

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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Arnold Mill Primary School

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| | <u>Not met</u> | <u>Not met</u> | <u>Not met</u> | <u>Not met</u> | <u>Not met</u> | <u>Not met</u> |
| Maths | <u>Y1</u> <ul style="list-style-type: none"> Place value (to 10) Addition and Subtraction (to 10) Shape Place Value (to 20) | | <u>Y1</u> <ul style="list-style-type: none"> Addition and Subtraction (to 20) Place Value (to 50) Length and Height Weight and Volume | | <u>Y1</u> <ul style="list-style-type: none"> Multiplication and Division Fractions Geometry: Position and direction Place Value (to 100) Money Time | |
| | <u>Y2</u> <ul style="list-style-type: none"> Place value Addition and Subtraction Money Multiplication and Division | | <u>Y2</u> <ul style="list-style-type: none"> Multiplication and Division Statistics Geometry: Properties of Shape Fractions | | <u>Y2</u> <ul style="list-style-type: none"> Length and Height Geometry: Position and direction Time Mass, Capacity and temperature | |
| Science | <u>Animals Including Humans YEAR ONE Curriculum</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | <u>Seasons Curriculum</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. | <u>Materials - YEAR ONE Curriculum</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. | | <u>Plants - YEAR TWO Curriculum</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | <u>Plants - YEAR ONE Curriculum</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. |
| | <u>Knowledge</u> Name animals. | <u>Knowledge</u> Name the four seasons. | <u>Knowledge</u> Name different materials. | | <u>Knowledge</u> | <u>Knowledge</u> |

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | <p>Classify by features. Knowing what carnivores, herbivores and omnivores eat. Grouping animals into their classifications. Name parts of the body. Know the five senses. Know what the senses are used for and which part of the body they relate to.</p> | <p>Identify different weathers. Know that the day length changes during the year.</p> | <p>Know what materials objects are made from. Know the properties of materials. Group materials.</p> | <p>Know how a plant grows and changes. Know what plants need to grow and survive. Know why a plant needs these things.</p> | <p>Name and identify a range of common plants. Know the simple structure of a plant and tree.</p> |
| | <p><u>Skills</u> Grouping and sorting. Drawing and labelling. Explaining our thinking.</p> | <p><u>Skills</u> Observe seasonal and weather changes. Observe rainfall amounts. Use a table. Gather and record data.</p> | <p><u>Skills</u> Grouping and sorting. Observing/manipulating. Describing. Perform simple tests.</p> | <p><u>Skills</u> Observe and record changes. Drawing and labelling.</p> | <p><u>Skills</u> Grouping and sorting. Drawing and labelling.</p> |
| | During the year the children will learn about the seasons at different points in the year. | | | | |
| History | <p><u>Curriculum</u> Name and understand events beyond living memory that are significant nationally. (The Great Fire of London)</p> | <p><u>Curriculum</u> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Queen Victoria) Some should be used to compare aspects of life in different periods</p> | N/A | | |
| | <p><u>Knowledge</u> To retell the events of the great fire of London. To understand how the fire has changed life today. Knowing how and why pudding lane burnt so quickly and easily (links to DT learning). Talk about the difference between modern and older firefighting. Know where it fits chronologically.</p> | <p><u>Knowledge</u> To know the key details about Queen Victoria and her life To understand where Queen Victoria fits into the chronological framework. To know how the lives of royals in the past differ to royals today. Understand ways we know about royals from the past.</p> | | | |
| | <p><u>Skills</u> Use historical vocabulary related to time, ask and answer questions, use different sources to understand about the past</p> | <p><u>Skills</u> Use historical vocabulary related to time, ask and answer questions, use different sources to understand about the past</p> | | | |

