

Progression of Skills: Foundation

In Reception, children can...

End of F1	December	March	June	ELG
<p>Move appropriately to music at different speeds e.g. running, crawling (tempo) beginning to recognise repetition.</p>	<p>Children can experiment with different shapes and jumps.</p> <p>Children will experiment with different ways of rolling in shapes (moon roll/rocket roll).</p> <p>Children can move long the floor in different ways like sliding, rolling, stretching etc.</p> <p>Children will show a start shape, roll and finishing shape (beginning of a sequence).</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Children will progress towards a more fluent style of moving, with developing control and grace.</p> <p>Children can move in time to happy and sad music.</p> <p>Children will experiment with different ways of moving and with actions at different levels.</p> <p>Children can move around as different characters or animals to the music.</p> <p>Children will experiment with different ways of balancing.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Children will march/run for co-ordination.</p> <p>Children will experiment with different ways of throwing under/overarm.</p> <p>Children will experiment with different ways of jumping- measuring with various objects.</p> <p>Children will work with friends in a team – taking turns effectively.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

		<p>Children are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Children will experiment with different ways of moving (agility).</p> <p>Children will experiment with different ways of throwing a moving a ball with different body parts (co-ordination).</p> <p>Children will begin working with friends in a team – taking turns with adult support.</p>	<p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Children will develop overall body-strength, balance, co-ordination and agility.</p>	
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Progression of Skills: Years 1 and 2

In Key Stage 1, children can...

Year 1/2 Areas of Study:

Fundamentals

- To change direction when moving at speed.
- To recognise changes in the body when exercising.
- To run at different speeds.
- To select own actions in response to a task.
- To show hopping and jumping movements.
- To work co-operatively with others to complete tasks.
- To balance and use co-ordination when static and moving at a slow speed.
- To provide feedback using key words.
- To begin to turn and jump in an individual skipping rope.
- To describe how the body feels during exercise.
- To show balance when changing directions.
- To show hopping, skipping and jumping movements with some balance and control.
- To work co-operatively with a partner and small group.
- To show balance and co-ordination when running at different speeds.

Key vocabulary:

Balance, stability, different speeds, change of direction, dodging, jumping, hopping, skipping, actions, co-ordination.

Dance

- To begin to use counts.
- To copy, remember and repeat actions.
- To move confidently and safely.
- To use different parts of the body in isolation and together.
- To work with others to share ideas and select actions.
- To choose appropriate movements for different dance ideas.
- To say what I liked about someone else's performance.
- To show some sense of dynamic and expressive qualities in my dance.
- To begin to provide feedback using key words.
- To copy, remember, repeat and create dance phrases.
- To describe how my body feels during exercise.
- To show a character and idea through the actions and dynamics I choose.
- To use counts to stay in time with the music.
- To work with a partner using mirroring and unison in our actions.
- To show confidence when performing.

Key vocabulary:

Travelling, counts of 8, remember, repeat, actions, copy, create, perform, pathway, expression, changes in level, changes in shape, link, unison, mirror, dynamics, changes in speed.

Yoga

- To recognise how yoga makes me both feel physically and mentally.
- To remember and repeat actions, linking poses together.
- To say what I liked about someone else's flow.
- To show an awareness of space when travelling.
- To work with others to create poses.
- To begin to provide feedback using key words.
- To copy, remember and repeat yoga flows.
- To describe how my body feels during exercise.
- To move from one pose to another thinking about my breath.
- To use clear shapes when performing poses.
- To work with others to create simple flows showing some control.

Key vocabulary:

Yoga, mindfulness, poses, flexibility, balance, yoga flow, repeat, strength, actions.

Gymnastics

- To explore travelling movements using space around you.
- To develop quality when performing gymnastic shapes.
- To develop stability and control when performing balances.
- To develop technique and control when performing shape jumps.
- To develop technique in the barrel, straight and forward roll.
- To link gymnastic actions to create a sequence.
- To perform gymnastic shapes and link them together.
- To be able to use shapes to create balances.
- To be able to link travelling actions and balances using apparatus.
- To demonstrate different shapes, take off and landings when performing jumps.
- To develop rolling and sequence building.
- To develop sequence work on apparatus.

