



EYFS Fundamentals: Progression of Knowledge, Skills and Understanding			
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary
<p>An introduction to Physical Education. Learn the basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. Take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.</p>	<p>Play alongside others. Communicate with others using words and body language. Take turns and share with a little help. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Physical : Moving safely, running, jumping, throwing, catching, following a path, rolling</p> <p>Social : Co-operation, communication, listening</p> <p>Emotional : confidence, perseverance</p> <p>Thinking : Thinking Exploring ideas and movement.</p>	<p>Push Stop Jump Space Forwards Backwards Balance Safely Balance</p>

Reception Gymnastics: Progression of Knowledge, Skills and Understanding			
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary



<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.</p>	<p>To develop skills of rocking, balancing, travelling, jumping, making shapes and rolling. To develop skills of communication, cooperation, taking turns and supporting and encouraging each other. To develop confidence and determination. To develop ability to select and apply skills and create sequences.</p>	<p>Physical: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling Social : Co-operation, taking turns, communication Emotional : Confidence, determination Thinking : Selecting and applying skills, creating sequences</p>	<p>Move Copy Shape Over Space Safely Travel Backwards Forwards Sideways Around Rock</p>
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Reception

Dance: Progression of Knowledge, Skills and Understanding

<p>Understanding (key concepts)</p>	<p>Knowledge (inc. events, people and places)</p>	<p>Skills (inc. procedures: the application of a series of skills for a desired outcome)</p>	<p>Vocabulary</p>
<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively</p>	<p>To develop skills travelling, copying and performing actions. To develop co-ordination. To develop respect and co-operation with respect. To develop skills of counting, observing and providing feedback. Selecting and applying actions. To develop skills of working independently and with confidence.</p>	<p>Physical: Travel, action, perform, copy Social: Respect, co-operation Emotional: Working independently, confidence Thinking : Counting, observing and providing feedback, selecting and applying actions</p>	<p>Move Copy Shape Space Safely Around Travel #sideways Forwards Backwards</p>



Reception Games (Striking/ fielding- Net/wall): Progression of Knowledge, Skills and Understanding			
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary
<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, Children use a range of equipment and apparatus with increasing control and accuracy.</p>	<p>To develop skills of running, balancing, changing direction, striking a ball and throwing. To develop skills of communication, cooperation, taking turns and supporting and encouraging each other.</p> <p>To developing thinking skills such as decision making and understanding tactics.</p>	<p>Physical : Running, balancing, changing direction, striking a ball, throwing</p> <p>Social : Communication, cooperation, taking turns, supporting others, respect</p> <p>Emotional : Honesty and fair play, managing emotions, perseverance</p> <p>Thinking: Using tactics, decision making</p>	<p>Run Pass Roll Team Space Around Backwards Forwards Safely Team Space Catch Throw Safely Bounce Forward Backward</p>

Reception Athletics: Progression of Knowledge, Skills and Understanding			
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary
<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of</p>	<p>To develop skills of running, jumping, moving safely, throwing, catching and following a path. To develop skills of leadership and</p>	<p>Physical : Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping in combination and for distance, throwing</p>	<p>Walk Jog Throw Target</p>



<p>ways, safely negotiating space. They handle equipment and tools effectively. Children develop positive attitudes towards a healthy lifestyle.</p>	<p>sharing. Taking turns, encouraging others and taking responsibility. To develop confidence and perseverance. To developing thinking skills such as decision making, following rules and understanding tactics. To develop skills of running, balancing, jumping, changing direction, hopping and travelling. To working safely, with responsibility and help others. To developing thinking skills such as decision making and understanding tactics. To develop skills of managing emotions and challenging themselves.</p>	<p>for distance</p> <p>Social : Working safely, collaborating with others</p> <p>Emotional : Working independently, honesty and playing to the rules, determination</p> <p>Thinking: Thinking Exploring ideas</p>	<p>Jump</p> <p>Run</p> <p>Hop</p> <p>Skip</p> <p>Fast</p> <p>Pass</p> <p>In pairs</p>
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Year 1 Gymnastics: Progression of Knowledge, Skills and Understanding					
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
<p>Show tension in some movements and balances. Create an original 5 part sequence. Perform sequence as part of a competition with control, tension and balance. Introduce a linking movement.</p>	<p>Know and describe effective gymnastic movements. Perform sequence as part of a competition with control, tension and balance. Introduce a linking movement.</p>	<p>Demonstrate effective and safe jumping and landing technique. Turn and spin with some control. Move in different ways. Consistently roll with control. Balance consistently using different body parts. Copy a 5 part sequence. Introduce a linking movement.</p>	<p>Posture</p> <p>Fluid</p> <p>Control</p> <p>Speed</p> <p>Level</p> <p>Precise</p> <p>Purpose</p> <p>Direction</p> <p>Linking</p> <p>Balance</p> <p>Steady</p>	<p>Explore</p> <p>Freedom</p> <p>Movement</p> <p>Log roll</p> <p>Dish and hollow</p> <p>Egg roll</p> <p>Space</p> <p>Awareness</p> <p>Height</p>	<p>Power</p> <p>Tension</p> <p>Tuck</p> <p>Straddle</p> <p>Stretch</p> <p>Turn</p> <p>Speed</p> <p>Position</p> <p>Tension</p> <p>Arms</p> <p>Fluid</p>



