



## PE – Progression Map

	Nursery	Reception	Year 1	Year 2
<b>National Curriculum/ EYFS</b>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities, which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Manage their own needs. - personal hygiene</li> <li>• Know and talk about the different factors that support overall health and wellbeing: - regular physical activity</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	

		<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	
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	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
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<b>HEALTH</b>					
<b>Changes in body</b>	Encouraged to be highly active and get out of breath every day.	Describes how the body feels when still and when exercising.	(a) Describes how the body feels before, during and after exercise.  (b) Recognises a change in their heart rate.	(a) Says when their heart rate and breathing rate will quicken.  (b) Explains how to change their heart rate and body temperature.	Recognises and describes how their body feels during and after different physical activities.
<b>Warm up and cool down</b>		Understands the need to warm up.	Understands the need to warm up and cool down.	Beginning to explain why it is important to warm up and cool down.  <i>(Prepares body for exercise by raising body temperature and heart rate, which increases blood flow/oxygen to muscles so lessens the risk of injury).</i>	Explains why it is important to warm up and cool down  <i>(Lowers the body temperature and heart rate back to normal, helps muscles to relax and gives time for body to recover).</i>

<b>Healthy lifestyles</b>	(a) Adults talk with children about how regular physical activity supports their overall health and well-being,  (b) <b>Be increasingly independent as they get dressed and undressed.</b>	<b>(a) Know and talk about the different factors that support overall health and wellbeing: - regular physical activity.</b>  <b>(b) Manage their own needs. - personal hygiene</b>	Understands that exercise is good for their health.	(a) Explains what the body needs to keep healthy.  (b) Identifies that exercise is good for their health.	Explains why exercise is good for their health.
<b>Vocabulary</b>	Health Physical activity	Still Warm up	Cool down Heart rate	Breathing rate Oxygen Muscles Injury	During After Lowers Recovery

## GYMNASTICS

<b>Travel</b>	<p><b>Walk</b> - walks forwards and backwards.</p> <p><b>Crawl</b> - crawls with their arms and legs working in opposition. Crawls through a tunnel.</p> <p><b>Jump</b> - jumps into a hoop.</p> <p><b>Slide</b> - Slides their body across the floor.</p> <p><b>Skip</b> and <b>Hop</b> – explore skipping and hopping.</p> <p><b>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</b></p>	<p><b>Foxes</b> – travels on hands and feet, with hands and feet working in opposition.</p> <p><b>Hop</b>– takes off and lands on the same foot.</p> <p><b>Skip</b> – skips in a rhythmical movement.</p> <p><b>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</b></p>	<p><b>Crawling soldiers</b> – crawls on their tummy with arms and legs working in opposition.</p> <p><b>Hop</b> – hops over obstacles (ropes, cones etc)</p> <p><b>Skip</b> – skips in different directions, pathways and speeds.</p>	<p><b>Skip</b> – skips to a beat.</p> <p><b>Leap</b> - leaps by taking off from one foot and landing on the other. (same as dance)</p> <p><b>Gallop</b> - gallops by leading with the same foot on each step.</p>	<p><b>Leap</b> - leaps for distance over cones, ropes or chalk markings.</p> <p><b>Gallop</b> - gallops by alternating leading foot or demonstrating changes of speed (slow, fast, acceleration and through an obstacle course).</p>
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<p><b>Balance</b></p>	<p>(a) <b>Stand on one leg and hold a pose for a game like musical statues.</b></p> <p>(b) Squats and rises without using their hands.</p> <p>(b) Explore balancing on a range of surfaces such as grass, earth and bark chippings.</p>	<p>(a) <b>Balances on one foot</b> for 3 seconds.</p> <p>(b) Balances along planks</p> <p>(c) Explores balancing on different body parts. (same as dance objective)</p>	<p>(a) <b>Balances on one foot</b> for 10 seconds with some control.</p> <p>(b) Balances along a narrow path.</p>	<p>(a) <b>Balances on one foot</b> for 10 seconds with good control.</p> <p>(b) Performs balances on different body parts with some control.</p>	<p>Completes balances with increasing stability, control and technique.</p>
<p><b>Body tension</b></p>	<p>Performs a curl.</p>	<p>Performs a stretch and curl.</p>	<p>Makes their body tense, relaxed, stretched and curled.</p>	<p>Describes what they feel like when they are tense, relaxed, stretched and curled.</p>	<p>Understands different uses of tense, relax, stretch and curl in movement.</p>
<p><b>Shapes</b></p>	<p>Begins to take their weight on different body parts.</p>	<p>Performs a <b>straight shape</b>.</p> <p>Performs a <b>star shape</b>.</p> <p>Performs a <b>puck shape</b>.</p> <p>Performs an <b>angry cat</b> body shape.</p> <p>Performs a <b>log roll</b>.</p>	<p>(a) Jumps up and performs a <b>star shape</b> in the air.</p> <p>(b) Performs a <b>puck shape</b> (squat) and holds it for 10 seconds.</p> <p>(c) Performs an L shape.</p>	<p>Performs different body shapes with good control.</p> <p><i>(straight, star, puck, straddle, dish, arch, L shape, pike, tuck, front support and back support)</i></p>	<p>(a) Performs a quarter and half turn jump in a straight shape with good control.</p> <p>(b) Holds a strong shape and resists being rocked by a(a) nother person.</p>
<p><b>Jump</b></p>	<p>(a) Jumps up and down, two feet to two feet.</p> <p>(b) Jumps forwards, two feet to two feet.</p>	<p>Jumps backwards, two feet to two feet.</p> <p>(Same as dance skill)</p>	<p>(a) Performs a range of different jumps – standing, pencil and tuck.</p> <p>(b) <b>Jumps for distance</b>.</p> <p>(c) Links a run and a jump. (same as dance)</p>	<p>(a) Plans and performs a sequence of 3 different jumps.</p> <p>(b) Performs a range of jumps, showing consistent technique and sometimes using a short run-up.</p> <p>(c) Jumps over various objects, such as lines, cones and small hurdles from front to back and side-to side with control.</p>	<p>(a) Jumps over a greater distance.</p> <p>(b) Jumps in different directions.</p>

