

Autumn term Topic assessment	Year 3	Year 4	Year 5	Year 6
Tag Rugby	<p><b>Head:</b> Explore a range of techniques to avoid being tagged</p> <p><b>Hand:</b> Perform a range of ball handling skills</p> <p><b>Heart:</b> Listen to others and work as a team</p>	<p><b>Head:</b> Decide on ways to improve a piece of team play.</p> <p><b>Hand:</b> Play using backwards and sideways passing rules.</p> <p><b>Heart:</b> Recognise how playing as a team can improve your communication skills</p>	<p><b>Head:</b> Recognise principles of defence.</p> <p><b>Hand:</b> Combine skills as running and passing.</p> <p><b>Heart:</b> As a team, maintain position.</p>	<p><b>Head:</b> Use STEP principles to plan a warm up.</p> <p><b>Hand:</b> Use speed and agility in game play.</p> <p><b>Heart:</b> Suggest ways to improve set plays.</p>
Netball	<p><b>Head:</b> Show an understanding of the role of goal shooter</p> <p><b>Hand:</b> Pass the ball in a variety of ways</p> <p><b>Heart:</b> Create opportunities for team to score</p>	<p><b>Head:</b> Show some awareness of high five positions</p> <p><b>Hand:</b> Use basic shooting techniques in isolation and in game.</p> <p><b>Heart:</b> work as a team to ensure all players are marked.</p>	<p><b>Head:</b> Explain the techniques for different passes</p> <p><b>Hand:</b> Attempt to get into different shooting positions</p> <p><b>Heart:</b> Use verbal and nonverbal communication to show team mates where you want the ball.</p>	<p><b>Head:</b> Make choices about where to pass the ball.</p> <p><b>Hand:</b> Anticipate, track and control a rebounding ball from a shot.</p> <p><b>Heart:</b> Play in high 5 squat rotations.</p>
Football	<p><b>Head:</b> Recognise the need to look forwards when attacking the goal.</p> <p><b>Hand:</b> Use short passes to maintain possession.</p> <p><b>Heart:</b> Show support, compassion and good sportsmanship.</p>	<p><b>Head:</b> Sometimes make decisions about when to tackle</p> <p><b>Hand:</b> Send the ball over long distances</p> <p><b>Heart:</b> Work hard in a game and recognise the effect on yourself and team mates.</p>	<p><b>Head:</b> Select an appropriate conclusion to run with the ball.</p> <p><b>Hand:</b> Receive the ball and turn</p> <p><b>Heart:</b> Use individual skills to keep possession</p>	<p><b>Head:</b> Devise a drill to develop a particular skill.</p> <p><b>Hand:</b> Apply a correct body position when closing down a player to defend.</p> <p><b>Heart:</b> Collaborate with a partner to implement defensive technique.</p>
Gymnastics	<p><b>Head:</b> Identify similarities and differences in sequences.</p> <p><b>Hand:</b> Perform sequences with contrasting actions.</p> <p><b>Heart:</b> Explain why strength and flexibility are important for maintaining a healthy, active lifestyle.</p>	<p><b>Head:</b> Decide on ways to improve a piece of work using composition elements and implement change.</p> <p><b>Hand:</b> Demonstrate some control when taking weight on hands.</p> <p><b>Heart:</b> Adapt actions and sequences to work with partners and small groups.</p>	<p><b>Head:</b> Select a component for improvement and use guidance from others</p> <p><b>Hand:</b> Attempt to perform more complex skills in isolation, such as a round off</p> <p><b>Heart:</b> Work responsibly in trust exercises and when counterbalancing.</p>	<p><b>Head:</b> Identify strengths and weaknesses about a performance.</p> <p><b>Hand:</b> Experience flight on and off apparatus.</p> <p><b>Heart:</b> Lead group warm up, explaining the importance of strength and flexibility.</p>