			Rolling Length	Direction Move	Smooth Accuracy
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Year 1
Dance: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
Show originality when moving on different levels. Improve sequences based on Feedback Work collaboratively to adapt a sequence.	Perform sequence in time with others.	Move freely to music. Respond to stimuli. Alter speed appropriately Move with music. Perform a sequence with precision and fluidity. Create an original sequence and perform with timing and control.	Performance Control Timing Sequence In order Change Timing Elegance Dance Awareness Combination	Expression Feedback Performance Precision Movement Fluidity Adapt Change Space Awareness Speed	Move Feelings Speed Response Alter Change Listen React High Low Direction

Year 1
Sending and receiving/Invasion games: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		



Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object.	Select appropriate throw (underarm/overarm) Select the best way to send	Roll with accuracy Throw with accuracy Can predict where to move to stop a ball Show elements of leadership in a group	Control Speed Accuracy Coordination Accuracy Practice Concentrate	Power Feel Watching Technique Teamwork Stop Focus
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Year 1 Net/Wall and Object Control: Progression of Knowledge, Skills and Understanding				
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
Show basic levels of hand/eye coordination. Demonstrate hand/eye coordination while moving.	Hold racket effectively.	Hit a rolling ball with control Hit a bouncing ball. Move with an object at speed in a variety of ways. Can control object in a tight space. Control objects in a straight line. Keep control whilst changing direction Keep close control using different body parts. Show control with a change of direction at speed whilst holding/ carrying. Show control using equipment.	Agility Balance Coordination Concentration Sending and receiving	Control Power Agility Balance

Year 1 Athletics: Progression of Knowledge, Skills and Understanding			
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a	Vocabulary



		<i>series of skills for a desired outcome)</i>		
Use sideways movement for a purpose. Self-select appropriate speed when moving. Select appropriate technique in a given situation.	Use basic sprinting technique. Use different techniques to throw an object. Select appropriate technique in a given situation.	Copy and develop a range of movements. Use basic sprinting technique. Shift weight side to side. Use sideways movement for a purpose. Change direction quickly whilst moving. Demonstrate a variety of jumps. Self-select appropriate speed when moving. Link 2 movements with balance. Use different techniques to throw an object. Throw with power.	Distance Height Power Arms Bend Stretch Explosion Effective Speed	Straight Balance Slow Heart rate. Pace Change Accurate Power Control

Year 2
Gymnastics: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
Show tension in a variety of movements and balances. Create an original 5 part sequence using linking movements. Perform sequence as part of a competition with control, tension and balance. Act on feedback	Know, describe and demonstrate effective gymnastic movements. Copy a 5 part sequence using gymnastic principles.	Consistently demonstrate effective and safe jumping and landing technique. Turn and spin consistently with control. Move in different ways with control. Consistently roll with control from different starting positions. Link jump and roll with control. Balance consistently using different body parts.	Safety Height Technique Speed Power Slowly Graceful Fluid Smooth	Balance Still Spiky Posture Rigid Precision Poise Posture Imagination Teamwork	Communication Unison Canon Spin Sequence Levels Direction Poise Control Confidence

Year 2
Dance: Progression of Knowledge, Skills and Understanding



Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
Give specific feedback on a performance. Use specific feedback to improve performance.	Perform sequence consistently in time with others. Perform sequence in time with music.	Move appropriately in response to stimuli Move appropriately to music Copy and repeat a simple sequence consistently. Create and perform a dance sequence with expression. Create an original sequence and perform with timing and control. Change level in a sequence.	Space Awareness Speed Technique Effort Energy Speed Response Alter Change Listen React Intensity Effort Combination	Link Expression Feedback Performance Energy Precision Movement Fluidity Speed Direction Move Feelings Expression Response	Alter Change Listen React High Low Change levels Originality Different Change Direction Space Awareness