<b>Jump and land</b>	Explores jumping on and off equipment, e.g. tyres.		<b>Jumping and landing</b> - jumps off an object and lands on their feet without falling over.		<b>Jumping and landing</b> - jumps off an object and lands on their feet with greater control and coordination, bending their legs on landing.		<b>Jumping and landing</b> - jumps off low benches and lands on the balls of their feet within a hoop.		<b>Jumping and landing</b> – jumps onto low benches and boxes.	
<b>Sequence</b>			Follows a leader to perform different actions, e.g. hop, skip and jump.		(a) Performs a sequence of three gymnastic movements with guidance.		(a) Plans and performs a sequence of three or more movements independently.  (b) Has a clear start, middle and end when performing.		Improves performance based on feedback.	
<b>Climb</b>	<b>Go up steps and stairs, or climb up apparatus, using alternate feet.</b>		(a) Experience carrying things up & down on different levels (slopes, hills & steps).  (b) Steps onto a bench with control.		(a) <b>Climb</b> - climbs up and down a ladder.  (b) Travels with confidence and skill around, under, over and through climbing equipment.		<b>Climb</b> - climbs up, across and down a climbing frame		Swings across a horizontal ladder of a climbing frame. (monkey bars)	
<b>Vocabulary</b>	Walk Crawl Jump Slide Run Curl	Forwards Backwards Climb	Foxes Hop Skip Stretch Star Straight	Angry cat Landing Balance	Crawling soldiers Narrow Tense Relax Sequence Squat	Distance Tuck	Leap Gallop Pike Straddle Dish Arch	Front support Back support Balls of feet	Alternate Accelerate Obstacle course Tension Feedback Stable	

