



Physical Education
Progression Of Key Skills
Year 1 – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Year 1</p>	<p>Topic: Gymnastic Travelling</p> <p>Indoor Teaching and Learning: Travelling (Transferring weight and using basic apparatus)</p> <p>To support body weight on different parts of the body (patches) and hold still for a short period of time. To ways of travelling.</p> <p>Outdoor: Games Bouncing and catching</p> <p>Teaching and learning Explore different ways of using a ball.</p> <p>To recognise the top of a bounce and use this to develop their gathering and catching skills.</p>	<p>Topic: Dance Looking at Nursery rhymes</p> <p>Teaching and Learning: Simple movements and patterns. Exploring Gesture and Formation; Creating short dances.. Perform basic body actions. (Simple dances)</p> <p>Outdoor: Topic: Games.</p> <p>Teaching and Learning: Travelling with the ball in different ways Use different sized balls to explore.</p>	<p>Topic: Games Rolling, kicking and throwing to each other.</p> <p>Teaching and Learning: Creating simple games children should be given opportunities to play a variety of running games. Be given opportunities to make suggestions as to what makes game easier or more difficult. Use basic under are rolling and hitting</p> <p>Topic Dance Teaching and</p>	<p>Topic: Dance Thinking of food</p> <p>Teaching and Learning Exploring Patterns and Pathways. Developing a simple dance.</p> <p>Topic Gymnastics: Transferring body weight</p> <p>Teaching and Learning: Transferring weight form one body part To carefully prepare a short sequence of basic gymnastic actions using key vocabulary. To improve their skill of working with a partner.</p>	<p>Topic: Transferring body weight Gymnastics</p> <p>Create and repeat linked actions Receiving</p> <p>Teaching and Learning Transferring Weight from one body part to another. To explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat short movement phrases of 'like' linked actions.</p> <p>To move weight from one body part to another with control. Linking the 2 elements.</p>	<p>Topic Dance: To create a dance</p> <p>Teaching and Learning: Create dance from a story book</p> <p>Topic Games: sending and receiving the ball</p> <p>Teaching and Learning: Sending and being confident and safe in the spaces used to play games. Be able to identify targets and understand the need for accuracy when aiming</p>
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			<p>Learning: Exploring pattern and pathways to develop simple dances. Based on previous learning.</p>		<p>Topic Games:</p> <p>Teaching and Learning: Receiving to explore different ways of receiving the ball or other equipment.</p>	<p>for them. Use different types of balls. Consolidate skills learnt through topic</p> <p>See progression in games</p> <p>Athletics ready for sports day</p>
	<p>Progression in Gymnastics: 2 elements Two ways of travelling link them together to make a movement. Phrase. Start and finish shapes. E.g.: Walking backwards safely and a roll.</p> <p>Progression in games: Use basic underarm, rolling and hitting skills - Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency - Sometimes catch a beanbag and a medium-sized ball - Throw, hit and kick a ball in a variety of ways, depending on the needs of the game .Explore different ways of using a ball. Use basic underarm, rolling and hitting skills. Intercept, retrieve and stop a beanbag and a medium-sized ball with some Consistency. Sometimes catch a beanbag and a medium-sized ball - Throw, hit and kick a ball in a variety of ways, depending on the needs of them Game.</p> <p>Progression in dance: Perform basic body actions - Perform a sequence with clear beginning, middle and end - Use different parts of the body singly and in combination - Show some sense of dynamic, expressive and rhythmic qualities in their own dance - Talk about dance - Remember and repeat short dance phrases and simple dances</p> <p>Acquiring and developing Skills Games: practise and repeat movement phrases and perform them in a controlled way. Throw and catch a ball with a partner move fluently, changing direction and speed easily and avoiding collisions show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Acquiring and developing skill in Dance: Follow the leader - jumps, hops, skips. Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the Movement.</p> <p>Acquiring and developing skill in Gymnastics: Perform basic gymnastic actions like traveling, rolling and jumping. Manage the space safely, showing good awareness of each other, mats and apparatus</p> <p>Assessment: <u>Dance</u></p>					

EMERGING Copy and explore basic actions

- Begin to combine movements using different parts of the body
- Recognise a beginning and ending of a sequence.
- Practise moving expressively and clearly
- Show some rhythmic intention in their movements

ESTABLISHED-

Perform basic body actions

- Perform a sequence with clear beginning, middle and end.
- Use different parts of the body singly and in combination
- Show some sense of dynamic, expressive and rhythmic qualities in their own dance

and

EXCEEDING

Perform more complicated combinations of movement fluently and with control

- Perform clearly and expressively
- Show an awareness of phrasing and Music

Assessment: Games

EMERGING

Use a small range of underarm throwing and rolling skills accurately

- Use a small range of collecting and receiving skills
- Show some awareness of the space available and a basic awareness of others around the space
- Play simple versions of games, with a partner or a passive opponent
- Choose and use a small range of basic skills and ideas