Spring term Topic assessment	Year 3	Year 4	Year 5	Year 6
Basketball (3/4) Volleyball (5/6)	<p><b>Head:</b> Explain why we look to shoot, pass and dribble.</p> <p><b>Hand:</b> Use jump ball to start a game</p> <p><b>Heart:</b> Assist team mates to shoot</p>	<p><b>Head:</b> Explain travel violation rules</p> <p><b>Hand:</b> Show a triple threat position</p> <p><b>Heart:</b> Help someone to improve a particular skill.</p>	<p><b>Head:</b> Explain the need for different tactics and attempt these in a game situation.</p> <p><b>Hand:</b> Able to combine basic skills such as dribbling and passing.</p> <p><b>Heart:</b> Apply knowledge of personal foul in a competition setting.</p>	<p><b>Head:</b> Implement a range of strategies to attack and defend such as restricting an attackers space.</p> <p><b>Hand:</b> Able to track and control a rebound from shot (penalty or open play)</p> <p><b>Heart:</b> Counter attack with team using the fast break,</p>
Swimming	<p>Working towards being able to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations</p>			<p>swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations</p>
Hockey	<p><b>Head:</b> Implement some hockey rules into games</p> <p><b>Hand:</b> Stop and control the ball</p> <p><b>Heart:</b> Work as a team to score points</p>	<p><b>Head:</b> Decide as a team how to make things difficult for your opponent.</p> <p><b>Hand:</b> Attempt a slap pass in isolation</p> <p><b>Heart:</b> Suggest ways to improve your and your team’s performance.</p>	<p><b>Head:</b> Apply defensive positions</p> <p><b>Hand:</b> Able to combine basic skills such as dribbling or passing.</p> <p><b>Heart:</b> Work as a team to attack and defend.</p>	<p><b>Head:</b> Choose and implement a range of strategies to attack and defend.</p> <p><b>Hand:</b> Shoot from close range</p> <p><b>Heart:</b> Use and apply boundary rules such as corners, self pass and side line</p>
Handball	<p><b>Head:</b> Implement some handball rules into games</p> <p><b>Hand:</b> Attempt the 3 step rule with some confidence</p> <p><b>Heart:</b> Help team to create chances to score</p>	<p><b>Head:</b> Explain some of the ‘roles’ in handball</p> <p><b>Hand:</b> Protects the ball during game play</p> <p><b>Heart:</b> Show characteristics of a good team player</p>	<p><b>Head:</b> Play in formation and execute set plays in game situations</p> <p><b>Hand:</b> Use an offensive dribble to progress quickly up the court.</p> <p><b>Heart:</b> Explain how a teams passage of play was successful.</p>	<p><b>Head:</b> Can say why you need to get ‘free’ in invasion games to receive the ball.</p> <p><b>Hand:</b> Implement ‘screening’ into gameplay</p> <p><b>Heart:</b> Work as part of a team to change from defensive play to attacking.</p>