Year 2

Sending and receiving/Invasion games: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object.	Can adapt throwing and catching technique instinctively Demonstrate good technique when striking	Roll with accuracy and control Throw with increased accuracy Can throw to themselves consistently. Show elements of leadership and decision making in a group Demonstrate good technique when striking	Control Speed Accuracy Timing Decision Choice Concentrate	Follow through Power Technique Coordination Hand- eye coordination

Year 2

Net/Wall and Object Control: Progression of Knowledge, Skills and Understanding



Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary
Show increased levels of hand/eye coordination. Demonstrate hand/eye coordination while moving in different directions.	Hold racket effectively. Demonstrate correct hitting position.	Hit a rolling ball with increased control. Hit a bouncing ball with control. Control an object at speed in a variety of ways. Can control a variety of objects in a tight space consistently. Control a variety of objects in a straight line. Keep close control using different body parts. Show control with a change of direction at speed, whilst moving in different ways. Consistently use equipment to send and control accurately.	Concentration Coordination Technique Control Position

Year 2 Athletics: Progression of Knowledge, Skills and Understanding																							
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary																				
Evaluate and improve sprinting technique. Self-select appropriate speed when moving. Select appropriate technique in a given situation with different objects	Demonstrate good technique when jumping for height and distance. Identify different throws. Use correct techniques to throw an object.	Copy and develop a range of movements. Respond quickly to stimuli. Shift weight side to side. Use sideways movement for a purpose. Change direction quickly whilst moving. Self-select appropriate speed when moving. Link 2 or more movements with balance and agility.	<table border="0"> <tr> <td>Explosion</td> <td>Imagination</td> </tr> <tr> <td>Balance</td> <td>Explosion</td> </tr> <tr> <td>Safety</td> <td>Drive</td> </tr> <tr> <td>Energy</td> <td>Reaction</td> </tr> <tr> <td>Effort</td> <td>Quick</td> </tr> <tr> <td>Explosive</td> <td>Slow</td> </tr> <tr> <td>Power</td> <td>Accelerate</td> </tr> <tr> <td>Energy</td> <td>Decelerate</td> </tr> <tr> <td>Control</td> <td>Angle</td> </tr> <tr> <td>Balance</td> <td>Technique</td> </tr> </table>	Explosion	Imagination	Balance	Explosion	Safety	Drive	Energy	Reaction	Effort	Quick	Explosive	Slow	Power	Accelerate	Energy	Decelerate	Control	Angle	Balance	Technique
Explosion	Imagination																						
Balance	Explosion																						
Safety	Drive																						
Energy	Reaction																						
Effort	Quick																						
Explosive	Slow																						
Power	Accelerate																						
Energy	Decelerate																						
Control	Angle																						
Balance	Technique																						



Year 3 Gymnastics: Progression of Knowledge, Skills and Understanding					
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
			Consistently show tension in all balances. Create and perform a sequence with control and fluency. Can adapt sequence using complex movements and balances. Can act on feedback.	Show variety in balances. Perform sequence in unison.	Perform ½ turns and full turns on a floor with control. Balance using apparatus Roll with control in at least 2 different ways. Roll forward into sitting position. Use linking movements with control. Alter shape in the air.

Year 3 Dance: Progression of Knowledge, Skills and Understanding			
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary



<p>Show control and originality. Work with a partner or group to create sequence. Create original moves. Describe, evaluate and alter sequence accordingly.</p>	<p>Create a sequence using different speeds, levels and directions. Perform moves to a beat with control.</p>	<p>Translate stimuli to dance moves. Move appropriately with expression. Move at different speeds, directions and levels. Copy basic moves with precision. Copy an extended sequence. React to different tempo.</p>	<p>Tempo Energy Join in Confidence Effort Heart rate Team work Cooperation Communicate</p>	<p>Feedback Freely Movement Dance Speed Level Direction Performance Precision</p>	<p>Originality Composition Creativity Linking Shadow Support Coordination Repeat Canon</p>
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Year 3
Sending and receiving/Invasion games: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary
<p>Recognise and move into a space. Show understanding of marking. Anticipate opportunities to intercept Know the difference between a pass and a shot. Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation.</p>	<p>Execute a variety of passes. Show understanding of marking. Use evasion strategies. Know difference between attack and defence. Know the difference between a pass and a shot. Select appropriate technique in a given situation.</p>	<p>Execute a variety of passes. Send and control a ball on the move. Recognise and move into a space. Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation.</p>	<p>Control Accuracy Power Technique Concentration Focus Coordination Watching Relax Teamwork</p>

