

PE Overview
Key Knowledge, Skills and Vocabulary

Year A

What makes Tywardreath Curriculum unique? A clear focus on highlighting aspirational role models, developing skills for life, celebrating responsible citizens and providing opportunities to debate and reflect.

The 'Real PE' Curriculum is followed, where children explore the key skills of Balance, Co-ordination and Dynamic Balance to Agility. Alongside this, children learn and apply physical skills, personal, social, cognitive and creative skills, whilst showing a knowledge and understanding of health and fitness. In order to be physically confident in a way which supports health and fitness, these skills will be applied and embedded through a range of physical sports and activities All children will also take part in weekly swimming lessons.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 1	Marvellous Me! Celebrations	Amazing Discoveries, Amazing People	Romans – Helpful Invaders?	How Mysterious were the Maya?
	Personal (EYFS) Co-ordination: footwork Static Balance: one leg	Personal (Y1/2) Co-ordination: footwork Static Balance: one leg	Personal (Y3/4) Co-ordination: footwork Static Balance: one leg	Personal Agility: Ball chasing Coordination: footwork
National Curriculum Objectives	Development Matters To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.	Pupils should develop fundamental movement skills and access a broad range of opportunities to extend their agility balance and coordination both individually and with others.	Pupils should enjoy communicating and collaborating with each other They should develop an understanding of how to improve in different physical activities and learn how to evaluate and improve their success Develop flexibility, strength, technique, control and balance.	Pupils 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 and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to reach their personal best.

<p>Key Knowledge</p>	<p>EXS: I enjoy working on simple tasks with help</p> <p>EXC: I can follow instructions and practise safely</p> <p>EXC: I can work on simple tasks by myself</p>	<p>I know how to help myself balance</p> <p>I know how to use balls in different ways</p> <p>I know how to support myself in different ways when balancing</p> <p>To know there are different ways of moving</p> <p>To know how to land from a jump safely</p> <p>To know there are different types of balances</p> <p>.To know that it is important to work sensibly with their friends and why this is important.</p>	<p>I know different ways of moving and travelling and how to control these.</p> <p>I know different ways to help me balance</p> <p>I know different ways in which to help me improve my performance</p> <p>I know when to persevere with a task independently and when to ask for help.</p>	<p>I know that feedback can help me to improve my performance</p> <p>I know that I have strengths and weaknesses and that these can be developed.</p> <p>I know it is important to persevere with a task in order to do my best.</p> <p>I know there are different techniques needed for different types of running, throwing and jumping.</p>
<p>Key Skills and Sequence of Learning</p>	<p>Warm Up</p> <p>Skill</p> <p>Application of Skill</p> <p>Review</p>	<p>I enjoy working on simple tasks with help</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p> <p>I try several times if at first I don't succeed I ask for help when appropriate.</p>	<p>I can say where I am with my learning and begin to challenge myself.</p>	<p>I can cope well and react positively when things become difficult</p> <p>I can persevere with a task to improve my performance through regular practice.</p> <p>Challenge:</p> <p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets.</p>
<p>Key Vocabulary</p>	<p>Balance, move, co-ordination</p>	<p>Strike, push, roll, move, direction, coordination, balance, sequence</p>	<p>Gallop, hop, skip, walk, run, jump, side step, reverse, pivot, zig zag, hop scotch, movement, pattern, mirroring, matching, balance, focus</p>	<p>Send, receive, throw, aim, run, sprint, jog, catch, pace, technique, jump, evaluate, challenge, improve, persevere, push, pull, accuracy, personal best.</p>

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 2	Marvellous Me! Celebrations	Where are we?	How can I find my way?	How Amazing are the Americas?
	Social (EYFS) Dynamic: Balance to Agility Static: Balance - Seated	Attacking and Defending	Rugby	Hockey

