Physical Education Policy

Policy produced by Go Shine CE Federation

Adopted by Governors -Academic year 2026/27 updated 15.09.23
Review date- As changes are made

Intent of our curriculum

Curriculum design

Physical Education is key to inspiring the next generation to lead a healthy and active lifestyle. The school is committed to delivering 2 hours of PE each week throughout the academic year.

Our planning is based on the National Curriculum guidelines for PE across KS1 and KS2.
As pupils develop physically throughout primary school years they will be able to play more sports based activity to a higher performance level.

Pupils will begin to understand the benefits of exercise and the changes that occur in the body. Social skills will also be enhanced through team games allowing children to interact and problem solve tactically. Pupils will be encouraged to understand how playing sport competitively can teach you how to be humble in victory and gracious in defeat.
During primary school Physical Education children will:

- Learn to play a range of sports and activities developing skills and techniques to enhance performance
- Be physically active for sustained periods of time
- Understand what changes occur in the body whilst exercising at different levels
- Develop social skills through interaction and team play

We provide our children with a curriculum which is engaging and stimulating and develops not just their **physical education knowledge**, but builds on prior learning of concepts and the processes of geographical skills. Alongside this, we will ensure immersion in a topic with a range of experiences where children can explore geography through writing, trips and visitors for it to be fully 'brought alive'.

At our school we see the Y1 to Y6 curriculum as a body of **subject specific knowledge** defined by us and the National Curriculum and so we take a **knowledge led approach**. Skills are an outcome of the curriculum, not its purpose. When children are 'fluent' in knowledge they can then apply that knowledge as part of skill acquisition.

We have a **clear focus on subjects** as units to deliver the curriculum. Our **Curriculum Map** and units of work in every subject contain the knowledge that we have identified as essential in our school.

Our **Units of Work** in each subject have been carefully crafted by expert teachers across our school partnership, identifying **composite tasks** and breaking them down in to **component tasks** to ensure **sequential, layered knowledge acquisition**. These Units of Work also support our particular **'instructional'** style of teaching and help with the speedy and effective induction of new staff. This is particularly important in an inner London environment where the cost of accommodation prevents most of our staff from being able to stay with us long term.

Implementation of our curriculum

The implementation of our curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.
Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.
The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Resources

Physical Education resources are kept in the PE cupboard and hall. There is enough equipment to ensure each individual is able to be actively engaged whilst developing their skills.

Assessment

From Y1- Y6 children are assessed individually against the statutory outcomes for each year group. They are graded Working towards Expected Standard, Expected Standard, Greater Depth.

Staff training

Staff are invited to observe lessons from one another and Teaching Assistants are used in lessons ensuring they are exposed to physical education.

Parent involvement

Through parents' meetings, the school newsletter and the school website parents are encouraged to support their children's learning in physical education. Where possible there is also encouragement to find exit routes for gifted and talented pupils to continue their development outside of school.

The role of the subject leader

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the physical education curriculum and report to senior leaders
- monitor pupil outcomes in physical education and report to senior leaders

Monitoring and evaluation

The quality of provision in physical education is monitored and evaluated according to the annual school monitoring and evaluation plan.

Progression through the physical education curriculum in our school

National Curriculum content	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Autumn term 1 **(REC- Y2)** master basic movements: running, jumping, throwing and catching **(Y3-Y6)** running, jumping, throwing and catching in isolation and in combination		**attack defend shoot unit 1** Practice basic movements including running, jumping etc, and begin to engage in competitive activities.	**attack defend shoot unit 1** Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link a combination of skills (dribbling)	**Netball** Perform basic netball skills such as passing and catching using recognised throws. Use space efficiently to build attacking play. Implement the basic rules of netball.	**Basketball** Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of handling skills. Use footwork skills in a game situation.	**Netball** Use specific netball skills in games. Begin to play efficiently in different positions on the court in both attack and defence. Increase power and strength of passes	**Basketball** Apply aspects of fitness to the game such as power, strength. Choose and implement a range of strategies to play defensively and offensively.	**Netball** Take a small group warm up for netball. Understand the footwork rule. Demonstrate how to use a picot correctly. Understand the basic rules, court marking and positions. Receive a ball with your right, left and both hands.
Autumn term 2	**Rec**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7 (KS3)**
(REC-Y2) participate in team games, developing simple tactics for attacking and defending. **(Y3-Y6)** play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.		**attack, defend, shoot unit 2** To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise	**attack, defend, shoot unit 2** Select and apply a small range of simple tactics. Recognise good quality in self and others. Working with others to build basic attacking play.	**Football** Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.	**Football** Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement	**Football** Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.	**Football** Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.	**Football** Organise a small group warm up. Control the ball from various heights. Show 3 different ways of turning with the ball. Shoot the ball on target from the edge of the box, at least 3 times out of 5. Use the width to create space in a game situation. Man-mark an opponent effectively in a practice situation.