Key Vocabulary:

Travelling movements, space, performing, stability, control, balances, control, shape jumps, barrel roll, straight roll, forward roll, sequence, gymnastic shapes, apparatus, rolling.

Athletics

- To be able to throw towards a target.
- To show balance and co-ordination when changing direction.
- To develop overarm throwing.
- To recognise changes in my body when I do exercise.
- To run at different speeds.
- To work with others and make safe choices.
- To try my best.
- To understand the difference between a jump, leap and a hop and choose which allows me to jump furthest.
- To describe how my body feels during exercise.
- To identify good technique.
- To jump and land with control.
- To use an overarm throw to help me to throw for distance.
- To work with others, taking turns and sharing ideas.
- To show balance and co-ordination when running at different speeds.
- To try my best.

Key vocabulary:

Speeds, distances, balance, stability, agility, co-ordination, hopping, jumping, leaping, throwing, accuracy, sprinting action, height, technique.

Fitness

- To recognise changes in my body when I do exercise.
- To share ideas with other people in the class.
- To talk about what exercise does to my body.
- To recognise how exercise makes me feel.
- To try my best in the challenges I am set.
- To understand why it is important to warm up.
- To describe how my body feels during exercise.
- To show hopping and jumping movements with some balance and control.
- To persevere with new challenges.
- To show determination to continue working over a longer period of time.
- To understand that running at a slower speed will allow me to run for a longer period of time.
- To work with others to turn the rope and encourage others to jump at the right time.

Key vocabulary:

Exercise, strong, healthy, breathing, brain, muscles, co-ordination, timing, individual, skipping, stamina, agility, body weight, balance.

<p>Team Building</p> <ul style="list-style-type: none"> • To communicate simple instructions. • To follow instructions. • To follow path and lead others. • To listen to others' ideas. • To suggest ideas to solve tasks. • To follow instructions carefully. • To say when I was successful at solving challenges. • To share my ideas and help to solve tasks. • To work co-operatively with a partner and a small group. • To show honesty and play fairly. • To understand how to use, follow and create a simple diagram/ map. <p>Key vocabulary: Co-operate, communicate, solve challenges, teamwork, communication, lead, partner, group, problems, instructions, plan, trust, copy, basic map.</p>	<p>Net and Wall</p> <ul style="list-style-type: none"> • To hit a ball using a racket. • To throw a ball to land over the net and into the court area. • To track balls and other equipment sent to me. • To use a ready position to move to the ball. • To know how to score points. • To recognise changes in my body when I do exercise. • To show honest and fair play when playing against an opponent. • To defend space on my court using the ready position. • To describe how my body feels during exercise. • To hit a ball over the net and into the court area. • To throw accurately to a partner. • To use simple tactics to make it difficult for an opponent. • To know how to score points and remember the score. • To show good sportsmanship when playing against an opponent. <p>Key vocabulary: Defend, space, ready position, opponent, control, racket, ball, placing an object, returning.</p>
<p>Striking and Fielding</p> <ul style="list-style-type: none"> • To catch a beanbag and a medium sized ball. • To roll a ball towards a target. • To strike a ball using my hand. • To track a ball that is coming towards me. • To know how to score points. • To understand the rules and beginning to use these to play honestly and fairly. 	<p>Ball Skills</p> <ul style="list-style-type: none"> • To catch with two hands. • To dribble a ball with hands and feet. • To understand simple tactics. • To roll and throw with some accuracy towards a target. • To say when someone was successful. • To track a ball that is coming towards me. • To work co-operatively with a partner.

- To understand when I am successful.
- To begin to provide feedback using key words.
- To develop underarm and overarm throwing skills.
- To hit a ball using equipment with some consistency.
- To track a ball and collect it.
- To use simple tactics.
- To know how to score points and remember the score.
- To understand the rules of the game and use these to play fairly in a small group.

Key vocabulary:

underarm throwing, catching, overarm throwing, striking, retrieve, fielding, decision, score, track, accuracy, consistency.

- To begin to provide feedback using key words.
- To begin to understand and use simple tactics.
- To dribble a ball with hands and feet with some control.
- To roll and throw a ball to hit a target.
- To send and receive a ball using both kicking and throwing and catching skills.
- To track a ball and collect it.
- To work co-operatively with a partner and a small group.