Summer term Topic assessment	Year 3	Year 4	Year 5	Year 6
Tennis	<p><b>Head:</b> Keep count/score of a game.</p> <p><b>Hand:</b> Show a ready position in tennis.</p> <p><b>Heart:</b> Play against an opponent.</p>	<p><b>Head:</b> Use defensive tactics to defend the court.</p> <p><b>Hand:</b> Attempt to self feed backhand shots</p> <p><b>Heart:</b> Play competitively with others and against others in game play.</p>	<p><b>Head:</b> Cooperate and collaborate with others to play in a sportsman like way.</p> <p><b>Hand:</b> Approach the ball to return before the second bounce.</p> <p><b>Heart:</b> Play with others with some flow to the game, keeping track of the score.</p>	<p><b>Head:</b> Make good choices in game play about best shot use.</p> <p><b>Hand:</b> Begin to use full scoring systems.</p> <p><b>Heart:</b> Use speaking and listening skills to umpire and play with peers without dispute.</p>
Cricket	<p><b>Head:</b> Adhere to some basic cricket rules.</p> <p><b>Hand:</b> Stop a moving ball</p> <p><b>Heart:</b> Work as a team to return the ball to the base/bowler effectively</p>	<p><b>Head:</b> With increasing consistency, know where to direct a hit from a bowled ball.</p> <p><b>Hand:</b> Track and intercept the ball along the ground, sometimes collecting with one hand.</p> <p><b>Heart:</b> Show fair play, such as accepting if they are run out or stumped.</p>	<p><b>Head:</b> Describe what ‘setting a field’ means.</p> <p><b>Hand:</b> Begin to employ specific bowling techniques.</p> <p><b>Heart:</b> Show perseverance in a game and commitment to a team.</p>	<p><b>Head:</b> Apply with consistency standard rules of modified games.</p> <p><b>Hand:</b> Attempt to track and catch high balls in isolation and in game play.</p> <p><b>Heart:</b> Work as a pair to field long balls.</p>
Athletics	<p><b>Head:</b> Compete with others and record points</p> <p><b>Hand:</b> Link running and jumping activities with some fluency</p> <p><b>Heart:</b> Identify how to improve</p>	<p><b>Head:</b> Decide on ways to improve runs, jumps and throws, implementing changes</p> <p><b>Hand:</b> Throw a variety of objects with increasing accuracy.</p> <p><b>Heart:</b> Work with others to record distances and times accurately.</p>	<p><b>Head:</b> Distinguish between good and poor performances and suggest ways to improve self and others.</p> <p><b>Hand:</b> Sustain pace over shorter and longer distances.</p> <p><b>Heart:</b> Able to run as part of a team in relay style events</p>	<p><b>Head:</b> Accurately and confidently record scores under pressure.</p> <p><b>Hand:</b> Combine different jumping skills to accurately replicate the triple jump technique.</p> <p><b>Heart:</b> Judge your strengths and weaknesses to fulfil your role in a running challenge.</p>
Rounders	<p><b>Head:</b> Explain the importance of being ready in the field.</p> <p><b>Hand:</b> Bowl an underarm bowl</p> <p><b>Heart:</b> Identify how to improve own and others work. Be tactful.</p>	<p><b>Head:</b> Play in a game using a rounders scoring system</p> <p><b>Hand:</b> Play a backstop role in small game situations.</p> <p><b>Heart:</b> Identify and describe some successful play.</p>	<p><b>Head:</b> Apply the backwards hitting rule</p> <p><b>Hand:</b> Play more attacking shots looking for gaps in the field.</p> <p><b>Heart:</b> Show commitment to the team and perseverance in game play.</p>	<p><b>Head:</b> Demonstrate urgency when in the field.</p> <p><b>Hand:</b> Play in a complete game of rounders with markings and four bases.</p> <p><b>Heart:</b> Understand teammates perspective and motivation when accumulating runs/rounders</p>

Progression of Concepts	Y3	Y4	Y5	Y6
<b>Agility</b>	To change direction at speed.	To change body direction quickly to gain advantage in attacking and defending.	To use acceleration and deceleration in sport, how to apply it to game situations.	To understand the influencers of agility, how to demonstrate and apply in sporting situations.
<b>Balance</b>	The ability to hold a position for a period of time.	To be able to explain and demonstrate a static balance.	To be able to explain static and dynamic balance and demonstrate both.	To be able to define balance and demonstrate a sequence of balances both static and dynamic.
<b>Co-ordination</b>		To be able to show co-ordination in a sporting scenario, such as racket sports.	To be able to define co-ordination and confidently demonstrate a skill that requires co-ordination.	To understand the characteristics of co-ordination, demonstrate and explain muscle groups used in the movement.
<b>Co-operation (Co-operative)</b>		To understand and define co-operation.	To show how co-operation can have a positive influence on sport.	To give examples of sports that require co-operation and how it can have a positive impact on team mates.
<b>Competition (Competitive)</b>		To understand and define competition and what it is to be competitive.	To show positive competitive spirit and how this can influence the outcome of sport.	To create a competition and manage it. To understand how being competitive can have a positive and negative influence on your team.
<b>Team work</b>			To be able to define team work and explain the importance of it.	To understand and demonstrate how team work can have a positive effect on the outcome of a sporting scenario.
<b>Tactic</b>			To understand the meaning of tactics and how they apply to sport.	To create a tactic and apply it to a sport. To create a tactic to counter and change the outcome of the sport.
<b>Strategy</b>	Planning a basic goal in a sporting scenario.	Creating a plan to attack and defend in a sporting scenario.	Creating a plan to win in different sporting scenarios.	Creating a plan and merging them with clear tactics to win a game.
<b>Attack</b>	Trying to score a point or goal against the opposition.	Having possession and using different methods to score a point or goal.	Use tactics and strategies to create an attack.	Use the principles of attack to score a point or goal. Support, width, penetrate, counter attack.
<b>Defend</b>	Trying to stop the opposition scoring a point or goal.	Trying to regain possession using different strategies.	Use tactics to plan and defend against an opposition's attack.	Create defensive strategies to use against opposition' attack, can we turn defence into attack quickly?