## DANCE

<p><b>Travel</b> (using your feet and body to move across a space)</p>	<p><b>Walk</b> - walks forwards and backwards <b>Slide</b> – slides their body across the floor.</p>	<p><b>Step</b> – steps in different directions (forwards, backwards, sideways etc.) using small and large steps.  <b>Tip toe</b> – moves around on tiptoes.</p>	<p><b>Step touch</b> – step to the side with right foot, touch left foot next to it, then left foot steps sideways back to original position and right foot touches next to it. (bend knees and bounce)  <b>Step touch on the spot</b> – lift the right foot and touch it out to the side, bring it back to the middle, then repeat with left foot. (on your toes)</p>	<p><b>Glide</b> – Steps with one foot and slides the other foot to it, travelling sideways.  <b>Kick</b> - Moves the knee upwards and then quickly kicks downwards with the foot. The ankle is stretched and the toes are pointing down.</p>	<p><b>Box step</b> - the steps rest in the four corners of a square.  <b>Grape vine</b> – step, behind, step, together.</p>
<p><b>Turn</b></p>	<p>Turns or spins continuously on the spot.</p>	<p>Can perform a full turn with feet touching the floor.</p>	<p>Can perform a half turn with feet touching the floor and feet off the floor.</p>	<p>Can step and turn while moving with some control. (full and half turn)</p>	<p>Can step and turn while moving with good control.</p>
<p><b>Jump or leap</b></p>	<p>(a) Jumps up and down, two feet to two feet.  (b) Jumps forwards, two feet to two feet.</p>	<p>Jumps backwards, two feet to two feet.  (Same as gymnastics skill)</p>	<p>Links a run and a jump.</p>	<p>(a) Performs a range of jumps, showing consistent technique and sometimes using a short run-up.  (b) <b>Leap</b> - leaps by taking off from one foot and landing on the other.</p>	<p>(a) Jumps in different directions and with greater height.  (b) <b>Leap</b> - leaps for distance.</p>
<p><b>Balance</b></p>	<p><b>Stand on one leg and hold a pose for a game like musical statues.</b></p>	<p>Explores balancing on different body parts.</p>	<p>Can hopscotch.</p>	<p>(a) Begins to transfer weight from one body part to another with some control and coordination.  (b) Performs single leg squats.</p>	<p>Balances on a wobble board with good control.</p>
<p><b>Different levels (High, medium and low)</b></p>	<p>Explores moving at high and low levels.</p>	<p>Moves around a space using high and low levels with support.</p>	<p>Can move at high and low levels on command.</p>	<p>(a) Can move at high, low and medium levels on command.</p>	<p>Can move at high, low and medium levels when performing.</p>

				(b) Drops and rises within a dance.	
<b>Count</b>	Listens to music with a strong beat.	Nods their head or claps their hands in time to music with support.	Uses counts with help to stay in time with the music. (Counts of 8)	Use counts (to 4 or 8) to stay in time with the music.	Use counts to keep in time with a partner and group.
<b>Movement phrase (sequence)</b> (Links two or more movements linked together – 8 beats per idea)	<b>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</b>	(a) Imitates moves in response to music.  <b>(b) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>	Learns and repeats a given movement phrase (at least 4 x 8 beats).	(a) Links two or more movements together to form a sequence.  (b) Creates and perform simple movement phrases of their own (at least 4 x 8 beats).	Creates short movement phrases that communicate an idea.
<b>Short dances (Beginning, middle and end)</b>	Joins in with actions to rhymes.	(a) Copies and performs some dance moves.  (b) Begins to build a repertoire of songs and dances.	(a) Learns and performs a short dance with guidance.  (b) Shows some rhythm in a dance.	(a) Works with a partner.  (b) Works with a partner to perform a short, mirrored dance.  (b) Works with a partner to perform a short dance where they are in time with each other. (unison)	Beginning to improvise independently to create a simple dance.
<b>Body control</b>	(a) Explores moving different body parts together.  <b>(b) Use large-muscle movements to wave flags and streamers.</b>	(a) Explores using different parts of the body singly and in combination with support.  (b) Bends and stretches their body.	(a) Uses different parts of the body singly and in combination.  (b) Performs bounces – quickly bending the knees on the spot.	(a) Performs isolation ( <i>moving only one part of your body while keeping everything else still</i> ) with control.  (b) Demonstrates good control over movements and good coordination.	Performs head rolls.