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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| Geography | <u>Curriculum</u> Name and locate, identify characteristics of the countries and the capital cities and surrounding sea of the UK. Interpret a range of maps. Use locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | | | | N/A <u>Curriculum</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | |
| | <u>Knowledge</u> Identify countries and capital cities of the UK. Locate these on a map. Learn basic map symbols. Talk about the landscapes. To know the four compass points | | | | <u>Knowledge</u> Know and identify physical hills, mountains, forest, river, season and weather, soil and vegetation Know and identify physical features town, village, city, farm | |
| | <u>Skills</u> Map/atlas reading. Identifying on a map/atlas. Use basic map symbols. Use basic compass directions. Use geographical vocabulary | | | | <u>Skills</u> Use ariel photos to identify main human and physical features. Devise a simple map with a key. | |
| Computing | <u>Curriculum</u> E-safety: project evolve Computing systems and networks- technology around us Use technology purposefully to create, organise, store, manipulate and retrieve digital content . Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information | <u>Curriculum</u> E-safety: project evolve Creating digital media- digital painting Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <u>Curriculum</u> E-safety: project evolve Creating media- digital writing Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns | <u>Curriculum</u> E-safety: project evolve Data and information- grouping data Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on | <u>Curriculum</u> E-safety: project evolve Programming- moving a robot Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs | <u>Curriculum</u> E-safety: project evolve Programming- introduction to animation Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs |
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KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | | about content or contact on the internet or other online technologies. | the internet or other online technologies. | Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school | Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content |
| | <u>Knowledge</u> To identify technology To identify a computer and its main parts To create rules for using technology responsibly | <u>Knowledge</u> To describe what different freehand tools do To explain why I chose the tools I used To compare painting a picture on a computer and on paper | <u>Knowledge</u> To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare writing on a computer with writing on paper | <u>Knowledge</u> To identify that objects can be counted To describe objects in different ways To compare groups of objects To answer questions about groups of objects | <u>Knowledge</u> To explain what a given command will do To plan a simple program To find more than one solution to a problem | <u>Knowledge</u> To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions |
| | <u>Skills</u> To use a mouse in different ways To use a keyboard to type To use the keyboard to edit text | <u>Skills</u> To use the shape tool and the line tools To make careful choices when painting a digital picture To use a computer on my own to paint a picture | <u>Skills</u> To use a computer to write To add and remove text on a computer | <u>Skills</u> To label objects To count objects with the same properties | <u>Skills</u> To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences | <u>Skills</u> To design the parts of a project To use my algorithm to create a program |
| Art | <u>Curriculum</u> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. About the work of a range of artists, craft makers and designers | N/A | <u>Curriculum</u> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. About the work of a range of artists, craft makers and designers | N/A | <u>Curriculum</u> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | N/A |
| | <u>Knowledge</u> Know that Henry Mattise is a portrait artist. | | <u>Knowledge</u> Know that Banksy is a modern street artist | | <u>Knowledge</u> Learn how to use pastels and chalks effectively. | |

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | <p>Know that he uses bold colours.</p> <p><u>Skills</u> Draw from observations, Paint- choose appropriate size tools colour mix using imagination</p> | | <p>Know how to use pencils to shade</p> <p><u>Skills</u> Draw from observations Shade Use imagination</p> | | <p>Identify the colours and patterns water makes in different light</p> <p><u>Skills</u> Draw from observations Shade Use imagination</p> | |
| DT | N/A | <p><u>Tudor Houses Curriculum:</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><u>Knowledge</u> Design a Tudor house.</p> | N/A | <p><u>Textiles</u> Sewing pants <u>Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><u>Knowledge</u></p> | <p>Food technology Make a sandwich <u>Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><u>Knowledge</u></p> | N/A |