<p>National Curriculum Objectives</p>	<p>Development Matters To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p>	<p>Pupils should: Participate in team games, developing simple skills for attacking and defending</p>	<p>Pupils should enjoy communicating, collaborating and competing with each other. Pupils should be taught to: Use running, throwing, and catching in isolation and in combination. Play competitive games and apply basic principles for attacking and defending</p>	<p>Pupils should enjoy communicating, collaborating and competing with each other. They should understand how to improve in different physical activities and sports and learn how to evaluate and recognise their success. Play competitive games and apply basic principles suitable for attacking and defending Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Key Knowledge</p>	<p>EXS: I can play with others and take turns and share with help EXC: I can work sensibly with others, taking turns and sharing EXC: I can work sensibly with others</p>	<p>I know how to work as a team I know how to score points in a game I know some ways to defend in a game I know some ways to attack during a game I know the rules of a game</p>	<p>I know how to apply skills to a game I know there are rules to a game I know some different passes that are used.</p>	<p>I know the rules of a game (hockey) I know how to use equipment safely and correctly. I know how to apply skills to a game I know how to play a fair game</p>
<p>Key Skills and sequence of learning.</p>	<p>Warm Up Skill Application of Skill Review</p>	<p>T I can practise different skills associated with simple games I can work co-operatively within a game. take on the role of an attacker and defender in a game; • move into a space when playing a game; ; • mark a player during a game; • find and move into spaces, to get away from a defender, when prompted; • attempt to intercept a ball, when prompted;</p>	<p>I can develop techniques of a variety of skills to maximise my skills. I can use the skills of thrown and catching to gain points in a competitive game I can use tactics for attacking and defending I can apply the rules of fair play I can use the correct techniques to throw and pass the ball I can throw with control and accuracy I can understand and play by the rules of a game.</p>	<p>I can develop technique to maximise team effectiveness I can use skills to gain points in a competitive game I can use tactics when attacking or defending I can apply rules of fair play to a competitive game I can pass, dribble and shoot with control I can use space well to pass and receive a ball I can make changes that improve the team and individually performance.</p>

		<ul style="list-style-type: none"> • try moving at different speeds to help dodge a defender; • find open space to receive a pass when prompted; • look for players in open spaces to pass the ball to, when prompted ; • look at their target to aim their throw but may not always throw accurately to reach the target ; • attempt to score points in a game; • use a defending skill against the attacking team; • identify a skill that they are good at 		
Key Vocabulary	Balance, move, co-ordination , share, take turns, jump, land, seated balance	Pass, defend, mark, attack, field, game, team work, cooperate, score, intercept, dodge,	Attack, defend, pass, technique, accuracy, send, receive, position, tagging, space, rules, evaluate, performance, compete, competition, control, balance, strategy	Hockey, hockey stick, goal, shoot, pass, score, attack, defend, tactics, team, safety, hit, flexibility, strength, technique

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
--	------	--------------	--------------	--------------

Spring 1	Our Wonderful World Let's Go On An Adventure	The Lights of London	What did the Anglo-Saxons do for us?	Were the Vikings Victorious?
	<p>Cognitive (EYFS) Dynamic: Balance on a Line Static: Balance - Stance</p>	<p>Social (Y1/2) Dynamic balance to agility: jumping and landing Static Balance: seated</p>	<p>Social Skill: Dynamic balance to agility Static balance: seated</p>	<p>Social Dynamic Balance: on a line Counter balance: with a partner</p>
<p>National Curriculum Objectives</p>	<p>Development Matters To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p>	<p>Pupils should be taught to: Master basic movements including running and jumping. Develop balance agility and co-ordination. Participate in team games Master basic movements including running, jumping, throwing and catching and apply these to a range of activities</p>	<p>Pupils should apply and develop a broader range of skills, learning how to use them in different ways and to link them. Use running and jumping in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to reach their personal best. Develop flexibility, strength, technique, control and balance through jumping activities Take part in outdoor and adventurous challenges both individually and as a team Develop flexibility, strength, technique, control and balance through gymnastics (lesson 3 – jumping)</p>	<p>Pupils should enjoy communicating, collaborating and competing with each other. Take part in outdoor and adventurous activities that challenges both individually and as a team.</p>
<p>Key Knowledge</p>	<p>EXS: I can follow simple instructions EXC: I can name some things I am good at EXC: I can understand and follow simple rules</p>	<p>I know there are different ways of moving I know how to land from a jump safely I know there are different types of balances. I know that it is important to work sensibly with their friends and why this is important I know different ways to challenge myself</p>	<p>I know how to encourage others I know different strategies for supporting my friends I know there are different ways of jumping and landing any why these might be useful. I know why it is important to have a safe and controlled take-off and landing when jumping. I know how to use my muscles to help me to balance and improve a skill.</p>	<p>I know how to keep myself and others safe I know there are different ways to solve a problem I know that people have different views and that it is important to respect these. I know how these skills can be applied to everyday life and I know why they are important.</p>

		I know how to improve my performance and that of my peers I know there are different ways of moving and jumping	I know how to take off and land safely when jumping I know different methods of jumping and can evaluate these I know how to improve my performance to achieve my personal best. I know why it is important to work as a team	
Key Skills and sequence of learning	Warm Up Skill Application of Skill Review	I can play with others, take turns and share with help. I can work sensibly with others taking turns and sharing I can help, praise and encourage others in their learning.	I show patience and support others, listening carefully to them about our work, I am happy to show and tell them about my ideas.	I show patience and support others and give helpful feedback. I help organise roles and responsibilities. I can guide a small group through a task. Challenge I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.
Key Vocabulary	Balance, move, co-ordination, share, take turns, jump, land, seated balance, rules, instructions	Jump, twist, turn, land, direction, ¼ turn, ½ turn, balance, tucked, clockwise, anti-clockwise	Jump, land, tuck, turn, full, half, direction, combination, balance, core, opponent, challenge, star, pike, shapes	Roles, responsibilities, strength, team, communicate, evaluate, strategy, collaborate

