

Dothill Progression Mapping



Physical Education

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year Three	Year Four
	Net and wall games - fundamentals Gymnastics - movement Invasion Games - football Dance - extreme earth Dodgeball Athletics	Invasion Games - tag rugby Striking & Fielding - Cricket Outdoor Adventurous Activities Gymnastics - Shape and balance Dance - Romans Athletics
<p>Motor competence</p> <p>Know what safe and effective movements look like in specific activities</p> <p>Know how to perform safe and effective movements</p> <p>Declarative To know what...</p> <p>Procedural</p> <p>...</p>	<p>Declarative <u>Dance</u></p> <ul style="list-style-type: none"> - improvisation is. - a simple dance using improvisation looks like. - stimulus is. - dance moves are appropriate when creating a short motif inspired by a stimulus. - movements can be compared or adapted to create a larger sequence. - simple dance vocabulary can be used to compare and improve work. - rhythm is. - expression is. - rhythm and expression looks like in a performance of dance. - actions can be developed to improve the quality of their performances. - learnt skills and techniques have been taught to perform them with control and confidence. - competing against themselves and others in a controlled manner looks like. <p>Procedural <u>Dance</u></p> <ul style="list-style-type: none"> - to improvise with a partner to create a simple dance. - to create motifs from different stimuli. - to begin comparing and adapting dance movements and motifs to create a larger sequence. - to use simple dance vocabulary to compare and improve work. - to perform with some awareness of rhythm and expression. - to develop the quality of the actions in their performances. - to perform learnt skills and techniques with control and confidence. - to compete against self and others in a controlled manner. <p>Declarative <u>Gymnastics</u></p> <ul style="list-style-type: none"> - ideas can be used to compose a movement sequence independently or with others. - effect linking combinations of actions of different directions, speeds and levels has on a performance. - performing with confidence looks like. - to do to develop the quality of their actions, shapes and balances. - moving with coordination, care and control looks like. - the importance of moving with coordination, care and control is. - skills are needed to move with coordination, control and care. - a range of different turns are. 	<p>Declarative <u>Dance</u></p> <ul style="list-style-type: none"> - movement patterns and actions can be repeated in a chosen dance style. - composing is. - types of dances, reflect different chosen dance styles. - improvisation is. - improvisation looks like when working independently or with a partner. - dance moves can be extended to compose longer dance sequences in a small group. - precision and some control looks like when responding to stimuli. - varying dynamics and developing actions and motifs look like when responding to stimuli. - rhythm is. - spatial awareness is. - parts of a dance can be changed as a result of self evaluation. - simple dance vocabulary can be used when comparing and improving work. - fluency and expression looks like when performing and creating sequences. - skills and techniques can be applied with accuracy and control when performing. <p>Procedural <u>Dance</u></p> <ul style="list-style-type: none"> - to identify and repeat the movement patterns and actions of a chosen dance style. - to compose a dance that reflects the chosen dance style. - to confidently improvise with a partner or on their own. - to compose longer dance sequences in a small group. - to demonstrate precision and some control in response to stimuli. - to begin to vary dynamics and develop actions and motifs in response to stimuli. - to demonstrate rhythm and spatial awareness. - to change parts of a dance as a result of self-evaluation. - to compare and improve work using simple dance vocabulary. - to perform and create sequences with fluency and expression. - to perform and apply skills and techniques with control and accuracy. <p>Declarative <u>Gymnastics</u></p> <ul style="list-style-type: none"> - actions fit different themes. - actions can be sequenced to fit a theme. - effect altering the direction and levels of their actions can have on a sequence. - moving with clarity, fluency and expression looks like. - to do in a performance to change their direction, speed and level. - different ways they can travel. - flight is in travelling movements.

- different turns can be used whilst travelling in different ways.
- a range of different jumps are.
- jumps can be used when composing a sequence.
- a vault is used for.
- movements can be performed using a vault.
- interesting body shapes can be created with control and confidence.
- parts of the body they need to use to create interesting body shapes whilst holding a balance with control and confidence.
- flexibility in movements looks like.
- they need to do to enable their movements to be flexible.
- they need to do to develop the quality of their actions in a performance.
- actions need to be developed to ensure good quality performances.
- can be adapted in their actions to improve the quality of their performance.
- skills and techniques have been learnt.
- skills and techniques they can perform with control and confidence.
- competing against themselves looks like.
- competing against others in a controlled manner looks like.

