control when performing other fundamental skills. -I understand and can demonstrate how and when to speed up and slow down when running. 		



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Fitness	<ul style="list-style-type: none"> -I can recognise changes in my body when I do exercise. -I can share my ideas with other people in the class. -I can talk about what exercise does to my body. -I recognise how exercise makes me feel. -I try my best in the challenges I am set. -I understand why it is important to warm up. 	<ul style="list-style-type: none"> -I can describe how my body feels during exercise. -I can show hopping and jumping movements with some balance and control. -I persevere with new challenges. -I show determination to continue working over a longer period of time. -I understand that running at a slower speed will allow me to run for a longer period of time. -I work with others to turn a rope and encourage others to jump at the right time. 	<ul style="list-style-type: none"> -I can collect and record my scores, recognising my strengths. -I can complete exercises with control. -I can persevere when I find a challenge hard. -I can provide feedback using key words. -I can use key points to help me to improve my sprinting technique. -I can work safely with others. -I show balance when changing direction. -I understand that there are different areas of fitness. 	<ul style="list-style-type: none"> -I can collect and record my scores and identify areas -I need to improve. -I can use key points to help me to improve my sprinting technique. -I share ideas and work with others to manage activities. -I show balance when changing direction at speed. -I show control when completing activities to improve balance. -I show determination to continue working over a period of time. -I understand there are different areas of fitness and that each area challenges my body differently. 	<ul style="list-style-type: none"> -I can analyse my fitness scores to identify areas for improvement. -I can choose the best pace for a running event and maintain speed. -I can encourage and motivate others to work to their personal best. -I can identify how different activities can benefit my physical health. -I can work with others to manage activities. -I understand the different components of fitness and how to test them. -I understand what my maximum effort looks and feels like and I am determined to achieve it. 	<ul style="list-style-type: none"> -I can change my running technique to adapt to different distances. -I can collect, record and analyse scores to identify areas where I have made the most improvement. -I can work with others to organise, manage and record information at a station. -I encourage and motivate others to work to their best. -I understand that there are different areas of fitness and how this helps me in different activities. -I understand the different components of fitness and ways to test and develop them. -I work to my maximum consistently when presented with challenges.
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Gymnastics		<ul style="list-style-type: none"> -I am confident to perform in front of others. -I can link simple actions together to create a sequence. -I can make my body tense, relaxed, stretched and curled. -I can recognise changes in my body when I do exercise. -I can remember and repeat actions and shapes. -I can say what I liked about someone else's performance. -I can use apparatus safely and wait for my turn. 	<ul style="list-style-type: none"> -I am beginning to provide feedback using key words. -I am proud of my work and confident to perform in front of others. -I can perform the basic gymnastic actions with some control and balance. -I can plan and repeat simple sequences of actions. -I can use directions and levels to make my work look interesting. -I can use shapes when performing other skills. -I can work safely with others and apparatus. 	<ul style="list-style-type: none"> -I can adapt sequences to suit different types of apparatus. -I can choose actions that flow well into one another. -I can choose and plan sequences of contrasting actions. -I can complete actions with increasing balance and control. -I can move in unison with a partner. -I can provide feedback using key words. -I use a greater number of my own ideas for movements in response to a task. -With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> -I can adapt sequences to suit different types of apparatus. -I can choose actions that flow well into one another. -I can choose and plan sequences of contrasting actions. -I can complete actions with increasing balance and control. -I can move in unison with a partner. -I can provide feedback using key words. -I use a greater number of my own ideas for movements in response to a task. -With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> -I can create and perform sequences using apparatus, individually and with a partner. -I can lead a partner through short warm-up routines. -I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. -I can use feedback provided to improve my work. -I can use set criteria to make simple judgments about performances and suggest ways they could be improved. -I can use strength and flexibility to improve the quality of a performance. -I can work safely when learning a new skill to keep myself and others safe. 	<ul style="list-style-type: none"> -I can combine and perform gymnastic actions, shapes and balances with control and fluency. -I can create and perform sequences using compositional devices to improve the quality. -I can lead a small group through a short warm-up routine. -I can use appropriate language to evaluate and refine my own and others' work. -I can work collaboratively with others to create a sequence. -I understand how to work safely when learning a new skill. -I understand what counter balance and counter tension is and can show examples with a partner.