<b>Communicate</b>	Define communication in sport.	How can we use communication, how does the tone of our voice influence others on my team?	Use positive communication during a sporting scenario to influence the outcome of the game.	Use positive communication to motivate your team. Use communication to give instructions on plays and tactics to influence the outcome of the game.
<b>Collaborate</b>	Define collaboration in sport.	How can we collaborate in sporting scenarios?	How can we collaborate to change the outcome of a sporting scenario or match.	How can we collaborate to develop as an individual and as a team in sport?
<b>Flexibility</b>	Define and understand flexibility.	Why is flexibility important?	What sports require flexibility?	How do we train to improve flexibility and implement it into sport?
<b>Strength</b>	Define and understand strength.	Why is strength important?	What sports require strength?	How do we train to improve strength and implement it into sport?
<b>Technique</b>	How we carry out a particular action i.e., pass, shoot.	Demonstrate different techniques across a variety of sports.	Use a variety of techniques to complete sporting actions.	Describe and demonstrate different techniques, explain how they can be used to change the outcome of a certain sporting scenario.
<b>Control</b>	Define and understand control.	Why is control important?	What sports require control? Does the sport require body control or object control?	How do we train to improve control and implement it into sport?
<b>Balance</b>	Define and understand balance.	Why is balance important?	What sports require balance?	How do we train to improve balance and implement it into sport?
<b>Performance</b>	Define and understand Performance.	Understand the difference between individual and team performance.	To understand how to use mental performance to influence your team and influence a sporting scenario.	To understand emotional and technical performance. How to combine these to determine the outcome of a game.
<b>Personal best</b>	Define and understand personal best.	What sporting disciplines use personal best? How is it recorded?	Record a personal best. Discuss strategies to improve this.	Record a personal best. Design a plan to improve personal best. Set a time scale to achieve this.

## KS2 - Progression of Skills

Progression of skills: PHYSICAL EDUCATION				
Pre-Key-Stage Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
<b>Games</b>				
<b>Throwing and Catching a ball</b>				
<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. <i>high, low, fast or slow</i>).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing (<i>under arm, over arm, as a chain</i>) and catching (<i>one handed, low down, jumping</i>).</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>

	<b>Travelling with a ball</b>			
	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
	<b>Passing a ball</b>			
	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
	<b>Possession</b>			
	Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball.	Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space.	Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space.
	<b>Striking and Hitting a ball</b>			
	Demonstrate successful hitting and striking skills. Develop a range of skills in striking ( <i>and fielding where appropriate</i> ).	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to

	<p>Practise the correct batting technique and use it in a game. Strike the ball for distance.</p>	<p>Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Understand how to serve in order to start a game. Play a tennis game using an overhead serve.</p>	<p>direct a ball when striking or hitting.</p>
	<b>Rules and Tactics</b>			
	<p>Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p>	<p>Vary the tactics they use in a game. Adapt rules to alter games. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>



	Compete, Perform and Evaluate			
	<p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

**Gymnastics**

<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	Acquiring and Developing Skills in Gymnastics – General Skills			
	<p>Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances.</p>	<p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances,</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p>