Year 3
Net/Wall and Object Control: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary
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<p>Return a bouncing ball with some accuracy. Show awareness of hitting into space. Show awareness of space in a game situation. Show basic fielding principles. React quickly to events in a game situation.</p>	<p>Hit a moving ball using correct technique.</p>	<p>Return a bouncing ball with some accuracy. Rally with a partner (10 shots). Hit a bouncing ball consistently with control. Catch consistently. Hit a volley with control. Hit a stationary ball. Choose direction of strike.</p>	<p>Coordination Focus Concentration Movement Control</p>
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Year 3
Athletics: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
<p>Jump and land safely. Describe and evaluate jumping action. Use correct technique to achieve maximum power. Recognise and describe what the body feels like after exercise.</p>	<p>Jump and land safely. Describe and evaluate jumping action. Run effectively at different speeds. Use good sprinting technique. Know basic principles of throwing for distance. Demonstrate basic principles of throwing for distance. Use a variety of techniques to throw.</p>	<p>Hop with balance and control. Jump with balance and control. Perform athletic sequence with control. Jump and land safely. Run effectively at different speeds. Use good sprinting technique. Show good acceleration from a static start. Know basic principles of throwing for distance. Demonstrate basic principles of throwing for distance. Use a variety of techniques to throw.</p>	<p>Balance Strength Control Wobble Speed Concentration Straight line Pump aggression</p>	<p>Posture Focus Consistent Speed Relax Pulse rate Heart rate Effect</p>	<p>Throw Safety Aware Power Distance Weight Transfer aggression</p>

Year 4
Gymnastics: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
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Consistently show tension and control. Perform leaps as part of a sequence. Create own sequence. Respond to and give appropriate feedback.	Perform all rolls with control. Perform a variety of, complex sequences with a partner (mirror, canon, support). Connect complex jumps and turns. Create own sequence.	Perform 3 mirrored balances within given parameters. Perform a range of supported balances. Change speed, level and direction in a sequence. Roll from different starting positions. Attempt backward roll (with support) Demonstrate safe landing consistently. Demonstrate effective turns with control.	Control Precision Poise Fluency Fluid Movement Concentration Confidence Good points Improvements Teamwork cooperation Combine	Elegance Height Cushion Power Technique Extension Smooth Flexible Balance Link Fluidity	Smooth Energy Poise Fluidity Smooth Direction Level Tension
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Year 4
Dance: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
Perform as a character. Use and perform with distinct and expressive movements. Create original movements to support narrative. Be an active group member. Evaluate a performance and refine accordingly. Adapt own performance to different stimuli.	Perform as a character. Suggest appropriate changes to a group's formation. Adapt own performance to different stimuli.	Perform as a character. Use and perform with distinct and expressive movements. Perform a routine with control, energy and flair. Copy a sequence with control. Work collaboratively to adapt a sequence.	Precision Tempo Energy Effort Timing Movement Imagination Formation Precision Concentration	Levels Direction Speed Originality Creativity Interesting Adapt Refine Flair	Performance In time Enjoy Effort Expression Movement Imagination Over the top

Year 4
Sending and receiving/Invasion games: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
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<p>Consistently select appropriate skill for different situations. Know difference between a shot and a pass. Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance. Consistently show awareness of game principles. Give and act on effective feedback. Select appropriate technique in a given situation.</p>	<p>Execute a variety of passes. Consistently select appropriate skill for different situations. Know difference between a shot and a pass. Give and act on effective feedback.</p>	<p>Quickly identify space and react accordingly. Execute a variety of passes. Pass accurately using correct technique. Work as part of a team.</p>	<p>Coordination Cooperation Teamwork Reaction Attention Concentration</p>
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Year 4
Net/Wall and Object Control: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary
<p>Show competitive edge. Explain the rules of a game. Demonstrate effective fielding skills consistently.</p>	<p>Know difference between forehand and backhand. Perform forehand using correct technique. React quickly to play the best shot possible. Explain the rules of a game. Demonstrate effective fielding skills consistently.</p>	<p>Perform forehand using correct technique. Use backhand to hit moving ball. Consistently hit a moving ball with control. Hit a volley with precision and control. Throw accurately using 2 techniques. Catch a small ball. Hit a ball in an intended direction with power.</p>	<p>Coordination Concentration Technique Control Balance</p>