Key vocabulary:

Control, co-ordination, dribbling, accuracy, rolling, throwing, target, catching, kicking, bouncing.

Sending and Receiving

- Beginning to send and receive a ball with feet.
- To catch a ball with some success.
- To recognise changes in my body when I do exercise.
- To roll a ball towards a target.
- To throw a ball to a partner.
- To track a ball that is coming towards me.
- To work co-operatively with a partner.
- Beginning to provide feedback using key words.
- Beginning to trap and cushion a ball that is coming towards me.
- To accurately throw and kick a ball to a partner.
- To catch a ball passed to me, with and without a bounce.
- To roll a ball to hit a target.
- To track a ball and stop it using my hands and feet.
- To work co-operatively with a partner and small group.

Invasion

- To begin to dribble a ball with my hands and feet.
- To change direction to move away from a defender.
- To recognise space when playing games.
- To send and receive a ball with hands and feet.
- To use simple rules to play fairly.
- To move to stay with another player when defending.
- To recognise changes in my body when I do exercise.
- To understand when I am a defender and when I am an attacker.
- To describe how my body feels during exercise.
- To dodge and find space away from the other team.
- To move with a ball towards goal.
- To sometimes dribble a ball with my hands and feet.
- To stay with another play to try and win the ball.
- To know how to score points and remember the score.

- To work safely to send a ball towards a partner using a piece of equipment.

Key vocabulary:

Rolling, throwing, target, receiving, tracking, send, catching, short distance, long distance, stop.

- To know who is on my team and I can attempt to send the ball to them.

Key vocabulary:

Dribbling, goal, possession, passing, teammate, defender, dribbling, throwing, space, attacker, opponent, tactics.

Progression of Skills: Years 3 and 4

In Lower Key Stage 2, children can...

Year 3/4 Areas of Study:

Fundamentals

- To be able to jump and turn a skipping rope.
- To change direction quickly.
- To identify when I was successful.
- To link hopping and jumping actions.
- To demonstrate balance when performing other fundamental skills.
- To understand how the body moves differently at different speeds.
- To understand why it is important to warm up.
- To change direction quickly under pressure.
- To explain what happens when I exercise.
- To identify when I was successful and what I need to do to improve.
- To link hopping and jumping actions with other fundamental skills.
- To work with others to complete skipping challenges.
- To demonstrate good balance and control when performing other fundamental skills.
- To understand and demonstrate how and when to speed up and slow down when running.

Key vocabulary:

Balancing, running, hopping, jumping, dodging, skipping, change of speed, direction.

Dance

- To be respectful of others when watching them perform.
- To provide feedback using key words.
- To repeat, remember and perform dance phrases.
- To use counts to keep in time with a partner and group.
- To use dynamic and expressive qualities in relation to an idea.
- To work with a partner and in a small group, sharing ideas.
- To create short dance phrases that communicate the idea.
- To choose actions and dynamics to convey a character or idea.
- To copy and remember set choreography.
- To provide feedback using appropriate language relating to the lesson.
- To respond imaginatively to a range of stimuli relating to character and narrative.
- To use changes in timing and spacing to develop a dance.
- To use counts to keep in time with others and the music.
- To use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- To show respect for others when working as a group and watching others perform.

Key vocabulary:

Actions, stimulus, unison, contact, dynamics, repeat, space, timing, formations, poses, transitions, theme, choreographing.

Yoga

- To copy and link yoga poses together to create a short flow.
- To describe how yoga makes me feel.
- To move from one pose to another in time with my breath.
- To provide feedback using key words.
- To work with others to create a flow including a number of poses.
- To show some stability when holding yoga poses.
- To describe how yoga makes me feel and talk about the benefits of yoga.
- To link poses together to create a yoga flow.
- To provide feedback using key terminology and understand what I need to do to improve.
- To transition from pose to pose in time with my breath.
- To work collaboratively and effectively with others.
- To demonstrate yoga poses which show clear shapes.
- To show increasing control and balance when moving from one pose to another.

Key vocabulary:

Breath, movement, poses, connection, gratitude, repeating, yoga, flow, flexibility, strength, confidence, balance, meditation, mindfulness, wellbeing.