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Dance	<ul style="list-style-type: none"> -I am beginning to use counts. -I can copy, remember and repeat actions. -I can move confidently and safely. -I can use different parts of the body in isolation and together. -I can work with others to share ideas and select actions. -I choose appropriate movements for different dance ideas. -I say what I liked about someone else's performance. -I show some sense of dynamic and expressive qualities in my dance. 	<ul style="list-style-type: none"> -I am beginning to provide feedback using key words. -I can copy, remember, repeat and create dance phrases. -I can describe how my body feels during exercise. -I can show a character and idea through the actions and dynamics I choose. -I can use counts to stay in time with the music. -I can work with a partner using mirroring and unison in our actions. -I show confidence to perform. 	<ul style="list-style-type: none"> -I am respectful of others when watching them perform. -I can provide feedback using key words. -I can repeat, remember and perform a dance phrase. -I can use counts to keep in time with a partner and group. -I can use dynamic and expressive qualities in relation to an idea. -I can work with a partner and in a small group, sharing ideas. -I create short dance phrases that communicate the idea. 	<ul style="list-style-type: none"> -I can choose actions and dynamics to convey a character or idea. -I can copy and remember set choreography. -I can provide feedback using appropriate language relating to the lesson. -I can respond imaginatively to a range of stimuli relating to character and narrative. -I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. -I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. -I show respect for others when working as a group and watching others perform. 	<ul style="list-style-type: none"> -I can accurately copy and repeat set choreography. -I can choreograph phrases individually and with others considering actions and dynamics. -I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. -I can lead a group through short warm-up routines. -I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. -I can suggest ways to improve my own and other people's work using key terminology. -I can use counts when choreographing to stay in time with others and the music. -I can use feedback provided to improve my work. 	<ul style="list-style-type: none"> -I can choreograph a dance and work safely using a prop. -I can lead a small group through a short warm-up routine. -I can perform dances confidently and fluently with accuracy and good timing. -I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. -I can use appropriate language to evaluate and refine my own and others' work. -I can use feedback provided to improve the quality of my work. -I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
Athletics	<ul style="list-style-type: none"> -I am able to throw towards a target. -I am beginning to show balance and co-ordination when changing direction. -I am developing overarm throwing. 	<ul style="list-style-type: none"> -I can describe how my body feels during exercise. -I can identify good technique. -I can jump and land with control. 	<ul style="list-style-type: none"> -I am developing jumping for distance. -I can identify when I was successful. -I can take part in a relay activity, remembering when to run and what to do. 	<ul style="list-style-type: none"> -I can demonstrate the difference in sprinting and jogging techniques. -I can explain what happens in my body when I warm up. 	<ul style="list-style-type: none"> -I can choose the best pace for a running event. -I can identify good athletic performance and explain why it is good. -I can perform a range of jumps showing some technique. 	<ul style="list-style-type: none"> -I can compete within the rules showing fair play and honesty. -I can help others to improve their technique using key teaching points. -I can identify my own and others' strengths and



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		<ul style="list-style-type: none"> -I can recognise changes in my body when I do exercise. -I can run at different speeds. -I can work with others and make safe choices. -I try my best. -I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. 	<ul style="list-style-type: none"> -I can use an overarm throw to help me to throw for distance. -I can work with others, taking turns and sharing ideas. -I show balance and co-ordination when running at different speeds. -I try my best. 	<ul style="list-style-type: none"> -I can throw a variety of objects, changing my action for accuracy and distance. -I can use different take off and landings when jumping. -I can use key points to help me to improve my sprinting technique. -I can work with a partner and in a small group, sharing ideas. -I show determination to achieve my personal best. 	<ul style="list-style-type: none"> -I can identify when I was successful and what I need to do to improve. -I can jump for distance with balance and control. -I can throw with some accuracy and power to a target area. -I show determination to improve my personal best. -I support and encourage others to work to their best. 	<ul style="list-style-type: none"> -I can show control at take-off and landing in jumping activities. -I can take on the role of coach, official and timer when working in a group. -I can use feedback to improve my sprinting technique. -I persevere to achieve my personal best. -I show accuracy and power when throwing for distance. 	<p>areas for development and can suggest ways to improve.</p> <ul style="list-style-type: none"> -I can perform jumps for distance using good technique. -I can select and apply the best pace for a running event. -I can show accuracy and good technique when throwing for distance. -I understand that there are different areas of fitness and how this helps me in different activities. -I use different strategies to persevere to achieve my personal best.
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