

# Dothill Progression Mapping



## Physical Education

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	EYFS	Year One	Year Two
	Dance 'til You Drop Dance Dinosaurs Best of Balls (football) Jumping Jacks & Rock 'n' Roll Sports Day	Multi skills - throwing and catching Multi skills - running and jumping Gymnastics - Animals Multi skills - bat and ball Dance - Season Multi skills - sports day	Attacking and defending Dance - gunpowder plot Animal Olympics Gymnastics - landscapes and cities Invasion Games Multi-Skills - Target Games (Links to many areas-football, dodgeball, and cricket)
<p><b>Motor competence</b>                      Know what safe and effective movements look like in specific activities</p> <p>Know how to perform safe and effective movements</p> <p><b>Declarative</b>                      To know what...</p> <p><b>Procedural</b>                      To know how...</p>	<p><b>Declarative</b>  <u>Dance</u>                      - different movements to join together.                      - speed is appropriate for actions.                      - styles of movement can be changed.                      - movement phases to include when demonstrating their own ideas.                      - my body does when performing a sequence of movements.</p> <p><b>Procedural</b>  <u>Dance</u>                      - to join a range of different movements together.                      - to change the speed of their actions.                      - to change the style of their movements.                      - to create a short movement phrase which demonstrates their own ideas.                      - to control my body when performing a sequence of movements.</p>	<p><b>Declarative</b>  <u>Dance</u>                      - copy and repeat means.                      - a sequence of actions together to create a motif looks like.                      - varying the speed of their actions will do to change their performance.                      - simple choreographic devices such as unison, canon and mirroring are.                      - improvisation means.                      - effect improvisation can have when independently creating a simple dance.                      - body parts are used to perform a range of actions with some coordination.                      - skills have been taught to begin a performance with control.</p> <p><b>Procedural</b>  <u>Dance</u>                      - to copy and repeat actions.                      - to put a sequence of actions together to create a motif.                      - to vary the speed of their actions.                      - to use simple choreographic devices such as unison, canon, and mirroring.                      - to improvise independently to create a simple dance.                      - to perform using a range of actions and body parts with some control.                      - to perform learnt skills with some control.</p>	<p><b>Declarative</b>  <u>Dance</u>                      - copy and repeat means.                      - moves they need to remember when repeating or copying actions.                      - a stimulus is.                      - dance moves are appropriate when creating a short motif inspired by a stimulus.                      - changing the speed and level of their actions will do to change their performance.                      - simple choreographic devices such as unison, canon and mirroring are.                      - transitions can be used in a dance motif.                      - impact music has on a dance.                      - timings are appropriate for difference actions when dancing.                      - composition is.                      - sequences to include in their own composition.                      - performing with coordination looks like.                      - learnt skills have been taught to perform them with increasing control.                      - competing against themselves and others looks like.</p> <p><b>Procedural</b>  <u>Dance</u>                      - to copy, remember and repeat actions.                      - to create a short motif inspired by a stimulus.                      - to change the speed and level of their actions.                      - to use simple choreographic devices such as unison, canon and mirroring.                      - to use different transitions within a dance motif.                      - to move in time to music.                      - to improve the timing of their actions.                      - to perform sequences of their own composition with coordination.                      - to perform learnt skills with increasing control.                      - to compete against self and others.</p>

**Declarative**

**Gymnastics**

- movements are needed to create a short sequence.
- different types of rolls can be performed.
- different ways they can travel in gymnastics.
- different ways they can stretch in gymnastics.
- jumps can be performed to move from one space to another.
- balancing with control looks like.
- ways they can move around objects and equipment.
- moving around, under, over and through objects and equipment looks like.
- skills have been taught to enable them to control their body when performing a sequence of movements.

**Rolls**

- a curled side roll (egg roll) is
- a log roll (pencil roll) is
- a teddy bear roll is

**Jumps**

- a straight jump is.
- a tuck jump is.
- a jumping jack is.
- a half turn jump is.

**Handstands, Cartwheels and Round-Offs**

- a bunny hop is.

**Travelling & Linking Actions**

- a tiptoe, jump and hop is.

**Shapes and Balances**

- a standing balance is.

**Procedural**

**Gymnastics**

- to create a short sequence of movements.
- to roll in different ways with control.
- to travel in different ways.
- to stretch in different ways.

**Declarative**

**Gymnastics**

- movements fit together to create and perform a movement sequence.
- actions and movement sequences can be copied
- a sequence is
- a beginning, middle and ending looks like in a movement sequence.
- actions can be linked together to make a sequence
- contrasting actions look like
- ways they can travel changing the speed, direction and movement
- shapes can be performed and held still in simple balances
- the importance of simple stretches is
- simple stretches are
- simple jumps are
- a safe landing looks like
- the reasons for landing safely are.
- moving around, under, over and through different objects and equipment looks like
- moving with control and care looks like
- the reasons for moving with control are
- body parts are coordinated with different actions
- skills have been taught to enable them to control their body when performing

**Rolls**

- a controlled log roll looks like.
- a controlled curled side roll looks like.
- a controlled teddy bear roll looks like.