Spring term 1	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
(REC – Y2) developing balance, agility and co-ordination **(Y3-Y6)** develop flexibility, strength, technique, control and balance	**Gymnastics unit 1:** Develop confidence in fundamental movements. Experience jumping, sliding rolling moving over and under apparatus. Develop co ordination and gross motor skills. **Gymnastics unit 2:** Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.	**Gymnastics unit 1:** Use simple gymnastic actions and shapes. Apply basic strength to gymnastic actions. **Gymnastics unit 2:** Perform a variety of basic gymnastic actions showing control. Introduce turn, twist, spin, rock and roll and link these.	**Gymnastics unit 1:** Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. **Gymnastics unit 2:** Develop body management through a range of floor exercises. Use core strength to link recognised gymnastic elements.	**Gymnastics unit 1:** Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. **Gymnastics unit 2:** Identify similarities and differences in sequences. Develop body management over a range of floor exercises.	**Gymnastics unit 1:** Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. **Gymnastics unit 2:** Develop an increased range of body actions and shapes to include in a sequence. Define groups needed to the core of their body	**Gymnastics unit 1:** Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. **Gymnastics unit 2:** Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of their body.	**Gymnastics unit 1:** Demonstrate accuracy, consistency and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. **Gymnastics unit 2:** Perform increasingly complex sequences. Combine own ideas with others to build sequences.	**Trampolining** Perform a basic trampolining warm up. Bounce 10 times on/around the cross with control. Accurately replicate three basic shapes: tuck, straddle and pike .Link a movement into a half or full twist. Accurately replicate seat landing. Accurately replicate front landing. Accurately replicate back landing.
Spring term 2	**Rec**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7 (KS3)**
(REC – Y2) perform dances using simple movement patterns	**Dance unit 1** Recognised actions can be performed to music. Copy, repeat and perform some	**Dance unit 1** Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with	**Dance unit 1** Describe and explain how performers can transition from shapes and balances. Challenge	**Dance unit 1** Practice and put together a performance. Perform using facial expressions.	**Dance unit 1** Work to include freeze frame routines. Practise and perform a variety of different	**Dance unit 1** Refine and improve dances adapting them to include the use of include the use of space	**Dance Unit 1** Work collaboratively to include more complex compositional ideas. Talk about different	

(Y3-Y4) perform dances using a range of movement patterns **(Y5-Y6)** compare their performances with previous ones and demonstrate improvement to achieve their personal best.	basic actions to music **Dance unit 2** Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns.	different body parts. **Dance unit 2** Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phases.	themselves to move imaginatively responding to music. **Dance unit 2** Perform more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions.	Perform with a prop. **Dance unit 2** Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamic and partner skills.	formations in dance.	and rhythm and expression.	styles of dance with understanding, using appropriate language and terminology.	
Summer term 1	**Rec**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7 (KS3)**
(REC- Y2) participate in team games, developing simple tactics for attacking and defending **(Y3- Y6)** play competitive games, modified where appropriate.		**Y1 Hit, catch, run unit 1** Able to hit objects with hand or bat. Track and retrieve a rolling ball. **Y1 hit catch run unit 2** Develop sending and receiving skills to benefit fielding as a team.	**Y2 Send and return unit 1** Be able to track the path of a ball over a net and move it forwards it. Begin to hit and return a ball with some consistency. **Send and return unit 2** Be able to make it difficult for their opponents to score a point. Begin to choose specific tactics.	**Tennis** To identify and explain some rules of tennis. To serve to begin a game. To explore forehand hitting.	**Tennis** Explore different shots (forehand, backhand). Work to return the serve. Positions in gameplay.	**Tennis** Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score points and defend points in competitive games.	**Tennis** Develop backhand shots. Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.	**Tennis** Lead a small group warm up in tennis. Move your feet and get into correct position to play the ball. Keep the ball off the floor for 10 bounces on the racket. Use a forehand shot to rally a ball five times, from the edge of the service box. Understand the basic rules of singles tennis. Hit the ball with both forehand and backhand over the net in a game situation