Established

Use basic underarm, rolling and hitting skills

- Sometimes use overarm skills
- Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency
- Sometimes catch a beanbag and a medium-sized ball
- Track balls and other equipment sent to them, moving in line with the ball to collect it
- Throw, hit and kick a ball in a variety of ways, depending on the needs of the game

Exceeding

Track, intercept, stop and catch balls and beanbags consistently

- Move fluently

- Control their bodies and limbs well
- Show good awareness of space and the movements and actions taking place around them

Assessment in Gymnastics

Emerging

Link at least two or more elements with a start and a finish shape and repeat with help

- Move with some control and coordination
- Begin to associate basic gymnastic actions with words, signs and symbols
- Show contrasts (such as small/tall, straight/ curved and wide/narrow)

Established

Link at least two or more elements with a start and a finish shape

- Show basic control and coordination when travelling and when remaining still
- Choose and link 'like' actions
- Remember and repeat these actions accurately and consistently
- Identify and copy the basic actions of Gymnasts

Exceeding

Link at least two or more elements with a clear beginning, middle and end

- Repeat these sequences accurately and consistently
- Perform the basic gymnastic actions with control and variety
- Link 'unlike' actions confidently

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p style="text-align: center;">Year 2</p>	<p>Topic: Games outdoor Dribbling a ball</p> <p>Teaching and Learning:</p> <p>Dribbling to be able to dribble a ball within a marked space. Basic skills of rolling, striking and kicking with more confidence.</p> <p>Topic: Indoor: Gymnastics Balance Clear starting position that moves smoothly between shapes.</p> <p>Teaching and Learning: Balance: Developing balance from a body shape.</p>	<p>Topic: Indoor Dancing dynamics to develop a dance</p> <p>Teaching and Learning:</p> <p>Communicate different moods, feelings and ideas, link actions and repeat</p> <p>Topic: Outdoor: Games throwing and catching</p> <p>Teaching and Learning:</p> <p>Different ways of Throwing and catching different equipment</p>	<p>Topic: Outdoor Games sending skills</p> <p>Teaching and Learning: Creating different games using different games</p> <p>Topic: Indoor: Gymnastics high and low movements</p> <p>Teaching and Learning: Parts high and low using different apparatus to develop ideas from previous learning.</p>	<p>Topic: Indoor: Gymnastics Jumping and landing</p> <p>Teaching and Learning: Jumping and landing: Jumping and landing with control and accuracy using the different vocabulary</p> <p>Topic: Games: Games Sending</p> <p>Teaching and Learning: Sending skills Show awareness of opponents and teammates when playing games</p>	<p>Topic: Indoor Dance Salsa</p> <p>Teaching and Learning: Performing different styles of cultural dance.</p> <p>Topic Hitting and striking Outdoor: Games</p> <p>Teaching and learning:</p> <p>Hitting and striking Apply these skills in a variety of simple games</p>	<p>Topic: Gymnastics</p> <p>Teaching and Learning: focus on Spinning and turning: focus on increasing range of basic gymnastic skills. create simple sequences of 'unlike' actions on the floor e.g. a roll, jump and a balance. They then transfer what they have learnt to the apparatus.</p> <p>Topic: Outdoor Games</p> <p>Teaching and Learning:</p> <p>Running jumping and hopping preparing for sports day</p>
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Progression in gymnastics: In Year 2 Progression in gymnastics is up to 4 elements, clear starting position and move smoothly between shapes and actions.

Progression in games: Show awareness of opponents and teammates when playing games - Perform basic skills of rolling, striking and kicking with more confidence - Apply these skills in a variety of simple games

Progression in Dance: Choose movements with different dynamic qualities to create a dance phrase that expresses an idea, mood or feeling; - Describe their movements and feelings using simple dance vocabulary - Perform body actions with control (set counts) and coordination. - Link actions and remember and repeat dance phrases of two or more specific steps - Show awareness of the link between being active and feeling good.

Acquiring and developing skills in Dance: Can link several movements together with control and coordination

talk about different stimuli as the starting point for creating dance phrases and short dances explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.

Acquiring and developing skills in Games: Pass a ball accurately to a partner over a variety of distances. Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. Pupils are able to vary skills and show some understanding of simple tactics.

Acquiring and developing skills in Gymnastics: To perform a variety of actions with increasing control repeat accurately sequences of gymnastic actions with up to elements.

Assessment for Dance:

EMERGING

- Perform basic body actions
- Perform a phrase of movement with the support of an adult counting to keep time (control)
- Respond to stimuli and musical accompaniment when given extra time

ESTABLISHED

Perform body actions with control (set counts) and coordination.

- Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions

EXCEEDING

Create, improve and perform more complex dance phrases

- Perform short dances of three or more set steps, linking actions fluently and with control
- Use dynamic (speed, tension and flow) and expressive qualities clearly in their dance

Assessment: Games

EMERGING

Work to improve basic skills

- Catch and throw in games when they are standing still
- Play a small part in games and activities in small groups benefit from further individual and cooperative partner activities

Established:

- Show awareness of opponents and teammates when playing games
- Perform basic skills of rolling, striking and kicking with more confidence
 - Apply these skills in a variety of simple games

Exceeding:

- Use the space available to good effect
- Perform basic techniques of catching, throwing and kicking with a good level of consistency
 - Begin to use these skills thoughtfully in simple competitive games
 - Achieve greater control by anticipating action in a game and reacting quickly
 - Practise to improve their skills, knowing what they need to achieve

Assessment in Gymnastics

Emerging

- Create and perform a sequence of at least FOUR elements with guidance
- Show a small range of body shapes and movement
 - Perform movements with some control and coordination

Established

- Create and perform a sequence of at least FOUR elements with a clear starting position
- Repeat the simple sequence
 - Move smoothly between the shapes and actions
 - Perform the basic gymnastic actions with coordination, control and variety
 - Show contrasts in shape

Exceeding:

- Create and perform a sequence of at least FOUR elements with control and fluency and imagination
- Plan a longer sequence independently
 - Use a wider range of gymnastic agilities and actions confidently on the floor and apparatus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p style="text-align: center;">Year 3</p>	<p>Topic Dance Space Use dynamic, rhythmic and expressive qualities with some control</p> <p>Teaching and Learning: Linking dance Actions Performing and creating dances, focusing on exploring and improvising, selecting, developing and linking a range of movement material e.g. - 'Outer Space'</p> <p>Topic: Outdoor and Adventurous Activity: map skills</p> <p>Teaching and Learning: Simple orientation activities using maps and diagrams.</p> <p>Follow marked tracks in familiar Environment.</p>	<p>Topic: Invasion Games Football/Rugby</p> <p>Teaching and Learning: Passing. to develop skills in finding and using space to keep the ball. They also begin to learn how to outwit their opponents when playing invasion games. Keeping possession of the ball</p> <p>Topic: Gymnastics Travelling with a change of direction.</p> <p>Teaching and Learning They develop tension and extension whilst creating and</p>	<p>Topic: Gymnastics Stretching and curling Stretching and curling</p> <p>Teaching and Learning: Contrasting actions and shapes</p> <p>Topic: Games Invasion Games Rugby Creating space. In this unit the children use a range of equipment and skills to develop passing techniques. They also begin to learn how to outwit their opponents when</p>	<p>Topic: Net / wall Games directing the ball</p> <p>Teaching and Learning: Use a range of skills directing the ball Keep up a continuous game, using a range of throwing and catching skills and techniques</p> <p>Topic: Dance African Cultural Place & Time</p> <p>Teaching and Learning: Exploring cultural dance and developing the use of rhythm and weight e.g. - 'Azonto Africa!'</p>	<p>Topic: Running, jumping and throwing Athletics x2 sessions</p> <p>Teaching and Learning: Running - endurance throwing for Accuracy jumping for height Changing speed and direction Link running and jumping</p>	<p>Topic: Striking/fielding Games Rounders'</p> <p>Teaching and learning: How to hit or strike the ball into space, Fielding as a team. children learn how to hit or strike the ball into spaces, so they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.</p>
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		<p>performing sequences of at least five contrasting actions, shapes and balances. Flow is also developed by linking the movements smoothly and adding variations in speed and direction.</p>	<p>playing invasion games.</p>			
	<p><u>Progression in Gymnastics:</u> 5 elements showing contrasting shapes. Showing extension when balancing and flow when transferring weight. Eg:3 jumps and 2 balances</p> <p><u>Progression in Games:</u> Throw and catch with control to keep possession and score 'goals'</p> <ul style="list-style-type: none"> - Be aware of space and use it to support team-mates and to get past the opposition - Keep possession with some success when using equipment that is not used for throwing and catching skills e.g. a hockey stick <p><u>Progression in Striking and fielding games:</u> Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy</p> <ul style="list-style-type: none"> - Choose, apply and practise skills and simple tactics to suit the situation in a game - Carry out tactics successfully <p><u>Progression in Outdoor and Adventurous Activities:</u> Use simple plans and diagrams to help them follow a short trail and go from one place to another.</p> <p><u>Acquiring and developing skills in Gymnastics:</u> Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel. Perform a competent forward roll, shoulder roll. Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.</p> <p><u>Acquiring and developing skills in Dance:</u> Improvise freely with a partner translating ideas from stimuli to movement. Show an imaginative response to different stimuli through their use of language and choice of movement to explore and develop new actions while working with a partner or a small group.</p> <p><u>Acquiring and developing skills in Games:</u> Select and use skills and ideas with co-ordination and control. Travel whilst bouncing a ball showing control to use a range of skills to help them keep possession and control of the ball. To perform the basic skills needed for the games with</p>					

control and consistency use a range of skills with increasing control.

Acquiring and developing skills in OAA: Choose which way to follow route, by self or in Group. Use skills to solve a basic challenge or problem.

Assessment for Dance:

EMERGING

- Perform basic body actions
- Perform a phrase of movement with the support of an adult counting to keep time (control)
- Respond to stimuli and musical accompaniment when given extra time

ESTABLISHED

Perform body actions with control (set counts) and coordination.

- Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions

EXCEEDING

Create, improve and perform more complex dance phrases

- Perform short dances of three or more set steps, linking actions fluently and with control
- Use dynamic (speed, tension and flow) and expressive qualities clearly in their dance

Assessment: Invasion Games

EMERGING

Throw and catch with control when under limited pressure

- Move to find space when they have not got the ball, when prompted and guided

Established:

Throw and catch with control to keep possession and score 'goals'

- Be aware of space and use it to support team-mates and cause problems for the opposition
- Keep possession with some success when using equipment that is not used for throwing and catching skills

Exceeding:

Play effectively with speed and precision, as members of both small and larger teams

- Play a wider range of games and use a variety of skills and equipment well

Assessment Net/Wall games

Emerging:

Play games using modified courts and a small range of throwing skills

- Play games with limited continuity, stopping the ball and catching it occasionally
- Hit a ball with reasonable consistency when practising
- Use bigger target areas to aim for

Established

Keep up a continuous game, using a range of throwing and catching skills and techniques

- Use a small range of basic racket skills
- Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent

Exceeding

Use a wide range of throwing, catching and hitting skills, on both sides of their body

- Choose and use these skills with a good degree of accuracy
- Know where to stand
- Know how to defend their court

Assessment Striking/Fielding Games

Emerging

Use a few skills with control and reasonable accuracy;

- Hit a stationary ball and retrieve and throw it when fielding;
- Use a small range of skills and tactics in games.

Established

Use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some control and accuracy;

- Choose, apply and practise skills and simple tactics to suit the situation in a game;
- Carry out tactics successfully;

Exceeding:

Play games with speed and precision;

- hit a bowled ball with intent and force;
- Collect, stop and intercept a ball with increasing efficiency;
- Throw a ball well from a distance;
- Play games well using a variety of skills and equipment

Assessment in Gymnastics:

Emerging

Create and perform a sequence of at least FIVE elements with guidance

- Perform some gymnastic actions with control and accuracy

- Repeat short sequences of movement that include 'unlike' actions
 - Show some contrast in shape and change of direction
- Create and perform a sequence of at least FIVE elements using a greater number of their own ideas
- Adapt sequences to suit different types of apparatus and their partner's ability

Exceeding:

- Create and perform a sequence of at least FIVE elements that involves a clear change in speed, direction and level
- Show control, consistency and accuracy of movement

Assessment in Athletics

Emerging

Run at different speeds;

- Take part in a relay activity with guidance;
- Jump with accuracy into and out of areas from a standing position;
- Throw a variety of objects, using a small range of techniques.

Establish

Run at fast, medium and slow speeds, changing speed and direction;

- Link running and jumping activities with some fluency, control and consistency;

Exceeding

Show greater difference between slow and fast speeds;

- Start at a medium pace for a longer distance;
- Throw more accurately and greater distances;
- Show consistency, control and accuracy when throwing objects into targets from increasing distances.

Assessment Outdoor and Adventurous Activities (OAA)

Emerging

Follow simple marked trails in familiar environments and, with help, identify where they are on the trails;

Established

Use simple plans and diagrams to help them follow a short trail and go from one place to another;

Exceeding

Use more detailed plans and diagrams that take them from familiar to less familiar areas, eg from hall to playground;

- Find their way and recognise where they are on a plan or diagram;

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Topic: Net / Wall Games Directing the ball Tennis</p> <p>Teaching and Learning:</p> <p>Directing the ball Playing games with some fluency and accuracy using a range of throwing and catching techniques</p> <p>Topic: Outdoor and Adventurous Activity</p> <p>Teaching and Learning:</p> <p>Follow map and symbol trails. Trust and communication activities.</p> <p>Use maps and diagrams to orientate themselves around a course.</p>	<p>Topic: Rugby Invasion Games</p> <p>Teaching and Learning:</p> <p>Controlling and receiving</p> <p>Topic Dance retelling a story (willow pattern)</p> <p>Teaching and Learning:</p> <p>Use contrasts to create and extend movement.</p>	<p>Topic: Balance Gymnastics</p> <p>Teaching and Learning</p> <p>Teaching sequence to a partner. Balance</p> <p>Topic Netball/ Football invasion Games</p> <p>Teaching and Learning:</p> <p>Keeping possession of the ball</p>	<p>Topic: Dance Historical Characterization</p> <p>Teaching and Learning:</p> <p>Laugh a minute</p> <p>Topic Invasion Games Football</p> <p>Teaching and Learning:</p> <p>Marking and tackling</p>	<p>Topic: Football/ Netball Striking/fielding Games</p> <p>Teaching and Learning: Use a range of skills in throwing, striking, intercepting and stopping a ball with accuracy.</p> <p>How to hit or strike the ball into space, Fielding as a team.</p> <p>Topic Receiving body weight Gymnastics Teaching and Learning: Receiving Body Weight</p>	<p>Topic: Running/ throwing/ jumping Athletics x 2</p> <p>Teaching and Learning:</p> <p>To use a range of techniques Developing good running, throwing and jumping techniques Ready for sports day.</p>
	<p>Progression in Gymnastics: 6 elements teach sequence to a partner and then to perform it so both start and finish at the same time.</p> <p>Progression in games: Play games with some fluency and accuracy, using a range of throwing and catching techniques - Find ways of attacking successfully when using other skills - Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score</p>					

Progression in Striking and fielding games: Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency

- Choose and vary skills and tactics to suit the situation in a game
- Set up small games

Progression in Outdoor and Adventurous Activities

Use maps and diagrams to orientate themselves and to travel around a simple course

- Respond when the task or environment changes and the challenge increases

Acquiring and developing skills in OAA: Respond appropriately when task/environment changes, plan responses.