**Jumps**

- a straight jump is.
- a tuck jump is.
- a jumping jack is.
- a half turn jump is.
- a cat spring is.

**Vault**

- a straight jump off a springboard (or a raised platform) looks like.

**Handstands, Cartwheels and Round-Offs**

- a bunny hop is.
- a front support wheelbarrow with a partner is.

**Travelling and linking Actions**

- a tiptoe, step, jump and hop is.
- a hopscotch is.
- a skip is.
- a gallop is.

**Shapes and Balances**

- o standing balance is.
- a kneeling balance is.
- pike, tuck, star, straight and straddle shapes are.

**Procedural**

**Gymnastics**

- to create and perform a movement sequence.
- to copy actions and movement sequences with a beginning, middle and end.
- to link two actions to make a sequence.
- to recognise and copy contrasting actions (small/tall, narrow/wide).

**Declarative**

**Gymnastics**

- actions and movements have been taught and which ones can be used to create a sequence.
- actions can be linked to make a sequence.
- ways they can travel in.
- shapes can be used for balancing on points of the body.
- jumps can be performed with a safe, controlled and balanced landing.
- the importance of climbing on and off equipment safely.
- the importance of moving with care and control.
- moving with care and control looks like.
- coordinated compositions can be performed as a sequence.
- skills have been taught to enable them to perform with increasing control.
- muscles are being used when performing different movements or actions.

**Rolls**

- a controlled log roll looks like.
- a controlled curled side roll looks like.
- a controlled teddy bear roll looks like.
- a controlled rocking forward roll looks like.
- a controlled crouched forward roll looks like.

**Jumps**

- a straight jump is and looks like.
- a tuck jump is and looks like.
- a jumping jack is and looks like.
- a half turn jump is and looks like.
- a cat spring is and looks like.
- To what a cat spring to straddle looks like.

**Vault**

- a hurdle step onto a springboard looks like.
- a straight jump off a springboard looks like.
- a tuck jump off a springboard looks like.

**Handstands, Cartwheels and Round-Offs**

- a bunny hop is and looks like.
- a front support wheelbarrow with a partner is.
- a t-lever is.
- a scissor kick is.

**Travelling and linking Actions**

- a tiptoe, step, jump and hop is.
- a hopscotch is.
- a skip is.
- a gallop is.
- a straight jump half turn is.

**Shapes and Balances**

- a standing balance looks like.
- a kneeling balance is.
- large body part balances looks like.
- balances on apparatus can be done.
- balances with a partner can be done.
- a pike, tuck, star, straight and straddle shape is.
- balancing with front and back support looks like.

**Procedural**

**Gymnastics**

- to copy, explore and remember actions and movements to create their own sequence.
- to link actions to make a sequence.
- to travel in a variety of ways, including rolling.

- to jump in a range of ways from one space to another with control.
  - to begin balancing with control.
  - to move around, under, over, and through different objects and equipment.
  - to control my body when performing a sequence of movements.
- Rolls**
- to do a curled side roll (egg roll)
  - to do a log roll (pencil roll)
  - to do a teddy bear roll.
- Jumps**
- to do a straight jump.
  - to do a tuck jump.
  - to do a jumping jack.
  - to do a half turn jump.
- Handstands, Cartwheels and Round-Offs**
- to do a bunny hop.
- Travelling & Linking Actions**
- to tiptoe, jump and hop
- Shapes and Balances**
- to do standing balances

**Declarative**

**Athletics**

**Running**

- ways they can run for different purposes.

**Jumping**

- they have to do to land safely.
- different jumps look like.

**Throwing**

- equipment can be rolled.
- rolling is.
- an underarm throw looks like.
- they need to do when aiming for a target.

**Compete / Perform**

- to travel in different ways, changing direction and speed.
  - to hold still shapes and simple balances.
  - to carry out simple stretches.
  - to carry out a range of simple jumps, landing safely.
  - to move around, under, over, and through different objects and equipment.
  - to begin to move with control and care.
  - to perform using a range of actions and body parts with some coordination.
  - to begin to perform learnt skills with some control.
- Rolls**
- to do a controlled log roll.
  - to do a controlled curled side roll (egg roll)
  - to do a controlled teddy bear roll.
- Jumps**
- to do a straight jump
  - to do a tuck jump
  - to do a jumping jack
  - to do a half turn jump
  - to do a cat spring

**Vault**

- to do a straight jump off a springboard (or a raised platform).