Gymnastics

- To adapt sequences to suit different types of apparatus.
- To choose actions that flow well into one another.
- To choose and plan sequences of contrasting actions.
- To complete actions with increasing balance and control.
- To move in unison with a partner.
- To provide feedback using key words.
- To use a greater number of my own ideas for movements in response to a task.
- With help, can recognise how performances could be improved.
- To explain what happens to my body when I exercise and how this helps to make me healthy.
- To identify some muscle groups used in gymnastic activities.
- To plan and perform sequences with a partner that include a change of level and shape.
- To provide feedback using appropriate language relating to the lesson.
- To safely perform balances individually and with a partner.
- To watch, describe and suggest possible improvements to others' performances.
- To understand how body tension can improve the control and quality of movements.

Key vocabulary:

Balances, landing, rotation, jumps, straight, barrel, forward, straddle roll, inverted movements, strength, sequence, apparatus, extension, body tension, momentum, pathways, transitions, contrasting actions, shapes.

Athletics

- To develop jumping for distance.
- To identify when I was successful.
- To take part in a relay activity, remembering when to run and what to do.
- To throw a variety of objects, changing my action for accuracy and distance.
- To use different take off and landings when jumping.
- To use key points to help me improve my sprinting technique.
- To work with a partner and in small groups, sharing ideas.
- To show determination to achieve personal bests.
- To demonstrate the difference in sprinting and jogging techniques.
- To explain what happens to the body when warming up.
- To identify when successful and identify improvements.
- To jump for distance with balance and control.
- To throw with some accuracy and power to a target area.
- To show determination to improve my personal best.
- To support and encourage others to work to their best.

Key vocabulary:

Power, speed, strength, vertical, progressive, stamina, pace, jumping, throwing, accuracy, officiating, performing, changeover.

Fitness

- To collect and record scores.
- To complete exercises with control.
- To persevere when facing a challenging activity.
- To provide feedback using key words.
- To use key points to help improve sprinting technique.
- To work safely with others.
- To show balance when changing direction.
- To understand that there are different areas of fitness.
- To collect and record scores.
- To use key points to help improve sprinting technique.
- To share ideas and work with others to manage activities.
- To show balance when changing direction at speed.
- To show control when completing activities to improve balance.
- To show determination to continue working over a period of time.
- To understand there are different areas of fitness and that each area challenges the body differently.

Key vocabulary:

Co-ordination, personal, technique, agility, stamina, continuous, speed, strength, balance.

Cricket

- To be able to bowl a ball towards a target.
- To begin to strike a bowled ball after a bounce.
- To develop an understanding of tactics and begin to use them in game situations.
- To learn the rules of the game and use them honestly.
- To persevere when learning a new skill.
- To provide feedback using key words.
- To use overarm and underarm throwing and catching skills.
- To work co-operatively with others and self-manage games.
- To be able to bowl a ball with some accuracy and consistency.
- To learn rules of the game and begin to use them to play honestly and fairly.
- To communicate with teammates to apply simple tactics.
- To persevere when learning a new skill.
- To provide feedback using key terminology and understand improvements needed.
- To strike a bowled ball after a bounce.
- To use overarm and underarm throwing and catching skills with increasing accuracy.
- To share ideas and work with others to manage our game.

Key vocabulary:

Fielders, batters, striking, tracking, bowling, overarm, underarm, catching.

Ball skills

- To catch different sized objects with increasing consistency with two hands.
- To dribble a ball with control.
- To persevere when learning a new skill.
- To provide feedback using key words.
- To show a variety of throwing techniques.
- To throw with accuracy and increasing consistency to a target.
- To track the path of a ball that is not sent directly to me.
- To accurately use a range of throwing techniques to throw to a target.
- To catch different sized objects with increasing consistency with one and two hands.
- To consistently track the path of a ball that is not sent directly to me.
- To dribble a ball with increasing control and co-ordination.
- To persevere when learning a new skill.
- To provide feedback using key terminology and understand how to improve.

Key vocabulary:

Accuracy, consistency, creative, track, focus, control, tracking, throwing, catching, dribbling, sending.