Acquiring and developing skills in Dance: Respond and perform with a partner, demonstrating actions that link with fluency and accuracy.

Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases Use a range of actions and begin to combine movement phrases and patterns.

Acquiring and developing skills in Games: Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.

Use a range of different skills with increasing control and skill. Pupils can link tactics and skills together with increased precision.

Acquiring and developing skills in Gymnastics: Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make

Sequences with changes of speed, level and direction, and clarity of shape.

Assessment in Dance:

EMERGING

Dance to portray a mood or emotion as directed.

- Link and remember a limited amount of movement material

ESTABLISHED

Respond imaginatively to a range of stimuli related to character and narrative

- Can portray a mood through movement
- Uses "contrasts" to create and extend movement phrase
- Pays attention to the transition from one dance movement to another to link movement phrases clearly and fluently

EXCEEDING

Makes an appropriate response in movement to identify and represent character; narrative and emotion.

- Can sustain a performance of a dance piece with three or more sections.
- Show a good sense of rhythm and style when improvising and performing a composition.

Assessment: Invasion Games

EMERGING,

Play games at a slower pace, using throwing and catching techniques

- Play games with less consistency and control, using kicking and striking techniques
- Use a small number of basic tactics for attacking

Established:

Play games with some fluency and accuracy, using a range of throwing and catching techniques

- Find ways of attacking successfully when using other skills
- Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score

Exceeding:

Play games with some fluency and accuracy, using a range of throwing and catching techniques

- Find ways of attacking successfully when using other skills
- Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score

Assessment Net/Wall games

Emerging:

Play games using modified courts and an increasing range of throwing/hitting skills

- Play games with more continuity
- Hit a ball with some control
- Use a range in size of target areas to aim for
- Use an increasing range of tactics

Established:

Keep up a continuous game, using a range of throwing and catching skills and techniques

- Develop the range of basic racket skills with some consistency
- Select and practice a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; explain why they are doing this
- Choose and use a range of simple tactics for defending their own court

Exceeding:

Use a wide range of throwing, catching and hitting skills, on both sides of their body with accuracy and consistency

- Change the pace, length and direction of their shots, with control to outwit their opponent and defend their court

Assessment Striking/Fielding Games

Emerging

Develop basic skills with increasing control and accuracy;

- Hit a stationary ball with direction and retrieve and throw it when fielding with increasing control;

Established

Use a range of skills, eg throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency;

- Choose and vary skills and tactics to suit the situation in a game;
- Set up small games;

Exceeding:

Play games with speed and precision and increasing accuracy throughout a range of roles ie; bowler/batter/fielder.;

- Hit a bowled ball with direction and pace;
- Collect, stop and intercept a ball with increasing efficiency and decide where to direct it;
- Throw a ball well from a distance with accuracy and control;

Assessment in Gymnastics:

Emerging

Create and perform a sequence of at least FIVE elements that involves a clear change in speed, direction and level

- Show control, consistency and accuracy of movement

Established

Create and perform a sequence of at least SIX elements with control

- Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement
- Adapt their own movements to include a partner in a sequence

Exceeding

Create and perform a complex sequence of at least SIX elements which includes more difficult gymnastic abilities and imaginative combinations of actions

- Choose, practise and refine sequences on their own

Assessment in Athletics

Assessment in Athletics

Emerging

Demonstrate running, jumping and throwing skills in simple challenges;

- Show some control when using a small range of basic running, jumping and throwing actions;

Established

Understand and demonstrate the difference between sprinting and running for sustained periods;

- Know and demonstrate a range of throwing techniques;
- Throw with some accuracy and power into a target area;
- Perform a range of jumps, showing consistent technique and sometimes using a short run-up;

Exceeding

	<p>Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges;</p> <p><u>Assessment Outdoor and Adventurous Activities (OAA)</u></p> <p><u>Emerging</u> Complete simple tasks with support and guidance and use some physical skills well;</p> <p><u>Established</u> Complete simple tasks with support and guidance and use some physical skills well;</p> <p><u>Exceeding</u> Move confidently through familiar and less familiar environments and be able to use and adapt their skills and strategies as the situation demands;</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Topic: Net / wall Games Tennis</p> <p>Teaching and Learning</p> <p>Develop individual</p>	<p>Topic: Invasion Games Rugby</p> <p>Teaching and Learning:</p>	<p>Topic: Bridges Gymnastics</p> <p>Teaching and Learning</p>	<p>Topic: Swimming 15 weeks of swimming lessons provided by LBE, including</p>	<p>Topic: Swimming Children develop their swimming skills</p>	<p>Topic: Swimming Children develop their swimming skills</p>