**Handstands, Cartwheels and Round-Offs**

- to do a bunny hop.
- to do a front support wheelbarrow with a partner.

**Travelling and linking Actions**

- to tiptoe, step, jump and hop.
- to do a hopscotch.
- to skip.
- to gallop.

**Shapes and Balances**

- to do standing balances
- to do kneeling balances
- to do pike, tuck, star, straight and straddle shapes.

**Declarative**

**Athletics**

**Running**

- a good pace in running looks like.
- varying their speed or pace will do to their running.
- basic techniques can be used in running for different distances.
- good posture and balance looks like.
- impact good posture and balance will have on their running.
- jogging is.
- to do to ensure they are jogging in a straight line.
- they need to do with their feet and body to change direction when jogging.
- sprinting is.
- they need to do to sprint in a straight line.
- to do with their feet and body to change direction when sprinting.

- to hold a still shape whilst balancing on different points of the body.
- to jump in a variety of ways and land with increasing control and balance.
- to climb onto and jump off the equipment safely.
- to move with increasing control and care.
- to perform sequences of their own composition with coordination.
- to perform learnt skills with increasing control.
- to identify the muscles being used when performing actions or movements.

**Rolls**

- to do a controlled log roll.
- to do a controlled curled side roll (egg roll).
- to do a controlled teddy bear roll.
- to do a rocking forward roll.
- to do a crouched forward roll.

**Jumps**

- to do a straight jump.
- to do a tuck jump.
- to do a jumping jack.
- to do a half turn jump.
- to do a cat spring.
- to do a cat spring to straddle.

**Vault**

- to do a hurdle step onto a springboard.
- to do a straight jump off a springboard.
- to do a tuck jump off a springboard.

**Handstands, Cartwheels and Round-Offs**

- to do a bunny hop.
- to do a front support wheelbarrow with a partner.
- to do a t-lever.
- to do a scissor kick.

**Travelling and linking Actions**

- to tiptoe, step, jump and hop.
- to do a hopscotch.
- to skip.
- to gallop.
- to do a straight jump half turn.

**Shapes and Balances**

- to do standing balances.
- to do kneeling balances.
- to do large body part balances.
- to do balances on apparatus.
- to do balances with a partner.
- to do pike, tuck, star, straight and straddle shapes.
- to balance with front and back support.

**Declarative**

**Athletics**

**Running**

- a good pace in running looks like.
- to do to change pace when running
- vocabulary can be used when describing pace in running.
- a stride is when running.
- to do with their legs to change the length of their stride.
- travelling at different speeds looks like.
- a suitable pace for running a longer distance is.
- a suitable speed for running a longer distance is.
- an obstacle course is.
- skills are needed to complete an obstacle course.

- control they have over body when they are performing a sequence of movements.
- movements can be performed in a sequence.

**Procedural**

**Athletics**

**Running**

- to run in different ways for a variety of purposes.

**Jumping**

- to jump in a range of ways, landing safely.

**Throwing**

- to roll equipment in different ways
- to throw underarm
- to throw an object at a target.

**Compete / Perform**

- to control their body when performing a sequence of movements

- to do to maintain control as they change direction when jogging or sprinting.
- breathing techniques to use when jogging or sprinting.

**Jumping**

- ways they can perform jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- to do with their feet when performing different jumps.
- jumps can be used to create a short sequence.
- they need to do with their arms and legs to enable them to jump as high as possible.
- they need to with their arms and legs to enable them to jump as far as possible.
- jumps will be best to enable them to jump as high as possible.
- jumps will be best to enable them to jump as far as possible.
- they need to do to ensure they are landing safely.
- a safe land looks like.
- they need to do to control their safe landing.
- they need to do with their arms and legs to ensure they are completing safe and controlled landings.
- working with a partner can do to help them develop the control of their jumps.
- working with a partner looks like.

**Throwing**

- an underarm and over arm throw is.
- to do with their arms when performing an over arm throw.
- to do with their arms when performing an underarm throw.
- an underarm and overarm throw looks like.
- to do when aiming for a target.
- to do with their body to make their aim more accurate.
- type of throw to use when throwing an object at a target.
- they can do to improve the distance of their throw.
- parts of their body can be used to create more power when throwing a ball.
- type of throw is best for creating distance.

**Compete / Perform**

- skills they have been taught.
- the reasons are for the skills they have been taught.
- control they have over their body when they are performing.
- skills can be performed with some control.

**Procedural**

**Athletics**

**Running**

- to vary their pace and speed when running.
- to run with a basic technique over different distances.
- to show good posture and balance.
- to jog in a straight line.
- to change direction when jogging.
- to sprint in a straight line.
- to change direction when sprinting.
- to maintain control as they change direction when jogging or sprinting.

**Jumping**

- to perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- to perform a short jumping sequence.
- to jump as high as possible.
- to jump as far as possible.
- to land safely and with control.