Football

- To use simple tactics.
- To learn the rules of the game and begin to use them honestly and fairly.
- To dribble, pass, receive and shoot the ball with some control.
- To find space away from others and near to my goal.
- To provide feedback using key words.
- To track an opponent to slow them down.
- To understand the role of an attacker and defender.
- To work co-operatively with group and self-manage games.
- To delay an opponent and help prevent the other team scoring.
- To dribble, pass, receive and shoot the ball with increasing control.
- To move to space to help my team keep possession and score goals.
- To provide feedback using key terminology and understand how to improve.
- To use simple tactics to help team score or gain possession.
- To share ideas and work with others to manage game.
- To understand the rules of the game and use them often and honestly.

Key vocabulary:

Interception, opponent, defend, attack, tracking, possession, dribbling, control, teammate, direction, inside and outside hook, tactics, tournament.

Hockey

- To begin to use simple tactics.
- To learn the rules of the game and begin to use them honestly.
- To dribble, pass, receive and shoot the ball with some control.
- To find space away from others and near to the goal.
- To provide feedback using key words.
- To tack an opponent to slow them down.
- To understand the role of an attacker and defender.
- To work co-operatively with a group and self-manage games.
- To delay an opponent and help prevent the other team from scoring.
- To dribble, pass, receive and shoot the ball with increasing control.
- To move to a space to help team to keep possession and score goals.
- To provide feedback using key terminology and understand what to do to improve.
- To use simple tactics to help team score or gain possession.
- To share ideas and work with others to manage game.
- To understand the rules of the game and use them often and honestly.

Key vocabulary:

Interception, possession, opposition, defender, attacker, reverse, push pass, receiving, dribbling, space.

Basketball

- Beginning to use simple tactics.
- To learn the rules of the game and use them honestly.
- To dribble, pass, receive and shoot the ball with some control.
- To find space away from others and near to my goal.
- To provide feedback using key vocabulary.
- To track an opponent and slow them down.
- To understand the role of an attacker and defender.
- To work co-operatively with the group to self-manage games.
- To delay an opponent and help prevent the other team from scoring.
- To dribble, pass, receive and shoot the ball with increasing control.
- To move to space to help the team keep possession and score goals.
- To provide feedback using key terminology and understand ways to improve.
- To use simple tactics to help the team score or gain possession.
- To share ideas and work with others to manage game.
- To understand the rules of the game and use them often and honestly.

Key vocabulary:

Interception, protective, opponent, defend, attack, travelling, possess, dribbling, bounce pass, chest pass, set shot, tracking.

Netball

- Beginning to use simple tactics.
- To learn the rules of the game and begin to use them honestly.
- To communicate with team and move into space to support them.
- To defend an opponent and try to win the ball.
- To pass, receive and shoot the ball with some control.
- To provide feedback using key words.
- To understand the role of an attacker and defender.
- To work cooperatively with group and self-manage games.
- To defend one on one and know when to win the ball.
- To explain what happens to the body when exercising and explain how this helps being healthy.
- To move into space to help the team to keep possession and score goals.
- To pass, receive and shoot the ball with increasing control.
- To provide feedback using key terminology and understand what to do to improve.
- To use simple tactics to help the team score or gain possession.
- To share ideas and work with others to manage the game.
- To understand the rules of the game and use them often and honestly.

Key vocabulary:

Interception, possession, defence, attack, conceding, passing, moving, footwork, defender, opponent, shooting, rules.

Progression of Skills: Years 5 and 6

In Upper Key Stage 2, children can...

Year 5/6 Areas of Study:

Dance

- To accurately copy and repeat set choreography.
- To choreograph phrases individually and with others considering actions and dynamics.
- To confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- To lead a group through short warm-up routines.
- To refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- To suggest ways to improve my own and other people's work using key terminology.
- To use counts when choreographing to stay in time with others and the music.
- To use feedback provided to improve my work.
- To choreograph a dance and work safely using props.
- To lead a small group through a short warm-up routine.
- To perform dances confidently and fluently with accuracy and good timing.
- To refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- To use appropriate language to evaluate and refine my own and others' work.
- To use feedback provided to improve the quality of my work.