Summer term 2	**Rec**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7 (KS3)**
(REC -Y2) master basic movements including agility and co-ordination, and begin to apply these in a range of activities **(Y3-Y6)** compare their performances with previous ones and demonstrate improvement to achieve their personal best. **(Y3- Y6)** play competitive games, modified where appropriate.		**Run, Jump, throw unit 1:** Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances. **Run, jump, throw unit 2** Increase stamina and core strength. Work collaboratively on more complex tasks.	**Run, Jump, throw unit 1:** Throw and handle a variety of objects. Develop power, agility, co ordination and balance. Negotiate obstacles showing increased control. **Run, jump, throw unit 2** Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy active lifestyles.	**Athletics** Control movements in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force. **Rounders** To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skills.	**Athletics** Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. **Cricket** Apply with cricket rules in a variety of styles of games. Attempt a small range of tactics for attacking and defending in the role of bowler, batter and fielder.	**Athletics** Sustain pace over short and longer distances. Run as part of a relay team. Perform range of jumps and throws. **Rounders** Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games.	**Athletics** Apply strength and flexibility of throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement. **Cricket** Apply with cricket rules in variety of styles of games. Attempt a small range of recognised shots.	**Athletics** Warm up effectively for different athletic events. Consistently perform a legal long jump using seven strides. To perform a sprint start in practice and race situation. Understand the rules involved with running events (staggered starts and staying lane). Pace yourself over 800m and 1500 m run. Understand how to measure jumping and throwing events. Pass the baton effectively in practice using an upward or downward sweep.
Spring term 2 and summer term 2	**Rec**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7 (KS3)**

Swimming We are learning how to swim front crawl competently up to 25m. We are learning how to use various strokes (front crawl, backstroke and breaststroke) to swim efficiently. We are learning how to perform safe rescue in different water based situations.				We are learning how to swim front crawl competently up to 25m.		We are learning how to use various strokes (front crawl, backstroke and breaststroke) to swim efficiently. We are learning how to perform safe rescue in different water based situations.		
Year 4 Spring term 2. Year 6 summer term 2	**Rec**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7 (KS3)**
(Y4 and Y6) take part in outdoor and adventurous activity challenges both individually and within a team					**OAA** Work well in a team or group with defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance and use of maps, compasses and symbols.		**OAA** Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role.	

	Rec	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7 (KS3)**
Health and fitness Lead physically active lives.	**Health and fitness** I am aware of the changes to the way I feel when I exercise.	**Health and fitness** I am aware of the changes to the way I feel when I exercise.	**Health and fitness** I am aware of why exercise is important for good health.	**Health and fitness** I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	**Health and fitness** I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down	**Health and fitness** I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	**Health and fitness** I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	**Health and fitness** I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event. I can plan and follow my own basic fitness programme. .

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	**Unit 1** Gymnastics **Unit 1** Body Management	**Unit 1** Dance	**Unit 2** Gymnastics **Unit 2** Body Management	**Unit 2** Dance **Unit 1** Manipulation & Coordination	**Unit 2** Manipulation & Coordination **Unit 1** Speed Agility Travel	**Unit 2** Speed Agility Travel **Unit 1** Cooperate & Solve Problems
Year 1	**Unit 1** Attack Defend Shoot **Unit 1** Gymnastics	**Unit 2** Attack Defend Shoot **Unit 1** Dance	**Unit 1** Hit Catch Run **Unit 2** Gymnastics	**Unit 2** Hit Catch Run **Unit 2** Dance	**Unit 1** Run Jump Throw **Unit 1** Send & Return	**Unit 2** Run Jump Throw **Unit 2** Send & Return
Year 2	**Unit 1** Attack Defend Shoot **Unit 1** Gymnastics	**Unit 2** Attack Defend Shoot **Unit 1** Dance	**Unit 1** Hit Catch Run **Unit 2** Gymnastics	**Unit 2** Hit Catch Run **Unit 2** Dance	**Unit 1** Run Jump Throw **Unit 1** Send & Return	**Unit 2** Run Jump Throw **Unit 2** Send & Return
Year 3	**Football** Year 3	**Netball** Year 3	**Unit 1** Gymnastics **Unit 2** Gymnastics	**Unit 1** Dance **Unit 2** Dance	**Athletics** Year 3 **Rounders** Year 3	**Tennis** Year 3
Year 4	**Football** Year 4	**Basketball** Year 4	**Unit 1** Gymnastics **Unit 2** Gymnastics	**Unit 1** Dance **OAA** Year 4	**Athletics** Year 4 **Cricket** Year 4	**Tennis** Year 4
Year 5	**Football** Year 5	**Netball** Year 5	**Unit 1** Gymnastics **Unit 2** Gymnastics	**Unit 1** Dance **Unit 2** Dance	**Athletics** Year 5 **Rounders** Year 5	**Tennis** Year 5
Year 6	**Football** Year 6	**Basketball** Year 6	**Unit 1** Gymnastics **Unit 2** Gymnastics	**Unit 1** Dance **OAA** Year 6	**Athletics** Year 6 **Cricket** Year 6	**Tennis** Year 6

Department for Education

Physical education programmes of study: key stages 1 and 2

National curriculum in England

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Published: September 2013

Key
a = autumn
b = spring
c = summer

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 Y1 a+b+c ; Y2 a+b+c
- participate in team games, developing simple tactics for attacking and defending Y1 a Y2 a
- perform dances using simple movement patterns. Y1 a+b; Y2 a+b