- direction they need to travel in when running.
- speed they should be travelling in when they are running for different purposes.
- basic techniques are used when running.
- basic techniques are needed when running along a curved line.
- to do to ensure they maintain control when running over different distances.

**Jumping**

- different ways jumps can be performed for example: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- to do to when performing different jumps.
- combining different jumps together looks like.
- different jumps can be combined together.
- to do to ensure they maintain control over their different jumps.
- to do to gain fluency when performing different jumps.
- position their body needs to be in to perform a jump for distance from a standing position.
- to do with their body to jump for distance from a standing position with accuracy and control.
- they can do to investigate which jumps are best for covering different distances.
- jumps cover different distances best.
- jump is most appropriate for covering different distances.
- leg muscles are used when performing a jumping action,

**Throwing**

- different types of equipment can be used for different throws.
- to do when throwing different types of equipment in different ways.
- to do with their body and arms when performing different types of throws in different ways.
- to do to gain accuracy in throwing.
- to do with their arms and body to throw equipment for distance.
- throwing accurately looks like.
- equipment is best for throwing for distance.
- to do when throwing at a target.
- changes in their throw when aiming for targets of different heights.
- they need to do to alter their throwing technique to achieve greater distance.
- position they need to be in to achieve throwing at greater distance.

**Compete / Perform**

- skills they have learnt.
- to perform the skills they have learnt with control.
- the reasons are for the skills they have been taught.
- control they have over their body when they are performing different learnt skills.

**Declarative**

**Games**

**Striking and Hitting a Ball**

- to do with a bat or a racquet.
- technique to use when trying to hit a ball with a bat or a racquet.
- ball should be used with different bats or racquets.

**Throwing and Catching a Ball**

- equipment can be rolled.
- rolling is.
- an underarm throw is.
- to do when performing an under arm throw.
- way our arms move when doing an under arm throw.
- to do when aiming for a target.
- type of throw to use when throwing an object at a target.
- position your hands need to be in when catching equipment using two hands.
- makes catching a ball easier with two hands than one hand.

**Travelling with a Ball**

- to work with a partner to develop the control of their jumps.

**Throwing**

- to throw underarm and overarm.
- to throw a ball towards a target with increasing accuracy.
- to improve the distance they can throw by using more power.

**Compete / Perform**

- to begin to perform learnt skills with some control

**Declarative**

**Games**

**Striking and Hitting a Ball**

- skills need to be learnt to be able to hit a ball.
- striking is.
- striking looks like.
- techniques to use when striking a ball.
- sending and receiving is.
- sending and receiving looks like.

**Throwing and Catching a Ball**

- an underarm and overarm throw is.
- underarm and over arm throws looks like.
- the differences between an underarm and over arm throw are.
- to do when performing an underarm or over arm throw.
- to do with their hands when catching a ball.
- to do with their arms or hands when bouncing a ball.
- catching a ball looks like.
- To know where to look when catching a ball.

**Procedural**

**Athletics**

**Running**

- to run at different paces, describing the different paces.
- to use a variety of different stride lengths.
- to travel at different speeds.
- to begin to select the most suitable pace and speed for distance.
- to complete an obstacle course.
- to vary the speed and direction in which they are travelling.
- to run with basic techniques following a curved line.
- to be able to maintain and control a run over different distances.

**Jumping**

- to perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- to combine different jumps together with some fluency and control.
- to jump for distance from a standing position with accuracy and control.
- to investigate the best jumps to cover different distances.
- to choose the most appropriate jumps to cover different distances.
- the leg muscles are used when performing a jumping action.

**Throwing**

- to throw different types of equipment in different ways, for accuracy and distance.
- to throw with accuracy at targets of different heights.
- to alter their throwing technique to achieve greater distance.

**Compete / Perform**

- to perform learnt skills with increasing control.

**Declarative**

**Games**

**Striking and Hitting a Ball**

- striking or hitting a ball with control looks like
- skills are needed to enable them to hit or strike a ball with control.
- parts of their body need to be used when hitting or striking a ball.
- they need to look at when striking or hitting a ball.
- position their body needs to be in when striking or hitting a ball.
- striking and fielding is.
- skills are needed for playing striking and fielding games.

**Throwing and Catching a Ball**

- different types of throws can be performed.
- types of equipment can be used for throwing.
- different equipment can be used in different ways when throwing.
- to do with their body and arms when performing different types of throws in different ways.
- to do to gain accuracy in throwing.
- to do with their arms and body to throw equipment for distance.
- throwing accurately looks like.
- they need to do to alter their throwing technique to achieve greater distance.
- position they need to be in to achieve throwing at greater distance

- moving a ball looks like.
- ways they can move a ball.
- bouncing is.
- kicking is.
- body parts are needed to successfully bounce or kick a ball.
- equipment to use to control a ball.
- controlling a ball looks like.