	<p>Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements</p>	<p>Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p>	<p>recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.</p>	<p>Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p>
	<b>Rolls</b>			
	<p>Crouched forward roll Forward roll from standing Tucked backward roll</p>	<p>Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p>	<p>Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle</p>	<p>Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll</p>

<b>Jumps</b>				
	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
<b>Vault</b>				
	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
<b>Travelling and Linking Actions</b>				
	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps

	Straight jump half turn Cat leap	Straight jump half turn Straight jump full turn Cat leap	Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
	<b>Handstands, Cartwheels and Round-Offs</b>			
	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
	<b>Shapes and Balance</b>			
	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes
	<b>Compete, Perform and Evaluate</b>			
	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques

	Compete against self and others in a controlled manner			confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
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Dance				
Dance Skills				
<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p>

		<p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Ensure their actions fit the rhythm of the music.          Modify parts of a sequence as a result of self and peer evaluation.          Use more complex dance vocabulary to compare and improve work.</p>	<p>Show a change of pace and timing in their movements.          Move rhythmically and accurately in dance sequences.          Improvise with confidence, still demonstrating fluency across their sequence.          Dance with fluency and control, linking all movements and ensuring that transitions flow.          Demonstrate consistent precision when performing dance sequences.          Modify some elements of a sequence as a result of self and peer evaluation.          Use complex dance vocabulary to compare and improve work.</p>
	<b>Compete, Perform and Evaluate</b>			
	<p>Develop the quality of the actions in their performances.          Perform learnt skills and techniques with control and confidence.</p>	<p>Perform and create sequences with fluency and expression.          Perform and apply skills and techniques with control and accuracy</p>	<p>Perform own longer, more complex sequences in time to music.          Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.          Perform the sequence in time to music.</p>

	<p>Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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Athletics				
	Running			
<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in</p>

order to maintain a sustained run.

**Jumping**

Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.

Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.

Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.

Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.



	<b>Throwing</b>			
	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>
	<b>Compete, Perform and Evaluate</b>			
<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	

## Outdoor Adventurous Activities

### Trails

Orientate themselves with increasing confidence and accuracy around a short trail.

Orientate themselves with accuracy around a short trail  
Create a short trail for others with a physical challenge  
Start to recognise features of an orienteering course

Start to orientate themselves with increasing confidence and accuracy around an orienteering course.  
Design an orienteering course that can be followed and offers some challenge to others.  
Begin to use navigation equipment to orientate around a trail.

Orientate themselves with confidence and accuracy around an orienteering course when under pressure.  
Design an orienteering course that is clear to follow and offers challenge to others.  
Use navigation equipment (*maps, compasses*) to improve the trail.

### Problem Solving

Identify and use effective communication to begin to work as a team.  
Identify symbols used on a key.

Communicate clearly with other people in a team, and with other teams.  
Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.  
Associate the meaning of a key in the context of the environment.

Use clear communication to effectively complete a particular role in a team.  
Complete orienteering activities both as part of a team and independently.  
Identify a key on a map and begin to use the information in activities.

Use clear communication to effectively complete a particular role in a team.  
Compete in orienteering activities as part of a team and independently.  
Use a range of map styles and make an informed decision on the most effective.

### Preparation & Organisation

Begin to choose equipment that is appropriate for an activity.

Try a range of equipment for creating and completing an activity.

Choose the best equipment for an outdoor activity.  
Create an outdoor activity that challenges others.

Choose the best equipment for an outdoor activity.  
Prepare an orienteering course for others to follow.

		Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
	<b>Communication</b>			
	Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.
	<b>Compete, Perform and Evaluate</b>			
	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Complete an orienteering course more than once and begin to identify ways of improving completion over time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improve technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course. Choose and use criteria to evaluate own and others performances.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performance and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.

		Watch, describe and evaluate the effectiveness of performances giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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Swimming				
		Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.		

Health and Fitness				
Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively.

	Explain why it is important to warm up and cool down.	Know some reasons for warming up and cooling down		Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
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