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 Y3 a+c; Y4 a+c; Y5 a+c ; Y6 a+c
- 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 Y3 a+c; Y4 a+c; Y5 a+c; Y6 a+c
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Y3 b+c; Y4 b+c; Y5 b+c; Y6 b+c
- perform dances using a range of movement patterns Y3 b ; Y4 b ; Y5 b ; Y6 b
- take part in outdoor and adventurous activity challenges both individually and within a team Y4 b ; Y6 b
- compare their performances with previous ones and demonstrate improvement to achieve their personal best. All units

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 KS2
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] KS2
- perform safe self-rescue in different water-based situations. KS2

Physical Education Assessment Statements
Year 1 **Name:**

Expected standard Year 1

Statements of assessment	Feb	July
I can roll and slide balls and beanbags		
I can work with a partner to score points		
I can bounce a ball with control to ourselves		
I can aim at different targets		
I can perform large and small shapes with body parts		
I can travel on my feet showing good body tension		
I can perform a short dance with a clear start, middle and end		
I can perform leading and following statements		
I can use my hands to hit a ball		
I can run between bases to score points		
I can use the correct technique to throw different objects for distance		
I can take part in a competition using running, jumping and throwing		

February assessment point **On track to** _____

July assessment point _____

Physical Education Assessment Statements
Year 2 **Name:**

Expected standard Year 2

Statements of assessment	Feb	July
I can stop a ball with control using my foot		
I can work with my team to keep the ball		
I can pass and move forwards to a target with a partner		
I can throw different types of equipment		
I can combine 4 elements into a floor sequence		
I can create power in a variety of jumps		
I can match my movement to music		
To use the correct grip to hit a self-fed ball.		
I can develop agility and use it in a game.		
I can move through an obstacle course with speed and control.		
I can move quickly whilst being aware of others around.		

February assessment point on track to_____

July assessment point _____

Physical Education Assessment Statements
Year 3 **Name:**

Expected standard Year 3

Statements of assessment	Feb	July
I can perform quick, accurate chest passes		
I can use dodging to get free from my opponent		
I can use the outside of the foot to control the ball and dribble.		
I can pass the ball accurately into space over short distances		
I can perform a sequence using different types of rolls		
I can perform in unison with a partner		
I can develop movements using improvisation		
I can hit the ball to different parts of the court using a forehand hit.		
I can use the ready position to return a ball		
I can keep scores accurately over a range of events		
I can bowl with some consistency in a game		
I can hit a moving ball with one hand		

February assessment point on track to _____

July assessment point _____

Physical Education Assessment Statements
Year 4 **Name:**

Expected standard Year 4

Statements of assessment	Feb	July
I can change direction quickly using crossover dribble.		
I can apply pressure on an attacker to force a mistake		
I can run onto the ball to receive it		
I can perform passing and moving with a teammate		
I can develop a sequence using compositional ideas, e.g. changing speed		
I can create and perform a partner sequence		
I can use freeze frames in dances		
I can use a variety of formations when performing		
I can play a backhand shot with some control		
I can work with a partner to score points in a game		
I can run and exchange a baton in my team		
I can bowl overarm		
I can hit the ball in different directions		

February assessment point on track to _____

July assessment point _____

Physical Education Assessment Statements
Year 5 **Name:**

Expected standard Year 5

Statements of assessment	Feb	July
I can practice and perform pivoting and quick turns		
I can choose the appropriate pass for different scenarios		
I can travel quickly and effectively when running with the ball		
I can maintain position when attacking to create space		
I can perform smooth transitions between counterbalances using different levels		
I can create and perform a 3 step line dance with a pair/group		
I can move quickly to the ball to perform a volley		
I can recap and perform a range of different shots with accuracy and control		
I can exchange a baton within a restricted area		
I can design a running, jumping or throwing activity for others		
I can hit the ball into gaps to maximise the chance of scoring		
I can judge how far I can run based on the distance of a hit.		

February assessment point on track to _____

July assessment point _____

Physical Education Assessment Statements
Year 6 **Name:**

Expected standard Year 6

Statements of assessment	Feb	July
I can retreat dribble to maintain possession.		
I know how to counterattack using the fast break.		
I can perform the penalty kick with power and accuracy		
I can use close control to keep possession of the ball under pressure.		
I can dismount from high apparatus		
I can incorporate equipment such as hoops and balls into a group sequence.		
I can compose a dance phrase based on a style of dance I know eg. the Hakka		
I can perform a lob shot to hit the ball over the opponent's head		
I can perform the three phases of triple jump		
I can perform a short – pitched bowl to get a batter to hit the ball in the air.		
I can track and catch a high ball consistently.		

February assessment point on track to _____

July assessment point _____