**Passing a Ball**

- kicking is.
- to do when kicking an object.
- kicking an object looks like.
- parts of the foot can be used to kick a ball.

**Using Space**

- moving safely looks like.
- the reasons for moving safely around spaces and equipment are.
- ways they can travel around a space.
- travelling sideways looks like.
- travelling backwards looks like.
- they need to do with their eyes when travelling in different ways.

**Attacking and Defending.**

- chasing is.
- they need to do when chasing someone.
- the rules of a chasing game are.

**Compete / Perform**

- control they have over their body when they are performing a sequence of movements.
- movements can be performed in a sequence.
- participation is.
- the rules for simple games are.
- working as a team looks like.

- bouncing a ball looks like.
- rolling is and what it looks like.
- skills are used to roll a ball.
- to do with their body to ensure they are throwing accurately.
- to do when throwing.
- they need to do with their body to ensure they are consistently catching.
- makes catching a ball easier.
- techniques can be used for consistent catching.

**Travelling with a Ball**

- ways they can travel with a ball.
- they need to do with their feet to travel in different directions with a ball.
- moving side to side and forwards and backwards with a ball looks like.
- to do to ensure they have control over their ball when they are moving in different directions.
- to do with their body to ensure they are moving a ball in different directions fluently.

**Using Space**

- different ways they can travel in different directions or pathways.
- they need to look out for when travelling in different directions or pathways.
- running at different speeds looks like.
- they have to do to run at different speeds.
- space can be used when playing a game.
- they need to do to ensure they are beginning to use space in a game.

**Attacking and Defending**

- the term attacking means in a sporting context.
- defending means in a sporting context.
- attacking and defending looks like in a game of sport.
- the difference between attacking & defending is
- simple defensive skills can be used when playing a game,
- marking a player is.
- you need to do when marking a player.
- defending a space is.
- you need to do when defending a space.
- simple attacking skills can be used in a game.
- dodging is.
- you need to do when you need to get past a defender.
- you need to do to sure you are attacking safely.

**Compete / Perform**

- a performance looks like when using different actions or body parts.
- to do to ensure their performance is beginning to show coordination.
- skills have been taught.
- skills can be performed with some control.
- working as a team looks like.
- the rules for activities and games are.
- to do when playing competitive activities
- they need to do to be a good team player.

- throwing techniques should be used when throwing a ball to a partner.
- techniques should be used when catching a ball with a partner.
- techniques should be used when bouncing a ball with a partner.
- throw to use to ensure their ball bounces.
- position their hands need to be in when throwing or catching a ball.
- direction they need to look in when throwing or catching a ball.
- throwing and catching skills are needed to play different games.
- technique to use when throwing a ball for distance.
- the purpose of an over arm throw is.
- the purpose of an under arm throw is.
- throw to use when throwing for distance.
- hand-eye coordination is.
- the importance of hand-eye coordination is when controlling a ball.
- types of throws can be varied to suit the purpose of the game or activity played.

**Travelling with a Ball**

- ways they can travel with a ball.
- to do to bounce a ball when moving.
- skills they need to use to allow them to move whilst bounding a ball.
- to do with their feet when moving with a ball.
- to do when kicking a ball whilst moving.
- to look at when kicking a ball whilst moving.
- kicking skills are needed in different games.
- kicking skills can be used in different games.
- dribbling is.
- they need to do with their feet when dribbling.
- dribbling skills are needed or used in different games.

**Passing a Ball**

- different ways a ball can be passed.
- to do with their feet when passing a ball in different ways.
- to do with their hands when passing a ball in different ways.
- they need to look at when passing a ball in different ways.

**Using Spaces**

- different ways they can travel.
- they need to do change their speed when travelling in different ways.
- to do to follow different pathways or courses when travelling in different ways.
- they need to look out for when changing direction when travelling in different ways.
- to do to change the speed of their running.
- effect altering the speed of their run will have on their body.
- to do to change direction when running.
- to do when choosing the best space to travel to or use in a game.
- the reasons for using space safely in games are.
- makes a space 'the best' in a game.

**Attacking and Defending**

- the terms of attacking in a game are.
- the terms of defending in a game are.
- attacking in a game looks like.
- defending in a game looks like.
- skills can be used when attacking in a game.
- skills can be used when defending in a game.
- techniques can be used to attack in a game.
- techniques can be used to defend in a game.
- one technique they can use to successfully attack in a game.
- one technique they can use to successfully defend in a game.

**Compete/Perform**

**Procedural**

**Games**

**Striking and Hitting a Ball**

- to hit a ball with a bat or a racquet.

**Throwing and Catching a Ball**

- to roll equipment in different ways.
- to throw underarm.
- to throw an object at a target.
- to catch equipment using two hands.