Gymnastics

- To create and perform sequences using apparatus, individually and with a partner.
- To lead a partner through short warm up routines.
- To use canon and synchronisation, matching and mirroring when performing with a partner and a group and say how it affects the performance.
- To use feedback provided to improve my work.
- To use a set criteria to make simple judgements about performances and suggest ways they could be improved.
- To use strength and flexibility to improve the quality of a performance.
- To work safely when learning a new skill to keep myself and others safe.
- To combine and perform gymnastics actions, shapes and balances with control and fluency.
- To create and perform sequences using compositional devices to improve the quality.
- To lead small groups through short warm-up routines.
- To use appropriate language to evaluate and refine my own and others' work.
- To work collaboratively with others to create a sequence.
- To understand how to work safely when learning a new skill.

<ul style="list-style-type: none"> • To work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. <p>Key vocabulary: Action, dynamics, relationships, space, stimulus, dance styles, fluency, timing, repetition, canon, unison, formation, character, structure, emotion, matching, mirroring, transitions, accuracy, contrasting, levels, speed.</p>	<ul style="list-style-type: none"> • To understand what counter balance and counter tension is and can show examples with a partner. <p>Key vocabulary: Symmetrical balance, asymmetrical balance, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand, travelling, canon, synchronisation, counter balance, counter tension, handstand, headstand, vault, control, flight, formation, apparatus, warm up, inverted movement, fluency.</p>
<p>Athletics</p> <ul style="list-style-type: none"> • To use the best pace for a running event. • To identify good athletic performance and explain why it is good. • To perform a range of jumps showing some technique. • To show control at take-off and landing in jumping activities. • To take on the role of coach, official and timer when working in a group. • To use feedback to improve sprinting technique. • To persevere to achieve personal bests. • To show accuracy and power when throwing for distance. • To compete within the rules showing fair play and honesty. • To help others to improve their technique using key teaching points. • To identify own and others' strengths and areas for development and suggest ways to improve. • To perform jumps for distance using good technique. • To select and apply the best pace for running events. • To show accuracy and good technique when throwing for distance. 	<p>Badminton</p> <ul style="list-style-type: none"> • To develop wider range of skills and begin to use these under some pressure. • To identify when successful and what I need to do to improve. • To use feedback provided to improve my work. • To work cooperatively with others to manage our game. • To understand the need for tactics and identify when to use them in different situations. • To understand the rules of the game and apply them honestly most of the time. • To understand there are different skills for different situations and beginning to apply them. • To select the appropriate action for the situation and make decisions quickly. • To use wider range of skills with increasing control under pressure. • To use feedback provided to improve the quality of my work. • To use the rules of the game consistently to play honest and fairly.

- To understand that there are different areas of fitness and how this helps me in different activities.
- To use different strategies to persevere to achieve personal bests.

Key Vocabulary

Pacing, sprinting, relay, jumping, distance, push throwing, pull throwing, speed, coordination, take off, landing, performance, force, control, triple jump, consistent, downsweep, upsweep, bounding, momentum, fling throw, steady pace, accuracy, measuring, timing, recording.

- To work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- To work in collaboration with others so that games run smoothly.
- To recognise my own and others strengths and areas for development and can suggest ways to improve.

Key Vocabulary

Ready position, grip, forehand, backhand, serve, footwork, net, rallying, overhead, points, competitive game, backhand clear, respect, honesty, fair play, opponent, consecutive, technique, accuracy, tactics, umpiring.

Tennis

- To develop a wide range of skills and use them under some pressure.
- To identify how different activities can benefit physical health.
- To identify when successful and what I need to do to improve.
- To use feedback provided to improve work.
- To work cooperatively with others to manage own game.
- To understand the need for tactics and identify when to use them in different situations.
- To understand the rules of the game and apply them honestly most of the time.
- To understand there are different skills for different situations and begin to apply this.
- To select appropriate action for the situation and make this decision quickly.

Cricket

- To develop wider range of fielding skills and begin to use these under some pressure.
- To identify when successful and what is needed to improve.
- To strike a bowled ball with increasing consistency.
- To work co-operatively with others to manage our game.
- To understand the need for tactics and can identify when to use them in different situations.
- To understand the rules of the game and apply them honestly most of the time.
- To understand there are different skills for different situation and begin to use this.
- To select the appropriate action for the situation.
- To strike a bowled ball with increasing consistency and accuracy.
- To use wider range of fielding skills with increasing control under pressure.
- To use the rules of the game consistently to play fairly.