<b>Perform</b>	(a) Moves freely to music. (b) Claps and stamps to music.	<b>(a) Listen attentively, move to and talk about music, expressing their feelings and responses.</b>  <b>(b) Explore and engage in music making and dance, performing solo or in groups.</b>  <b>(c) Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b>	Performs simple dance moves in time to the music with support.	(a) Performs simple dance moves in time to the music with some support.  (b) Performs using the space well and with expression.  (c) Shows control and coordination when performing.	(a) Refines their movement after evaluation from others.  (b) Understands the importance of practice.
<b>Evaluate</b>	<b>Respond to what they have heard, expressing their thoughts and feelings.</b>	<b>Watch and talk about dance and performance art, expressing their feelings and responses.</b>	Watches others and comments on their actions, beginning to use simple gymnastics vocabulary.	(a) Describes their own and others' movements, balances and body shapes, using simple gymnastics vocabulary.  (b) Beginning to suggest simple improvements to own and others dance.	(a) Watches, describes and evaluates the effectiveness of a performance.  (b) Suggests simple improvements to own and others dance.
<b>Vocabulary</b>	Clap Stamp Rhyme Spin Turn Walk Forwards Backwards Bounce Slide	Tiptoe Step Full turn Idea Lead Copy Follow Bend Stretch Single	Half turn Movement phrase Performer Audience Count Hopscotch	Glide Kick Isolation Mirror Unison Fall (drops) Rise Medium Expression	Dynamics Evaluate Improve Head roll Create Box step



<b>GAMES</b>					
<b>Space</b>	Stands in a space.	<b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>	Begins to use space in a game.	Chooses and uses the best space in a game.	Finds a useful space and gets into it to support teammates in a game.
<b>Run</b>	(a) Runs safely on whole foot. (b) Avoids obstacles when running.	(a) Runs and stops still on command. (b) Travels at fast and slow speeds on command.	(a) Runs at fast, medium and slow speeds. (b) Beginning to travel in different directions or pathways.	(a) Changes speed and direction whilst running. (b) Shows balance and coordination when running at different speeds.	Shows balance, coordination and technique when running at different speeds, stopping with control.
<b>Agility</b>	Runs and stops when instructed.	Runs, stops and changes direction when instructed.	Runs, stops and changes direction with some balance and control.	Runs, stops and changes direction with balance and control.	Changes direction with increasing speed in game situations.
<b>Catch</b>	Catch scarves or balloons.	Sometimes <b>catches an object</b> (large ball)	(a) Catches a large ball thrown at different heights. (b) Catches a ball thrown away from them.	(a) Catches a tennis ball or bean bag. (b) Uses catching skills effectively in competitive games.	Catches a ball passed to them using one and two hands with some success.
<b>Aim</b>		Beginning to throw, roll or kick an object towards a large target.	Can throw, roll or kick an object at a large target. (e.g. football goal)	(a) Can throw, roll or kick an object at a small target. (e.g bucket or hoop) (b) Rolls a tennis ball accurately between 2 markers.	Can throw, roll or kick an object at a small target with increasing accuracy.
<b>Equipment</b>	Knows equipment needs to be used safely.	Helps to put away small equipment correctly and safely.	Carries and places small equipment out safely.	Handles equipment safely and recognises risks involved.	Selects equipment for a game and safely sets it out, recognising the risks involved.
<b>Roll a ball</b>	Rolls a piece of equipment.	Rolls a large ball to a partner.	(a) Performs an <b>underarm roll</b> . (b) Rolls a ball at different speeds.	Performs an <b>underarm roll</b> with good coordination and control.	Uses rolling skills in a game successfully.