**Travelling with a ball**

- to move a ball in different ways, including bouncing and kicking.
- to use equipment to control a ball.

**Passing a ball**

- to kick an object at a target

**Using Space**

- to move safely around the space and equipment
- to travel in different ways including sideways and backwards

**Attacking and Defending**

- to play a range of chasing games

**Compete / Perform**

- to control my body when performing a sequence of movements
- to participate in simple games

**Procedural**

**Games**

**Striking and Hitting a Ball**

- to use hitting skills in a game.
- to practise basic striking, sending, and receiving skills.

**Throwing and Catching a Ball**

- to throw underarm and overarm.
- to catch and bounce a ball.
- to use rolling skills in a game.
- to practise accurate throwing and consistent catching.

**Travelling with a Ball**

- to travel with a ball in different ways.
- to travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.

**Using Space**

- to use different ways of travelling in different directions or pathways.
- to run at different speeds.
- to begin to use space in a game.

**Attacking and Defending**

- to use the terms attacking and defending
- to use simple defensive skills such as marking a player or defending a space
- to use simple attacking skills such as dodging to get past a defender

**Compete / Perform**

- to perform using a range of action and body parts with some coordination
- to perform some learnt skills with some control
- to engage in competitive activities and team games

- skills have been taught.
- skills can be used to compose their own sequence to perform.
- learnt skills they can perform with coordination.
- learnt skills they can perform with control.
- the rules for activities and games are.

**Procedural**

**Games**

**Striking and Hitting a Ball**

- to strike or hit a ball with increasing control.
- to learn skills for playing striking and fielding games.
- to position the body to strike a ball.

**Throwing and Catching a Ball**

- to throw different types of equipment in different ways, for accuracy and distance.
- to throw, catch and bounce a ball with a partner.
- to use throwing and catching skills in a game.
- to throw a ball for distance.
- to use hand-eye coordination to control a ball.
- to vary types of throw used.

**Travelling with a ball**

- to bounce and kick a ball whilst moving
- to use kicking skills in a game
- to use dribbling skills in a game

**Passing a Ball**

- to pass the ball in different ways

**Using Spaces**

- to use different ways of travelling at different speeds.
- to follow different pathways, directions or courses.
- to change speed and direction whilst running.
- to begin to choose and use the best space in a game.

**Attacking and Defending**

- to begin to use and understand the terms attacking and defending.
- to use at least one technique to attack or defend to play a game successfully.

**Compete / Perform**

- perform sequences of their own composition with coordination.
- to perform learnt skills with increasing control.