	<p>shots</p> <p>Topic Dance Historical</p> <p>Teaching and Learning:</p> <p>Shapes, patterns and Pathways Dance Performance needs to show precision, control and fluency Respond to the phrasing of music. Dances from our Heritage Enfield DVD</p> <p>Developing the use of space through the exploration of formations in historical dance e.g. - 'Dance through the Decades'</p>	<p>Support play and formations Netball, basketball, Football and Rugby</p> <p>Pass, dribble and shoot with control in games.</p> <p>Mark opponents and help each other in defence.</p> <p>Topic: Gymnastics Flight</p> <p>Teaching and learning: Create longer sequences to perform for an audience (Dance festival)</p> <p>Learn a wider range of actions and explore more difficult ways to perform.</p>	<p>Bridges</p> <p>Changes of direction and level incorporate mirroring shapes.</p> <p>Include changes of direction and level, and incorporate mirroring or matching shapes or balances. e.g. a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions.</p> <p>Topic Outdoor & Adventurous Activities</p> <p>Teaching and Learning</p>	<p>safety in water.</p> <p>Swimming Children develop their swimming skills - 25 meters</p> <p>Topic Invasion Hockey Games</p> <p>Teaching and Learning: Shooting and keeping</p>	<p>- 25 meters</p> <p>Topic Running/ Jumping/ throwing Athletics</p> <p>Teaching and Learning Set targets & improve performance in running, jumping and throwing activities preparing for Sports day Choose best pace for running event Control for jumping events</p>	<p>- 25 meters</p> <p>Topic Rounders Striking/ fielding Games</p> <p>Teaching and Learning: To strike a bowled ball Role of bowler, wicket keeper, backstop, fielder and batter</p>
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			Develop orienteering and problem-solving skills. Working as a team			
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Progression in Gymnastics: Partner or small group. 8 elements. Include changes of direction and level, and incorporate mirroring or matching shapes or balances. e.g. a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions

Progression in Striking and fielding games: Strike a bowled ball, to use a range of fielding skills, eg: catching, throwing, bowling and intercepting with growing control and consistency,

Progression in Outdoor and Adventurous Activities: Choose and perform skills effectively Find solutions, problems and challenges
Plan, implement and refine strategies and adapt the strategies as necessary

Acquiring and developing skills in OAA: Move confidently through familiar and less familiar environments, prepare self to Work confidently in changing environments and adapt quickly.

Acquiring and developing skills in Dance: Respond to a variety of stimuli showing a range of actions performed with control and fluency. To experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group.

Acquiring and developing skills in Games: Travel with a ball showing changes of speed and directions using either foot or hand. To be able to use a range of techniques when passing, eg high, low, bounced, fast, also keep a game going using a range of different ways of throwing and to strike a ball with intent and throw it more accurately when bowling and/or fielding.

Acquiring and developing skills in Gymnastics: Performance shows precision, control and Fluency. To Perform a range of rolls including backwards roll consistently. Perform a range of actions and agilities with consistency, fluency and clarity of Movement. Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.

Acquiring and developing skills in Swimming: Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back. To understand the importance of water safety and how to be safe near water.

Assessment in Dance:

EMERGING

Create and perform simple dances that attempt to focus on the style of the dance

- Displays the ability to count to the phrasing of music
- Use simple vocabulary (possibly referring to a word wall) to talk about their own and other people's work

ESTABLISHED

Responds to the phrasing of music

- Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use
- Perform different styles of dance
clearly, rhythmically and fluently

EXCEEDING

Plan and perform dances confidently to communicate a mood, emotion and issue

- Are technically accurate when performing set dances
- Anticipate changes in music phrasing
- Use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles

Assessment: Invasion Games

EMERGING

Use a small range of sending, receiving and travelling techniques in games, with varied control

- Know what their team needs to do to take the ball towards the opposition's goal and contribute occasionally

Established

Pass, dribble and shoot with control in games

- Identify and use tactics to help their team keep the ball and take it onwards the opposition's goal
- Mark opponents and help each other in defence
- Know and carry out warm-up activities that use exercises helpful for invasion games
- Pick out things that could be improved in performances and suggest ideas and practices to make them better

Exceeding:

Use a number of different techniques to pass, dribble and shoot

- Play games confidently control the ball consistently
- Use a range of tactics in attack and Defence

Assessment: Net/Wall Games

EMERGING

Play games with help, eg someone to catch the ball when it is hit, someone to feed them

- Use a small range of basic shots on both sides of the body
- With help, get games to flow

Established

Use forehand, backhand and overhead shots increasingly well in the games they play

- Use the volley in games where it is important
- Use the skills they prefer with competence and consistency

Exceeding:

Play the full game of short tennis

- Use a wide range of shots in games, with a good degree of consistency and accuracy
- Start a game or point with a serve of their choice

Assessment Striking/Fielding Games

Emerging

Play the games, but may need extra support;

- Hit a ball bowled sympathetically to them;
- Play a range of roles in a fielding team, but with varying degrees of success;

Established:

Strike a bowled ball;