<ul style="list-style-type: none"> • To use wider range of skills when increasing control under pressure. • To use feedback provided to improve the quality of my work. • To use rules of the game consistently to play honestly and fairly. • To work collaboratively to create tactics with my team and evaluate the effectiveness of these. • To work in collaboration with others so that games run smoothly. • To recognise own and others strengths and areas for development and suggest ways to improve. • To understand that there are different areas of fitness and how this helps me in different activities. <p>Key Vocabulary Opponent, forehand, backhand, technique, accuracy, instructions, game, umpiring, tactics, forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, co-operatively, accuracy, volley, rally, continuous, serve, rules.</p>	<ul style="list-style-type: none"> • To work in collaboration with others so that games run smoothly. • To recognise my own and others strengths and areas for development and suggest ways to improve. • To understand and apply some tactics in the game as a batter, bowler and fielder. <p>Key Vocabulary Underarm throwing, overarm throwing, catching, over and underarm bowling, long barrier, short barrier, batting, accuracy, directional batting, wicket keeping, fielders, continuous, striking, tracking, bowling.</p>
<p>Rounders</p> <ul style="list-style-type: none"> • To begin to strike a ball with a rounders bat. • To develop a wider range of fielding skills and use these under some pressure. • To identify when successful and what is needed to improve. • To work co-operatively with others to manage game. • To understand the need for tactics and identify when to use them in different situations. • To understand the rules of the game and apply them honestly most of the time. 	<p>Hockey</p> <ul style="list-style-type: none"> • To communicate with team and move into space to keep possession and score. • To dribble, pass, receive and shoot the ball with some control under pressure. • To identify when successful and what is needed to improve. • To use tracking, tackling and intercepting when playing in defence. • To know what position playing and how to contribute when attacking and defending.

- To understand there are different skills for different situations and begin to use them.
- To strike a bowled ball with increasing consistency.
- To use a wider range of skills with increasing control under pressure.
- To use the rules of the game consistently to play fairly.
- To work collaboratively with others to get batters out.
- To work in collaboration with others so that games can run smoothly.
- To recognise own and others strengths and areas for development and suggest ways to improve.
- To understand and apply tactics in the game as a batter, bowler and fielder.

Key Vocabulary

Fielders, continuous, striking, tracking, bowling, outwitting, throwing, catching, retrieving, batting, fair play, organising, managing, tactics, stump.

- To understand the need for tactics and identify when to use them in different situations.
- To understand the rules of the game and use them most of the time to play fairly and honestly.
- To understand there are different skills for different situations and begin to apply this.
- To create and use space to help my team.
- To dribble, pass, receive and shoot the ball with increasing control under pressure.
- To select appropriate action for situation and make decisions quickly.
- To use marking, tackling and/ or interception to improve defence.
- To use the rules of the game consistently to play honestly and fairly.
- To work collaboratively to create tactics with team and evaluate the effectiveness of these.
- To work in collaboration with others so that games run smoothly.
- To recognise own and others strengths and areas for development and suggest way to improve.

Key Vocabulary

Interception, possession, opposition, defender, attacker, reverse, dribbling, passing, receiving, tackling, space, shooting, strategies, tactics, push pass, control, receiving, teammate, block tackle, jab tackle, tournament.

Basketball

- To communicate with team and move into space to keep possession and score.
- To dribble, pass, receive and shoot the ball with some control under pressure.
- To identify when successful and what is needed to improve.
- To use tracking and intercepting when playing in defence.
- To understand the need for tactics and identify when to use them in different situations.
- To understand the rules of the game and apply them honestly most of the time.
- To understand there are different skills for different situations and begin to apply this.
- To create and use space to help my team.
- To dribble, pass, receive and shoot the ball with increasing control under pressure.
- To select the appropriate action for the situation and make this decision quickly.
- To use the rules of the game honestly and consistently.
- To work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- To work in collaboration with others so that games run smoothly.
- To recognise own and others strengths and areas for development and suggest ways to improve.
- To understand when to use different styles of defence in game situations.