<p>Rules, strategies, and tactics</p> <p>Know what the rules, strategies and tactics are in specific activities</p> <p>Know how to perform the rules, strategies, and tactics in specific activities</p> <p><b>Declarative</b> To know what...</p> <p><b>Procedural</b> To know how...</p>	<p><b>Declarative</b> <u>Dance</u></p> <ul style="list-style-type: none"> <li>- success is in dance.</li> <li>- I need to develop in dance.</li> <li>- key words are important when giving feedback to myself and my peers.</li> </ul> <p><b>Procedural</b> <u>Dance</u></p> <ul style="list-style-type: none"> <li>- to talk about what I have done successfully.</li> <li>- to identify areas I need to develop.</li> <li>- to give constructive feedback to myself and my peers.</li> </ul> <p><b>Declarative</b> <u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>- rules need to be followed when participating in simple games.</li> <li>- success is in gymnastics.</li> <li>- the names of the different skills learnt in gymnastics are.</li> </ul> <p><b>Procedural</b> <u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>- to participate in simple games.</li> <li>- to talk about what they have done.</li> <li>- to talk about what others have done.</li> </ul> <p><b>Declarative</b> <u>Athletics</u></p> <ul style="list-style-type: none"> <li>- rules need to be followed when participating in simple games.</li> <li>- success is in athletics.</li> <li>- the names of the different skills learnt in athletics are.</li> </ul> <p><b>Procedural</b> <u>Athletics</u></p> <ul style="list-style-type: none"> <li>- to participate in simple games.</li> <li>- to talk about what they have done.</li> <li>- to talk about what others have done.</li> </ul> <p><b>Declarative</b> <u>Games</u></p> <ul style="list-style-type: none"> <li>- rules need to be followed when participating in simple games.</li> <li>- vocabulary can be used when talking about what they have done or what others have done.</li> <li>- success is in different sports games</li> <li>- the names of the different skills learnt in games are.</li> </ul>	<p><b>Declarative</b> <u>Dance</u></p> <ul style="list-style-type: none"> <li>- to look out for when watching performances.</li> <li>- vocabulary to use when describing performances.</li> <li>- I need to develop and improve in dance.</li> </ul> <p><b>Procedural</b> <u>Dance</u></p> <ul style="list-style-type: none"> <li>- to use key vocabulary to describe performances I have watched.</li> <li>- to identify what I need to develop and improve in dance.</li> </ul> <p><b>Declarative</b> <u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>- key vocabulary to use when describing performances I have watched.</li> <li>- to look out for when watching performances.</li> <li>- learnt skills can be performed with control.</li> </ul> <p><b>Procedural</b> <u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>- to use key vocabulary to describe performances I have watched.</li> <li>- to begin to perform learnt skills with some control.</li> </ul> <p><b>Declarative</b> <u>Athletics</u></p> <ul style="list-style-type: none"> <li>- to look out for when watching a performance.</li> <li>- key vocabulary can be used when describing performances they have watched.</li> <li>- they need to do to develop and improve in athletics.</li> <li>- skills they are performing well.</li> <li>- the rules for different team games are,</li> <li>- the rules for competitive activities are.</li> <li>- they need to do to work as part of a team.</li> <li>- they need to do to compete against others.</li> </ul> <p><b>Procedural</b> <u>Athletics</u></p> <ul style="list-style-type: none"> <li>- to watch and describe performances.</li> <li>- to begin to say how they could improve.</li> <li>- to engage in competitive activities and team games.</li> </ul> <p><b>Declarative</b> <u>Games</u></p> <ul style="list-style-type: none"> <li>- simple rules need to be followed when playing different games including team games.</li> <li>- they need to do to work as part of a team.</li> <li>- skills they can apply when playing games.</li> <li>- to do when using attacking skills in a game.</li> <li>- to do when using defensive skills in a game.</li> <li>- to do to get past a defender safely.</li> <li>- to do to defend a space safely.</li> <li>- they need to do to take part in a competitive activity.</li> </ul>	<p><b>Declarative</b> <u>Dance</u></p> <ul style="list-style-type: none"> <li>- to look out for when watching performances.</li> <li>- vocabulary to use when describing performances.</li> <li>- I need to develop and improve in dance.</li> <li>- differences there are between their work and that of others.</li> </ul> <p><b>Procedural</b> <u>Dance</u></p> <ul style="list-style-type: none"> <li>- to watch and describe performances and use what they see to improve their own performance.</li> <li>- to talk about the differences between their work and that of others.</li> </ul> <p><b>Declarative</b> <u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>- to look out for when watching performances.</li> <li>- key vocabulary to use when describing performances they have watched.</li> <li>- aspects of other people's performances could be used to improve their own work.</li> <li>- the differences are between their work and that of others.</li> </ul> <p><b>Procedural</b> <u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>- to use key vocabulary to describe performances they have watched and use what they see to improve their own performance.</li> <li>- to talk about the differences between their work and that of others.</li> </ul> <p><b>Declarative</b> <u>Athletics</u></p> <ul style="list-style-type: none"> <li>- to look out for when watching performances.</li> <li>- key vocabulary to use when describing performances they have watched.</li> <li>- aspects of other people's performances could be used to improve their own work.</li> <li>- the differences are between their work and that of others.</li> <li>- they need to do to work as a part of a team.</li> <li>- competing against themselves is.</li> <li>- skills to work on or improve when they are competing against themselves.</li> <li>- they need to do to compete against others.</li> </ul> <p><b>Procedural</b> <u>Athletics</u></p> <ul style="list-style-type: none"> <li>- to watch, describe and use what they see to improve their own performance.</li> <li>- to talk about the differences between their work and that of others.</li> <li>- to compete against self and others.</li> </ul> <p><b>Declarative</b> <u>Games</u></p> <ul style="list-style-type: none"> <li>- they need to do to work as a part of a team.</li> <li>- competing against themselves is.</li> <li>- they need to do to compete against others.</li> <li>- the rules are for different games.</li> <li>- the importance of rules are within a game.</li> <li>- techniques need to be used to successfully attack or defend in a game.</li> <li>- to look out for when watching performances.</li> <li>- key vocabulary to use when describing performances they have watched.</li> </ul>