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | | <p>Building structures. Selecting appropriate materials. Experimenting with ways of joining. Knowing how they can make it stronger and more stable. Talk about how I can improve my work.</p> | | <p>Design the Queens knickers. Select suitable materials. Experimenting with ways of joining. Talk about how I can improve my work.</p> | <p>Knowing the steps needed to make a sandwich. Select suitable ingredients. Select the tools and equipment needed. Talk about how I can improve my work.</p> | |
| | | <p><u>Skills</u> Joining, painting, cutting, designing, making, evaluating, communicating ideas, working as a team.</p> | | <p><u>Skills</u> Design, make, evaluate, cutting, joining, sewing, threading, communicating ideas, working as a team.</p> | <p><u>Skills</u> Design, make, evaluate, cutting, spreading, communicate ideas, evaluate, work as a team.</p> | |
| RE Notts agreed syllabus | Curriculum Unit 1.2 Myself and caring for others | Curriculum Unit 1.1 Celebrations and festivals: Christmas and Sukkot | Curriculum Unit 1.3 beliefs and teachings | Curriculum Unit 1.1 Celebrations and festivals: Easter and Vaisakhi | Curriculum Unit 1.4 Symbols in religious worship and practices <i>Visit place of worship</i> | Curriculum Unit 2.4 story Jonah & the Whale |
| | <p><u>Knowledge</u> Learn about our uniqueness as a person in a family and community. Know about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. Hear and consider religious stories and teachings, e.g., Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> | <p><u>Knowledge</u> Learn about annual and weekly celebrations for Christians and Jewish people, including Christmas, Sukkot, and Shabbat. Learn about the songs, worship, celebrations, stories, artefacts, and food associated with these celebrations. Festivals from other faiths to be introduced: Diwali (Sikh/ Hindu)</p> | <p><u>Knowledge</u> Learn about some stories of Jesus, e.g., Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. Hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. Learn that these stories matter to Christians because of who they believe Jesus was- <i>God come to earth, with the power to help people in many ways.</i></p> | <p><u>Knowledge</u> Learn about annual and weekly celebrations for Christians including Easter. Learn about the songs, worship, celebrations, stories, artefacts and food associated with these celebrations. Festivals from other faiths to be introduced: Vaisakhi (Sikh)</p> | <p><u>Knowledge</u> Know that churches and synagogues are places of worship. Know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. Learn about weddings in a synagogue and church</p> | <p><u>Knowledge</u> Learn Jewish and Christian stories about e.g. Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. Gain knowledge about the Jewish Bible and the importance of the Torah.</p> |

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | <u>Skills</u> Listening to each other Speaking aloud in pairs/groups/whole class Sharing ideas Expressing their thoughts | <u>Skills</u> Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice. | <u>Skills</u> Engage with stories Remember characters Infer meaning Talk about stories Enjoy retelling stories | <u>Skills</u> Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice. | <u>Skills</u> Make observations about a holy building Develop thinking skills linked to discussion about observations Suggest meaning to symbols, artefacts and practices Reference other places of worship | <u>Skills</u> Develop skills of discussion, observation information gathering and remembering. Use their factual knowledge to suggest what makes ancient stories valuable to some people today. |
| SCARF | <u>Curriculum</u> SCARF Y1 Me and my relationships | <u>Curriculum</u> SCARF Y1 Growing and changing | <u>Curriculum</u> SCARF Y1 Valuing difference | <u>Curriculum</u> SCARF Y1 Rights and Responsibilities | <u>Curriculum</u> SCARF Y1 Keeping myself safe | <u>Curriculum</u> SCARF Y1 Being my best |
| | <u>Knowledge</u> I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules. | <u>Knowledge</u> I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do. | <u>Knowledge</u> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not. | <u>Knowledge</u> I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money. | <u>Knowledge</u> I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.) | <u>Knowledge</u> I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. |
| | <u>Skills</u> Listen Share ideas Speak/ perform in front of an audience Record ideas in words or pictures Reflect upon others ideas Ask questions | <u>Skills</u> Listen Share ideas Speak/ perform in front of an audience Record ideas in words or pictures Reflect upon others ideas Ask questions | <u>Skills</u> Listen Share ideas Speak/ perform in front of an audience Record ideas in words or pictures Reflect upon others ideas Ask questions | <u>Skills</u> Listen Share ideas Speak/ perform in front of an audience Record ideas in words or pictures Reflect upon others ideas Ask questions | <u>Skills</u> Listen Share ideas Speak/ perform in front of an audience Record ideas in words or pictures Reflect upon others ideas Ask questions | <u>Skills</u> Listen Share ideas Speak/ perform in front of an audience Record ideas in words or pictures Reflect upon others ideas Ask questions |