<b>Bounce a ball</b>	Drops a ball and attempts to catch it when it bounces.	Drops and catches a ball with two hands.	Drops and catches a ball after one bounce on the move.	(a) <b>Bouncing a ball:</b> continuously bounces a ball on the spot by patting it downwards with control. (b) <b>Dribbling with hands:</b> dribbles a ball with two hands on the move.	Dribbles the ball with one hand with some control.
<b>Throw</b>	Enjoys starting to throw a ball.	<b>Underarm throw</b> – throws underarm.	<b>Overarm throw</b> - throws overarm.	(a) Performs a <b>two handed throw</b> . (b) Performs an underarm and overarm throw with good coordination and control. (c) Throws a range of objects, changing their action for accuracy and distance.	(a) Throws and catches with greater control and accuracy. (b) Throws a ball in different ways (e.g. high, low, fast or slow).
<b>Pass a ball</b>	Attempts to pass a ball to another person.	Passes a large ball to a partner with accuracy.	Passes the ball to another player in a game.	Knows how to pass the ball in different ways. <i>(bounce, underarm, overarm, chest pass)</i>	Passes the ball in two different ways in a game situation with some success.
<b>Kick a ball</b>	Lifts a leg off the ground to kick a ball. Enjoys starting to kick a ball.	<b>Kick a ball</b> – <i>imparts force to a stationary object with a foot.</i>	(a) <b>Kicking a ball</b> - kicks a stationary ball with control towards a designated target. (b) Kicks a moving ball.	(a) <b>Dribbles a ball</b> with their feet. (b) <b>Trapping with feet</b> - traps a moving ball with their feet.	Kicks a ball towards a partner in a game situation.
<b>Strike an object</b>	Hits a ball with hands.	Strikes or hits a stationary ball with a bat.	(a) Strikes or hits a ball thrown to them. (b) Positions their body to hit a ball/object.	(a) <b>Striking an object</b> - strikes an object using a bat with control. (b) Uses a hockey stick to guide/push a ball around an obstacle course. (c) Throws a ball into the air and hits it towards a target.	(a) Demonstrates successful hitting and striking skills. (b) Strikes the ball for distance.
<b>Retrieval</b>	Follows a rolling ball and retrieves it when it stops.	Attempts to track and retrieve rolling balls and other equipment sent to them.	Tracks and retrieves rolling balls and other equipment sent to them.	(a) Moves to track and retrieve a rolling ball, stopping it with hands or feet.	Demonstrates good tracking and retrieval in a game.

				(b) Runs ahead of a ball rolling away from them and turns to stop and retrieve it.	
<b>Relay</b>			Takes part in a relay with guidance.	Takes part in a relay, beginning to know when to run and what to do.	Takes part in a relay, knowing when to run and what to do.
<b>Attack and Defend</b>	Joins in ring games.	Plays racing and chasing games.	(a) Begins to use the terms attacking and defending. (b) Uses the simple attacking skill 'dodging' to get past a defender.	(a) Uses and understands the terms attacking and defending. (b) Uses simple defensive skills such as marking a player or defending a space.	Attacks or defends to play a game successfully.
<b>Competitive games</b>	Participates in simple games, e.g. What's the time Mr Wolf?	(a) Engages in competitive games. <b>(b) Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b>	(a) Moves away from an opponent in a game. (b) Begins to show good agility - able to move or change position quickly.	(a) Shows awareness of teammates in a competitive game. (b) Shows good agility – able to move or change position quickly. (c) Begins to use simple tactics in a competitive game.	Recognises the best ways to score, and stops points from being scored.
<b>Teamwork</b>	(a) <b>Start taking part in some group activities, which they make up for themselves, or in teams.</b>  (b) Learns about turn taking and waits for a turn.	<b>Play cooperatively and take turns with others.</b>	Works well in a group to complete a simple challenge.	Begins to communicate with others during game situations.	Communicates with others during game situations.
<b>Rules in games</b>	(a) <b>Increasingly follow rules, understanding why they are important.</b>  (b) <b>Remember simple rules without needing an adult to remind them.</b>	(a) Follows a simple rule, e.g. traffic lights – green and red for start and stop.  (b) Explain the reasons for rules, know right from wrong and try to behave accordingly.	Follows the rules of a simple game and understands the importance of them.	Explains the rules of a simple game.	Uses simple rules fairly and begins to devise their own games.

<b>Vocabulary</b>	Space Walk Crawl Jump Run Slide Kick Roll Move Stop	Fast Slow Catch Pass Start Game Underarm throw Hit Strike Rule	Track Retrieve Attack Defend Dodge Opponent Relay Underarm roll Overarm throw Coordination	Risk Target Marking Teammate Tactic Dribbles Trapping with feet Chest pass Bounce Agility	Fair Technique Control Devise Aim Rebound Reaction time
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