- Use a range of fielding skills, eg; catching, throwing, bowling, intercepting, with growing control and consistency;

Exceeding

Play games effectively, reading situations and responding quickly;

- Bat, bowl and field with control;
- Use a range of tactics for attacking And defending as batters, bowlers And fielders;

Assessment in Gymnastics:

Emerging

Create and perform a partner sequence with at least EIGHT elements with help

- Show contrasting actions, shapes and balances
- Practise and refine actions, shapes and balances
- Repeat their sequences successfully

Established

Create and perform a partner sequence with at least EIGHT elements

- Practise and refine the sequences to include changes in level, direction and speed
- Choose actions, body shapes and balances from a wider range of themes and ideas
- Adapt their performance to the demands of a task, using their knowledge of composition

Exceeding

Create and perform a complex partner sequence with at least EIGHT elements that includes contrasting actions, shapes, balances and dynamics

- Adapt sequences from one situation to another
- Practise and refine their own work
- Show clear individual movements
- Transfer smoothly from one movement to another

Assessment in Athletics

Emerging

Understand and demonstrate the difference between sprinting and distance running;

- Sustain their pace and effort for short periods of time;

- Demonstrate a range of throwing actions using modified equipment, with some accuracy and control;
- Demonstrate a range of simple jumping skills in different activities;

Established

Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;

- Show control at take-off in jumping activities;
- Show accuracy and good technique when throwing for distance;

Exceeding

Show good control, speed, strength and stamina when running, jumping and throwing;

- Adapt their skills and techniques to different challenges and equipment;
- Use good technique;
- Pace their effort well;

Assessment Outdoor and Adventurous Activities (OAA)

Emerging

Solve some of the challenges and problems set in familiar environments, with help and guidance;

- Take on roles given to them;

Established

Choose and perform skills and strategies effectively;

Exceeding

Work confidently in familiar and changing environments;

Assessment in swimming

Emerging Non Swimmers

- Be able to enter and exit pool safely from the sides or ladder
- Submerge and blow bubbles
- Swim with Floats or armbands creating a fast up and down leg movement on front and back
- Swim up to 5 metres without aids or support.

Swimmers

- Swim between 10 and 20 metres
- Submerge fully
- Floating without aids
- Roll from front to back while Swimming
- Push and glide from the wall

Established Non swimmers

To know the dangers of slipping or falling in

- Explore freely how to move in and under water
- Using floats, swim over longer distances and periods of time with a more controlled leg kick;
- Swim the distance confidently

Swimmers On front and or back

- Be able to retrieve objects from the pool floor
- Star floats, mushroom floats, Pike floats
- Roll without placing feet on the floor
- Push and glide in streamlined position with face in

Exceeding Non-Swimmers

- To understand the dangers of diving
- Being able to float or swim with their face in
- Start to swim without aids
- Learn to swim on back as well as front

Swimmers

- Swim the distance using frontcrawl/ backcrawl
- To swim underwater for a distance
- Make a sequence of floats without standing
- Roll swimming Front crawl over to Backcrawl
- Push and glide on front and back

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Topic: Net / wall Games Tennis</p> <p>Teaching and Learning Select their shot based on where the ball is based.</p> <p>Develop individual shots</p> <p>Topic: Balance and counter balance Gymnastics</p> <p>Teaching and Learning: Twisting turning, flight, changes of direction and speed.</p> <p>Counter balance/ counter tension</p>	<p>Topic: Dance Historical</p> <p>Teaching and Learning: Demonstrate how to prepare themselves for a dance session.</p> <p>Analysing Dance Places and Times - social</p> <p>Topic: Rugby Invasion Games</p> <p>Teaching and Learning:</p> <p>Attacking and defending play</p>	<p>Topic: Matching Gymnastics</p> <p>Teaching and Learning: Matching and mirroring</p> <p>Core Task</p> <p>Topic: Hockey Invasion Games</p> <p>Teaching and Learning: Tactics hockey,</p>	<p>Topic: Invasion Games Hockey/football</p> <p>Teaching and Learning: Use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Teamwork and formations</p> <p>Topic: Dance Festival</p> <p>Teaching and Learning</p> <p>Putting on a Performance</p>	<p>Topic: Running/Hitting/Throwing Athletics X2</p> <p>Teaching and Learning: Develop technical understanding of athletic activity.</p> <p>Preparation for Sports day Use a range of techniques in running, jumping and throwing activities.</p>	<p>Topic: Rounder's/ cricket Striking/ fielding Games</p> <p>Teaching and Learning: Role of bowler, wicket keeper, backstop, fielder and batter</p> <p>Topic Outdoor and Adventurous Activities</p> <p>Teaching and Learning: Develop orienteering and problem-solving skills. Working as a team this will be completed on school journey</p>

Progression in Gymnastics: 8 to 10 elements - twisting turning, flight, changes of direction and speed, and contrasting shapes and balances. e.g. start on the floor, move onto apparatus, finish on the floor.