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 2	Our Wonderful World Let's Go On An Adventure	Does it Rain in Kenya?	Why Do People Live Near Volcanoes?	Does Alaska Need Saving?
	Creative (EYFS) Coordination: Ball Skills Counter Balance: with a partner	Real Gym	Dance (Real Dance/Coach)	Real Gym

<p>National Curriculum Objectives</p>	<p>Development Matters To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p>	<p>Develop balance, agility and co-ordination and apply these to a range of skills.</p>	<p>Perform dances using a range of movement patterns.</p>	<p>Develop strength, flexibility, technique, control and balance</p>
<p>Key Knowledge</p>	<p>EXS: I can observe and copy others EXC: I can describe different movements EXC: I can explore different movements</p>	<p>I know different ways of travelling I know how to control my body when jumping and balancing I know different ways to balance, travel and jump I can say what went well in a performance</p>	<p>I know how to link movements to create a dance piece I know different choreographic devices I know how to move with control I know how to use space effectively I know how to work as part of a team I know how to evaluate my work and that of others/.</p>	<p>I know how to travel in different ways with a variety of speed and height on my own and with a partner I know different ways of balancing on my own and with a partner I know how to perform balances showing good control and tension I know how to link movements to perform a sequence I know how to jump and land safely showing a range of body shapes and know how to do this with control</p>
<p>Key Skills and sequence of learning</p>	<p>Warm Up Skill Application of Skill Review</p>	<p>BALANCE Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together For instance Stand and sit “like a gymnast” Explore the 5 basic shapes: straight/tucked/star/straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and</p>	<p>Create dance phrases/dances to communicate an idea Develop movement using: Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Perform dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills)</p>	<p>SEQUENCING Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p>

		<p>extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>TRAVEL</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>JUMP</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p> <p>ROLL</p> <p>Continue to develop control in different rolls</p>	<p>Show focus, projection and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p>	<p>BALANCE</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p> <p>TRAVEL</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p> <p>JUMP</p>
--	--	---	--	--

		<p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p>		<p>Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p>ROLL Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet Explore symmetry and asymmetry throughout the rolling actions</p>
Key Vocabulary	Balance, move, co-ordination , share, take turns, jump, land, seated balance, throw, catch, partner	Roll, balance, control, stretch, tension, travel, jump, land		<p>For instance:</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p>

				Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control
--	--	--	--	--

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	The Great Outdoors Fun at the Seaside	Do I know the History On My Doorstep?	Who had the Power?	Crime and Punishment- Who Done it?
	Physical (EYFS) Coordination: Sending and Receiving Agility: Reaction / Response	Cognitive (Year ½) Dynamic balance : on a line Static Balance: stance	Cognitive Y3 Skill: dynamic balance on a line Coordination: ball skills	Cognitive Coordination: Ball skills Agility: Reaction/Response
National Curriculum Objectives	<u>Development Matters</u> To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.	Pupils should be taught to: Master basic movements including running, jumping, throwing and catching and apply these to a range of activities; Develop simple tactics for attacking and defending. Develop balance, agility and co-ordination Participate in team games, developing simple skills in attacking and defending.	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 Develop flexibility, strength, technique, control and balance through gymnastic activities	Pupils should be taught to: Use throwing, jumping and catching in isolation and in combination. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Play competitive games and apply basic principles.
Key Knowledge	EXS: I can move confidently in different ways EXC: I can perform a small range of skills and link two movements together EXC: I can perform a single skill or movement with some control	To know movements can be linked together To know what makes a good performance To know different ways of moving To know different ways of jumping I know there are different ways to challenge myself I know there are different ways to link movements together. I know that some games are competitive and they have rules to follow to make it fair.	I know what makes a good performance I know different ways of linking movements together I know different ways of balancing I know different ways of moving and travelling know what makes a good routine I know how to improve my performance I know how to travel and different ways and how to do this with control I know different styles of gymnastics	I know different ways to keep myself healthy and can explain why these are important. I know why it is important to warm up and cool down and can explain the affect this has on the body. I know how specific skills can be applied to a variety of games. I know there are different ways to pass a ball and can decide which is most effective and explain why. I know there are different methods of attacking and defending in a game. s
Key Skills and	Warm Up Skill Application of Skill Review	I can follow simple instructions. can understand and follow simple rules. I can name some things I am good at.	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to