Year 4
Athletics: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary



<p>Adapt pace to race conditions. Select appropriate speed for a race. Select appropriate throwing technique for an event. Use correct technique to achieve maximum power. Describe effects of exercise. Explain rates of recovery</p>	<p>Perform jumping technique with precision. Select appropriate speed for a race. Adapt pace to race conditions. Use correct technique to achieve maximum power. Select appropriate throwing technique for an event.</p>	<p>Perform jumping technique with precision. Show fluency in running and jumping. Maintain a constant pace. Show acceleration and speed over a distance. Demonstrate quick reactions and evaluate different starting positions. Pass baton without change of pace. Accelerate and maintain pace through a curve.</p>	<p>Distance Balance Control Speed Fluid Effort Power Competitive Technique Performance Endurance</p>	<p>Pace Energy Competitiveness Will Drive Motivation Constant Posture Power Long strides</p>	<p>Reactions Positioning Comfort Throw Safety Aware Distance Balance Transfer Aggression</p>
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**Year 5
Gymnastics: Progression of Knowledge, Skills and Understanding**

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
<p>Show creativity in paired work. Show safe landing position. Give appropriate feedback and work collaboratively Perform leaps as part of an original sequence. Adapt and perform a sequence with control and precision</p>	<p>Perform leaps as part of an original sequence. Adapt and perform a sequence with control and precision Perform up to 4 rolls with control.</p>	<p>Perform mirrored balances within given parameters. Perform balances using support (apparatus and partner). Communicate effectively with partner. Show control and fluidity in sequence. Roll from different starting position. Start and exit roll with control. Perform cartwheel in a straight line. Show safe landing position. Show control when jumping, turning and spinning. Give appropriate feedback and work collaboratively.</p>	<p>Control Precision Poise Fluency Fluid Movement Concentration Confidence Good points Improvements Teamwork Cooperation Combine</p>	<p>Elegance Height Cushion Power Technique Smooth Flexible Link Fluidity Smooth Energy Direction Level Tension</p>

**Year 5
Dance: Progression of Knowledge, Skills and Understanding**



Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
<p>Perform with elements of originality and expression. Work cooperatively with a partner. Convey a message or expression through dance. Adapt and change a performance based on self evaluation. Give appropriate feedback.</p>	<p>Perform narrative with expression. Adapt and change a performance based on self evaluation. Perform with purpose and with high energy levels. Create original movements linked in an original sequence. Give appropriate feedback.</p>	<p>Perform consistently with precision. Replicate sequence quickly. Communicate ideas in a group. Give appropriate feedback.</p>	<p>Tempo Timing Energy Beat Team work Patience Effort Beat Team work Patience</p>	<p>Effort Confidence Creativity Originality Positive Fluidity Continuous Linking Emotion</p>

Year 5

Sending and receiving/Invasion games: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
<p>Move into a space appropriately. Develop own attacking / defensive strategies. Use tactics in a game situation. Demonstrate elements of flair and creativity in game situations. Consistently show teamwork and fair play.</p>	<p>Execute a variety of passes confidently. Use evasive strategies. Develop own attacking / defensive strategies. Use tactics in a game situation.</p>	<p>Send and receive effectively on the Move. Execute a variety of passes confidently. Move into a space appropriately. Demonstrate leadership qualities. Demonstrate elements of flair and creativity in game situations. Show accuracy when shooting.</p>	<p>Accuracy Concentration Technique Power Control Speed Coordination Reactions</p>	<p>Positioning HOWZAT Accuracy Technique Focus Aim Body position</p>	<p>Concentration Practice Precision Focus Swing Vertical Run</p>

Year 5

Net/Wall and Object Control: Progression of Knowledge, Skills and Understanding



Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
<p>Hit a moving ball consistently and accurately. Select appropriate shot for a given situation. React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations.</p>	<p>Select appropriate shot for a given situation.</p>	<p>Hit a moving ball consistently and accurately. Continue a rally. Consistently show accuracy using a backhand. Consistently hit a volley with precision. Coordinate throwing and hitting. Select appropriate shot for a given situation. Use a wide variety of shots with precision. Throw overarm/underarm effectively and accurately. Use correct technique (cricket bowl). Hit a ball consistently with power and controlled direction.</p>	<p>Control Precision Space Aim Focus</p>	<p>Coordination Accuracy Power Grip Technique</p>