Progression in striking and fielding games: Select their shot based on where the ball is bowled and with the Intention of avoiding the fielders

- Hit with control and accuracy
- Bowl with increasing accuracy and an awareness of the field placement
- Field effectively and return the ball to an appropriate base position
- Take an active and thoughtful part in the games

Progression in Outdoor and Adventurous Activities: apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones (visits to local parks and venues and residential trips).

Acquiring and developing skills in Dance: Perform a variety of dance styles with accuracy and consistency explore, improvise and choose appropriate material to create new motifs in a chosen dance style respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.

Acquiring and developing skills in Gymnastics: Perform a range of rolls showing different entrances and exits. perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency an accuracy. To be able to show precision, control and fluency in performance.

Acquiring and developing skills in Games: Dribble effectively around obstacles. Show precision and accuracy when sending and receiving perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation. Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game and to use different ways of bowling. To select techniques and ideas demonstrating their knowledge of tactics, strategies and composition. To be able to Play different version of net game showing tactical awareness and knowledge of rules and scoring. To play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal. To be able to hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body.

Assessment in Dance:

EMERGING-

Use a small range of gestures, body actions and travel pathways in their dances

- Uses personal and interpersonal space, compositional devices of copy, follow my leader, question and answer to create a dance phrase
- Express some of their ideas clearly when composing and performing

ESTABLISHED

Uses compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phrase

- Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances with attention to dynamics.

- Perform to an accompaniment expressively and sensitively
- Perform dances fluently and with Control

EXCEEDING

Interpret different stimuli with imagination and flair

- Create, refine and structure movements and patterns with artistic understanding
- Communicate the artistic intention of a dance clearly, fluently, musically and with control

Assessment: Invasion Games

EMERGING

Use a limited number of skills in attack and defence

- Pass, control, dribble and shoot the ball with some accuracy, when they are not under pressure
- Use some tactics in attack
- Play in a position in a team
- Use some defending ideas

Established:

Use different techniques for passing, controlling, dribbling and shooting the ball in games

- Apply basic principles of team play to keep possession of the ball
- Use marking, tackling and/or interception to improve their defence
- Play effectively as part of a team
- Know what position they are playing in and how to contribute when attacking and defending

Exceeding:

Use good-quality skills effectively

- Choose skills and tactics that meet the needs of the situation
- Play in a number of positions understand attacking and defending positions well

Assessment: Net/Wall Games

EMERGING

Choose and use skills that suit the game

- Work with a partner to attack and defend
- Take on specific roles that suit their Abilities

Established

Choose and use combinations of skills with confidence, accuracy and consistent quality

Exceeding

Choose and apply complex skills and techniques that are suited to the game

- Use these skills and techniques fluently and precisely

Assessment Striking/Fielding Games

Emerging

Hit a ball fed to them using a small range of shots and directing it in one general area;

- Bowl using a modified technique showing some accuracy;
- Retrieve and return the ball as a fielder;

Established

Select their shot based on where the ball is bowled and with the intention of avoiding the fielders;

- Hit with control and accuracy;
- Bowl with increasing accuracy and a awareness of the field placement;
- Field effectively and return the ball to an appropriate base position;
- Take an active and thoughtful part in the games;

Exceeding

Play the games demonstrating control, accuracy and sound technique in their bowling, batting and fielding;

Assessment in Gymnastics

Emerging

Create and perform a sequence that includes at least EIGHT to TEN elements

- Use their knowledge of composition to include changes of direction or level in the sequences
- Practise and refine actions, shapes and balances on their own
- Refine sequences, with guidance

Established

Create and perform a sequence that includes at least EIGHT to TEN elements for an audience

- Include changes of direction, level and speed
- Combine and perform gymnastic actions, shapes and balances
- Show clarity, fluency, accuracy and consistency in their movements

Exceeding

Create and perform a sequence that includes at least EIGHT to TEN elements which shows contrasting shapes and balances in addition to changes in speed, direction and flight

Assessment in Athletics

Emerging

Use basic techniques in running, jumping and throwing activities in modified events and using modified equipment;

- Identify some basic principles related to technique;

Established

Use sound basic techniques in a range of running, jumping and throwing activities and events;
- Apply a good knowledge of basic principles to specific events;

Exceeding

Use refined techniques in a wide range of running, jumping and throwing events and activities;
- Focus their efforts on specific aspects of their technique;
- Show a clear idea of what they can achieve and know how to practise to meet their goals;

Assessment Outdoor and Adventurous Activities (OAA)

Emerging

Perform with some success in familiar environments;

Established

Apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones (visits to local parks/venues or residential trips);

Exceeding

Adapt and use more specific techniques and strategies successfully;

Year 5 swimming lessons start in spring term 2 at Edmonton Green swimming pool.

Sports day 1 and 2, 3 and 4, 5 and 6 held at Lee Valley Athletics Centre (Summer term)

Reception on separate day in summer term. To be held in school.

Inter house competitions to be held throughout the Year for Years 3-6

Children in all Year groups given the opportunity to take part in events in Enfield borough Competitions. (A range of sports available)

Various clubs offered after and before school.

All plans are taken from Enfield Scheme of Work all located on the Staff Network.