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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| Music | <u>Curriculum</u> Charanga Hey You! - Old School Hip-Hop, how pulse, rhythm & pitch work together | <u>Curriculum</u> Charanga Rhythm In The Way We Walk/Banana Rap - Reggae, pulse, rhythm & pitch, rapping, dancing & singing | <u>Curriculum</u> Charanga In The Groove - Blues, Baroque, Latin, Bhangra, Folk, Funk, exploring different styles of music | <u>Curriculum</u> Charanga Round & Round - Bossa Nova, pulse, rhythm & pitch in different styles of music | <u>Curriculum</u> Charanga Your Imagination - Pop, exploring your own ideas | <u>Curriculum</u> Charanga Reflect, Rewind & Replay - Classical, the history of music, look back & consolidate learning, learn some of the language of music |
| | <u>Knowledge</u> To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | <u>Knowledge</u> To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | <u>Knowledge</u> To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. | <u>Knowledge</u> To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | <u>Knowledge</u> To create and compose music on their own and with others. | <u>Knowledge</u> To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. |
| | <u>Skills</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter- | <u>Skills</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter- | <u>Skills</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using | <u>Skills</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related | <u>Skills</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the | <u>Skills</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the |

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

| | related dimensions of music | related dimensions of music | the inter-related dimensions of music | | inter-related dimensions of music | inter-related dimensions of music |
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| PE | <u>Year One Autumn Curriculum</u> Dance/Circuits Perform dances using simple movement patterns. Multiskills 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. | <u>Year Two Autumn Curriculum</u> Dance/Multiskills Perform dances using simple movement patterns. 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. Invasion games Participate in team games, developing simple tactics for attacking and defending | <u>Year One Spring Curriculum</u> Gymnastics/Apparatus 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. Invasion Games Participate in team games, developing simple tactics for attacking and defending | <u>Year Two Spring Curriculum</u> Gymnastics/Apparatus 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. Football Participate in team games, developing simple tactics for attacking and defending | <u>Year One Summer Curriculum</u> Athletics/Tennis 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. Scatterball Participate in team games, developing simple tactics for attacking and defending | <u>Year Two Summer Curriculum</u> Athletics/Dodgeball 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. Cricket Participate in team games, developing simple tactics for attacking and defending |
| | <u>Knowledge</u> Perform different movements. Use movements in a pattern. Creating a routine. Perform different balances. Know what skills to use in different activities. Knowing different skills eg run, jump, skip, hop, throw, catch etc. | <u>Knowledge</u> Perform different movements. Use movements in a pattern. Creating a routine. Perform different balances. Know what skills to use in different activities. Knowing different skills eg run, jump, skip, hop, throw, catch etc. | <u>Knowledge</u> Perform different movements. Creating a routine. How to keep safe on apparatus. Perform different balances. Know what skills to use in different activities. Knowing different skills eg run, jump, skip, hop, throw, catch etc. Know the principals of attacking and defending. | <u>Knowledge</u> Perform different movements. Creating a routine. How to keep safe on apparatus. Perform different balances. Know what skills to use in different activities. Know the principals of attacking and defending. | <u>Knowledge</u> Perform movements. Know what skills to use in different activities. Know the principals of attacking and defending. | <u>Knowledge</u> Perform movements. Know what skills to use in different activities. Know the principals of attacking and defending. Knowing the basic skills for a game. |
| | <u>Skills</u> Different dance movements, running, jumping, throwing, | <u>Skills</u> Different dance movements, running, jumping, throwing, | <u>Skills</u> Balancing, jumping, sequencing, copying an example, running, | <u>Skills</u> Balancing, jumping, sequencing, copying an example, running, jumping, | <u>Skills</u> Running, jumping, balancing, skipping, | <u>Skills</u> Running, jumping, balancing, skipping, hopping, hitting a ball, |

KS1 Long Term Planning Cycle 1

Arnold Mill Primary School

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| | catching, balancing, hopping, skipping. | catching, balancing, hopping, skipping, attacking and defending. | jumping, throwing, catching, balancing, hopping, skipping, attacking and defending. | kicking a ball, stopping a ball, dribbling a ball, balancing, hopping, skipping, attacking and defending. | hopping, hitting a ball, throwing and catching. | bowling a ball, throwing and catching. |
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