Key Vocabulary

Netball

- To communicate with team and move into space to keep possession and score.
- To identify when successful and what is needed to improve.
- To pass, receive and shoot the ball with some control under pressure.
- To stay with an opponent and attempt to intercept.
- To know what position playing and how to contribute when attacking and defending.
- To understand the need for tactics and identify when to use them in different situations.
- To understand the rules of the game and apply them honestly most of the time.
- To understand there are different skills for different situations and beginning to apply this.
- To create and use space to help team.
- To pass, receive and shoot the ball with increasing control under pressure.
- To select the appropriate action for the situation and make this decision quickly.
- To use marking and/ or interception to improve my defence.
- To use rules of the game consistently to play honestly and fairly.
- To work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- To work in collaboration with others so that games run smoothly.
- To recognise own and others strengths and areas for development and suggest wats to improve.

<p>Interception, protective, opponent, defending, attacking, possession, throwing, catching, dribbling, intercepting, shooting, teammate, space, passing, tracking, set shot, jump shot, tactics, tournament, communication, fair play.</p>	<p>Key Vocabulary Interception, opponent, defend, attack, possession, conceding, rules, passing, catching, footwork, intercepting, shooting, dodging, space, moving, change of direction, defender, fair play, honesty, communication, decision making, tactics.</p>
<p>Handball</p> <ul style="list-style-type: none"> • To lead others and contribute my ideas to group work. • To use feedback provided to improve work. • To apply defensive skills individually and as a team to gain possession, deny space and stop goals. • To dribble, pass, receive and shoot the ball with some control under pressure. • To communicate with my team and move into space to help maintain possession. • To understand the need for tactics and identify when to use them in different situations. • To understand the rules and apply them honestly most of the time including when refereeing • To lead others confidently and contribute appropriate ideas to group work. • To confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. • To create and use space to help my team maintain possession and create scoring opportunities. • To perform a range of skills with control and select the appropriate action for the situation under pressure. 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • To communicate with team and move into space to keep possession and score. • To identify when successful and what is needed to improve. • To pass and receive the ball with some control under pressure. • To tag opponents and close down space. • To know what position playing in and how to contribute when attacking and defending. • To understand the need for tactics and identify when to use them in different situations. • To understand the rules of the game and apply them honestly most of the time. • To understand there are different skills for different situations and begin to apply this. • To create and use space to help my team. • To pass and receive the ball with increasing control under pressure. • To select the appropriate action for the situation and make this decision quickly.

<ul style="list-style-type: none"> • To work collaboratively with others to self-manage games so they run smoothly. • To recognise own and others' strengths and areas for development and suggest ways to improve. • To use rules of the game honestly and consistently when playing and refereeing. <p>Key Vocabulary Principle, interception, opponent, transfer, angle, possession, instructions, teammates, officials, tactics, throwing, catching, dribbling, shooting, fair play, passes, stepping, goal, defenders, opponent.</p>	<ul style="list-style-type: none"> • To tag opponents individually and when working within a unit. • To use the rules of the game consistently to play honestly and fairly. • To work collaboratively to create tactics with my team and evaluate the effectiveness of these. • To work in collaboration with others so that games run smoothly. • To recognise my own and others strengths and areas for development and suggest ways to improve. <p>Key Vocabulary Interception, opponent, defend, attack, possession, conceding, throwing, catching, running, dodging, scoring, fair play, attacking, passing, offside, forward pass, rules, defence, tournament, defender.</p>
<p>Swimming</p> <ul style="list-style-type: none"> • 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 a safe self-rescue in different water-based situations. <p>Key Vocabulary Front crawl, backstroke, breastroke, swim, arms, goggles, float, rescue, safety, breath, glide, pull, push, kick, treading water, water.</p>	<p>OAA</p> <ul style="list-style-type: none"> • To work confidently with others and share job roles. • To navigate around a course using a map. • To orientate a map confidently. • To reflect on when I was successful at solving challenges and alter methods in order to improve. • To use critical thinking to approach a task. • To work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • To work with others, share job roles and lead when necessary. • To pool ideas within a group, selecting and applying the best method to solve a problem.

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| | <ul style="list-style-type: none">• To use critical thinking skills to form ideas and strategies to solve challenges.• To work effectively with a partner and group to solve challenges.• With increasing accuracy, reflect on when and how successful I was at solving challenges and alter methods in order to improve. |
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Key Vocabulary

Stamina, running, communication, teamwork, trust, safety, problem solving, collaborating, tactical planning, team, maps, locations, compass, orientate, scale, strategy, symbol, boundary, course.