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	<p><b>Procedural Games</b></p> <ul style="list-style-type: none"> <li>- to follow simple rules</li> <li>- to participate in simple games</li> <li>- to talk about what they have done</li> <li>- to talk about what others have done</li> </ul>	<ul style="list-style-type: none"> <li>- the rules are when taking part in competitive activities.</li> <li>- to look out for when watching a performance.</li> <li>- key vocabulary can be used to describe performances they have watched.</li> <li>- they have done well in a performance.</li> <li>- they need to develop and improve in games.</li> </ul> <p><b>Procedural Games</b></p> <ul style="list-style-type: none"> <li>- follow simple rules to play games, including team games</li> <li>- to use simple attacking skills such as dodging to get past a defender.</li> <li>- to use simple defensive skills such as marking a player or defending a space.</li> <li>- to engage in competitive activities and team games.</li> <li>- to watch and describe performances.</li> <li>- to begin to say how they could improve.</li> </ul>	<ul style="list-style-type: none"> <li>- aspects of other people's performances could be used to improve their own work.</li> <li>- the differences are between their work and that of others.</li> </ul> <p><b>Procedural Games</b></p> <ul style="list-style-type: none"> <li>- to compete against self and others</li> <li>- to understand the importance of rules in games.</li> <li>- to use at least one technique to attack or defend to play a game successfully.</li> <li>- to watch and describe performances, and use what they see to improve their own performance.</li> <li>- to talk about the differences between their work and that of others.</li> </ul>
<p><b>Healthy participation</b></p> <p>Know what health and fitness mean in context, including what to do to improve and factors affecting participation</p> <p>Know how to participate in different activities</p> <p><b>Declarative</b></p> <p><b>To know what...</b></p> <p><b>Procedural</b></p> <p><b>To know how...</b></p>	<p><b>Declarative</b></p> <ul style="list-style-type: none"> <li>- the body feels like when still and when exercising.</li> </ul> <p><b>Procedural</b></p> <ul style="list-style-type: none"> <li>- to describe how the body feels when still and when exercising.</li> </ul>	<p><b>Declarative</b></p> <ul style="list-style-type: none"> <li>- the body feels like before, during and after exercise.</li> <li>- the rules are for carrying and placing equipment safely.</li> </ul> <p><b>Procedural</b></p> <ul style="list-style-type: none"> <li>- to describe how the body feels like before, during and after exercise.</li> <li>- to carry and place equipment safely.</li> </ul>	<p><b>Declarative</b></p> <ul style="list-style-type: none"> <li>- the body feels like before, during and after exercise.</li> <li>- I need to do to stay healthy.</li> </ul> <p><b>Procedural</b></p> <ul style="list-style-type: none"> <li>- to recognise and describe how the body feels like before, during and after exercise.</li> <li>- to explain what I need to stay healthy.</li> </ul>
<p>Vocabulary</p>	<p><b>Dance</b></p> <p>Travelling - slither, gallop, shuffle, roll, crawl Actions - lead, follow copy Body parts Co-operation - share, wait, before, after. Direction - forwards, backwards Feeling - happy, excited, sad Body actions e.g. stretching, curling, reaching, twisting, turning Movement - strong, gentle, heavy, floppy Space - between, through, above.</p> <p><b>Games</b></p> <p>Walking Running Throwing Fast slow Catching Rolling Space Pushing Patting Kicking Bounce Control Co-ordination Bounce Body parts</p> <p><b>Gymnastic</b></p> <p>Straight, Pike, Tuck, Straddle, Star, Shape, Curl, Roll, Position, Body parts, Travel Balance Jump</p> <p><b>Athletics</b></p> <p>Walk run jump throw underarm roll balance landing</p>	<p><b>Dance</b></p> <p>Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Rhythm Co-ordination Pattern Stimulus Copy Health and fitness - warm up/ cool down</p> <p><b>Games</b></p> <p>Running Jumping Rolling Striking Throwing Bouncing Catching Space Opposite team Speed Direction Passing Controlling Shooting Scoring Co-ordination Participate Health and fitness - warm up/ cool down</p> <p><b>Gymnastic</b></p> <p>stretch balance tension zig-zag travelling jumping climbing repeat sequence space perform adapt direction speed levels Shapes - Pike Star Straddle Straight Tuck Landing Health and fitness - warm up/ cool down</p> <p><b>Athletics</b></p> <p>Balance Hopping Jog Mobility Obstacle Overarm throw Relay Speed Sprint Run Take-off and landing Underarm Overarm</p>	<p><b>Dance</b></p> <p>Movement Control Speed Level Sequence Unison Cannon Travel and stillness - gallop, skip, jump, hop, bounce spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Rhythm Co-ordination Pattern Stimulus Health and fitness - warm up/ cool down</p> <p><b>Games</b></p> <p>Avoiding Accuracy Tracking a ball Rolling Striking Overarm throw Chest pass Bounce pass Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring Participate Co-ordination Technique Combinations Rules Tactics Health and fitness - warm up/ cool down</p> <p><b>Gymnastic</b></p> <p>Speed Compose Movements Position Extend Travel Combinations Demonstrate Repeat Create Stretch Point Balance Level Tension Smooth Sequence Shapes - pike, star, straddle, top to toe, tuck Health and fitness - warm up/ cool down</p> <p><b>Athletics</b></p> <p>Balance Direction Distance Hurdle Obstacle Power Relaxed Relay Speed Swing Jump Long jump Throw Underarm throw Overarm throw Jogging Sprinting Running Pace Distance Accuracy Obstacles</p>