sequence of learning		I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	identify areas for improvement.	make good decisions.
Key Vocabulary	Balance, move, co-ordination , share, take turns, jump, land, seated balance, throw, catch, partner	Throw, balance, aim, catch, walk, forwards, backwards, stance, mirror, move, run, jump, star, tuck, movement, order, link, transfer,	Travel, turn, twist, balance, directions, shape, performance, evaluate, level, audience, phrase, link, movement, balance, coordination	Throw, catch, aim, tactics, strategy, balance, agility, coordination, skills, footwork , reaction, response, bounce, shot, serve, spatial awareness , pass, technique.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 2	The Great Outdoors Fun at the Seaside	Fire and Ice	Is Iceland a Frozen Land?	What Journey Does a River Take?
	Health and Fitness (EYFS) Agility: Ball Chasing Static Balance: Floor Work	Multi Sports (bat and ball)	Cricket	Tennis
National Curriculum Objectives	<u>Development Matters</u> To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment	Pupils should be taught to: Develop balance, agility and coordination and apply these to a range of activities.	Play competitive games and apply basic principles for attacking and defending	Pupils should be taught to - play competitive games and apply basic principles for attacking and defending To develop flexibility, strength, control , technique and balance in the context of tennis.
Key Knowledge	EXS: I am aware of the changes to the way I feel when I exercise EXC: I am aware of why exercise is important for good health	I know how to use different equipment (tennis rackets and cricket bats) I know how to hit balls with control I know how to play small sided games I know the rules of some games	I know how to throw a ball in different ways I know how to hit a ball with control and accuracy I know how to apply the rules of a game	I know the rules of a game (tennis) I know how to use the equipment safely and correctly. I know different ways to score points I know different ways to hit and receive a ball
Key Skills and Sequence of Learning	Warm Up Skill Application of Skill Review	. copy the correct grip for a racket; • balance a beanbag on their racket; • hit a beanbag forwards towards a target; • show some control when hitting a ball in a modified activity;	Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending	I can use skills to gain points in a competitive game I can use tactics to gain points in a game I can apply rules of fair play to a competitive game.

		<ul style="list-style-type: none"> • watch a partner and give feedback with support; • cooperate with a partner to play a modified target game; • hold a cricket ball correctly when prompted and use it to control a ball along a drawn line; • use a cricket bat to hit a ball towards a target; • use a cricket ball to hit a ball along the ground ; • follow instructions to take on different roles within a game; <ul style="list-style-type: none"> • use a cricket bat to hit a ball that has been rolled to them from a short distance; • roll a ball accurately over a short distance and stop a rolled ball. 	Develop an understanding of fair play (respect team -mates and opponents) <ul style="list-style-type: none"> attempt to move and position themselves into a ball's pathway when attempting to make a catch; • adapt their hand and body positioning when attempting to make different types of catches; • understand the importance of keeping sight of the ball at all times; • throw a ball overarm using a learnt technique; • think about body positioning when throwing a ball at a target; • stop a ball rolling towards them at times; • stand correctly as a batsman, using some elements of the cricket bat grip to hold a bat; • sometimes adopt the correct stance when facing a thrown or rolling ball; • use elements of the forward defensive stroke, in appropriate circumstances, to protect the stumps from a ball that is travelling towards them; • strike a ball, sometimes going in their chosen direction; • sometimes adopt the correct positioning when playing attacking strokes; • show an understanding of the different lines and lengths that a bowled ball can travel along the pitch. • attempt to bowl overarm, with a straight arm and the correct grip; • make the ball bounce, directing it towards the general area of an intended target; • take part in a Kwik Cricket game; • show an understanding of teamwork and communication in a striking and fielding game. 	<ul style="list-style-type: none"> I can show good control and balance when using a ball and racket I can use the correct skills to catch and control a ball on I can get into a good position to receive a ball I can use different strokes to hit a ball I can evaluate and improve my performance I can serve a ball to a targeted area I can begin to read my opponents body position to increase reaction speed
Key Vocabulary	Balance, move, co-ordination , share, take turns, jump, land, seated balance, throw, catch, partner, exercise, good health	Target, cooperate, control, cricket bat, accurately, roll, drawn line, short distance	Throw, bowl, overarm, accuracy, base, stump, wicket, runs, bat, stance, evaluate, performance, Coach Cornish Cricket Company	Racket, serve, volley, overarm, backhand, forehand, service, stance, serve, points, overhead, technique, control, accuracy,

			www.thecornishcricketcompany.co.uk 0172666751	body language, evaluate, performance, personal best, position, stroke
--	--	--	--	--