Year 5
Athletics: Progression of Knowledge, Skills and Understanding

Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
<p>Isolate parts of the jump in order to improve performance. Combine elements of jump to maximise distance. Adapt pace to race situation. Develop preferred starting position.</p>	<p>Know good technique when jumping. Select preferred take-off foot when jumping. Isolate parts of the jump in order to improve performance. Adapt pace to race situation. Develop and apply baton passing technique.</p>	<p>Combine explosion with control. Run and jump with height. Combine elements of jump to maximise distance. Run with high levels of speed, agility and competitiveness. Sustain acceleration and speed over a distance. Develop and apply baton passing technique. Use good technique with performing a variety of throws. Throw with power using a run up.</p>	<p>Explosion Power Height Distance Control Speed Fluid Effort Power Competitive Technique Performance Pace</p>	<p>Energy Competitiveness Motivation Constant Posture Speed Power Long strides Reactions Positioning Comfort Weight</p>	<p>Balance Transfer Aggression Precision Concentration Communication Hand/eye coordination Participation Enjoyment Team spirit Fair play</p>

Year 6



Gymnastics: Progression of Knowledge, Skills and Understanding					
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary		
			Consistently show body tension. Perform original sequence with enthusiasm, precision, fluidity and balance. Demonstrate sound understanding of gymnastic performance. Evaluate own and others performance. Adapt ideas showing gymnastic awareness. Adapt pace to race situation. Adapt pace to race situation.	Perform given positions accurately. Perform a range of leaps. Perform a wide range of rolls accurately. Create a complex sequence. Create original sequence using apparatus. Adapt pace to race situation.	Turn and spin with control. Work effectively in a group. Show elements of decision making and leadership.

Year 6 Dance: Progression of Knowledge, Skills and Understanding				
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
			Perform movements and routines with originality and expression. Link movements to a story. Adapt and change performance based on self evaluation. Adapt performances to incorporate equipment. Create and perform original routine with elements of performance and flair. Give appropriate feedback.	Perform and link dance phrases appropriately and effectively. Can lead groups and perform with high levels of energy. Give appropriate feedback.

Year 6



Sending and receiving/Invasion games: Progression of Knowledge, Skills and Understanding				
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
			<p>Have some creative input into the creation of a game.</p> <p>Evaluate activity and make appropriate changes.</p> <p>Implement attacking and defensive tactics in a game.</p> <p>Develop own attacking and defensive tactics.</p> <p>Show high levels of awareness of game principles.</p> <p>Show leadership qualities to support and encourage.</p>	<p>Apply basic skills to game situations.</p> <p>Know High 5 netball positions.</p> <p>Implement attacking and defensive tactics in a game.</p> <p>Develop own attacking and defensive tactics</p> <p>Show high levels of awareness of game principles.</p> <p>Execute a variety of passes consistently.</p>

Year 6 Net/Wall and Object Control: Progression of Knowledge, Skills and Understanding				
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
			<p>Consistently select the correct shot in any given situation.</p> <p>Use skills and knowledge to effectively win games.</p> <p>Contribute to group discussions.</p> <p>Lead group and resolve any conflicts.</p>	<p>React well to changing situations.</p> <p>Consistently select the correct shot in any given situation.</p> <p>Use skills and knowledge to effectively win games.</p> <p>Use correct technique when striking a ball.</p>



Year 6 Athletics: Progression of Knowledge, Skills and Understanding				
Understanding (key concepts)	Knowledge (inc. events, people and places)	Skills (inc. procedures: the application of a series of skills for a desired outcome)	Vocabulary	
<p>Understand fully how a skill is broken down. Evaluate performance of others and suggest improvements. Adapt pace to race situation. Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude.</p>	<p>Know and use parts of the jump in isolation. Show improvement in jumping. Adapt pace to race situation.</p>	<p>Know and use parts of the jump in isolation. Perform a variety of jumps fluently. Show improvement in jumping. Perform triple jump with balance and control. Can sustain an appropriate pace for a race. Consistently show power and effective technique when jumping, throwing and sprinting. Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude.</p>	<p>Distance Balance Control Speed Fluid Effort Power Competitive Technique Performance Pace Energy Competitiveness Motivation</p>	<p>Constant Throw Safety Aware Drive Agility Spring Bounce Transfer Aggression Determination Teamwork Support</p>