Rolls

- a crouched forward roll is.
- a crouched forward roll looks like.
- position their body needs to be in to perform a crouched forward roll.
- a forward roll is.
- a forward roll from standing looks like.
- they need to do with their body to perform a forward roll from standing.
- a tucked backward roll is.
- position their body needs to be in to perform a tucked backward roll.
- a tucked backward roll looks like.

Jumps

- a straight jump looks like.
- a tuck jump looks like.
- a jumping jack looks like.
- a star jump looks like.
- a straddle jump looks like.
- a pike jump looks like.
- a straight jump half-turn looks like.
- a cat leap looks like.
- position their body needs to be in to perform different jumps.
- they need to do with their arms and legs when performing different jumps.
- a safe landing looks like when performing jumps.

Vault

- a hurdle step onto a springboard looks like.
- a squat on a vault looks like.
- a star jump off a vault looks like.
- a tuck jump off a vault looks like.
- a straddle jump off a vault looks like.
- a pike jump off a vault looks like.
- to do with their body to ensure balance on the vault.
- the importance of a safe landing off a vault is.
- position their body needs to be in when performing different movements or jumps on a vault.
- their body needs to do when performing different movements or jumps on a vault.

Handstands, Cartwheels and Round-offs

- a handstand looks like.
- a lunge into a handstand looks like.
- To know which muscles in the body are needed to perform a handstand.
- a cartwheel is.
- a cartwheel looks like.
- to do with their arms and legs when performing a handstand or cartwheel.

- body parts can be used to balance.
- position, placement and alignment body parts need to be in to improve balances.
- equipment can be used with the vault.
- equipment can be used in different ways on the vault.
- their centre of gravity is.
- effect their centre of gravity has on their balance.
- positions change their centre of gravity.
- balances are affected when the position of their body changes their centre of gravity.
- techniques can be used when travelling, balancing and using equipment.
- good techniques for travelling, balancing and using equipment looks like.
- to do to develop their strength, technique and flexibility throughout a performance.
- fluency and expression looks like in a performance.
- skills they need to create and perform a sequence with fluency and expression.
- skills and techniques can be performed with control and accuracy.
- they need to work on to develop control and accuracy when performing skills and techniques.

Rolls

- a forward roll is.
- to do to perform a forward roll from standing,
- position their body needs to be in to perform a forward roll from standing.
- a straddle forward roll is.
- a straddle forward roll looks like.
- their legs need to do to perform a straddle forward roll.
- a tucked backward roll is.
- position their body needs to be in to perform a tucked backward roll.
- a tucked backward roll looks like.
- a backward roll to straddle is.
- a backward roll to straddle looks like.
- their legs need to do to perform a backward roll to straddle.

Jumps

- a straight jump looks like.
- a tuck jump looks like.
- a jumping jack looks like.
- a star jump looks like.
- a straddle jump looks like.
- a pike jump looks like.
- a straight jump half-turn looks like.
- a straight jump full-turn looks like.
- a cat leap looks like.
- a cat leap half-turn looks like.
- position their body needs to be in to perform different jumps.
- they need to do with their arms and legs when performing different jumps.
- a safe landing looks like when performing jumps.

Vault

- a hurdle step onto a springboard looks like.
- a squat on a vault looks like.
- a straddle on a vault looks like.
- a star jump off a vault looks like.
- a tuck jump off a vault looks like.
- a straddle jump off a vault looks like.
- a pike jump off a vault looks like.
- to do with their body to ensure balance on the vault.
- the importance of a safe landing off a vault is.
- position their body needs to be in when performing different movements or jumps on a vault.
- their body needs to do when performing different movements or jumps on a vault.

Handstands, Cartwheels and Round-offs

- a lunge is.
- a lunge looks like.

- position their body needs to be in when performing a handstand or cartwheel.
- to do to perform these movements safely.
- Travelling and Linking Actions**
- a tiptoe, step, jump and hop looks like.
- their feet need to do when performing this sequence of steps.
- a hopscotch looks like.
- skipping looks like.
- chassis steps look like.
- a straight jump half-turn looks like.
- a cat leap looks like.
- they need to do with their body to perform these different movements and actions.
- position their body needs to be in to perform these different movements and actions.
- direction they need to be looking in when performing these different movements or actions.
- parts of the body are being used to perform these movements or actions.
- Shapes and Balances**
- large and small body parts can be used for balancing including standing and kneeling balances.
- balancing on apparatus looks like.
- balances can be done on apparatus.
- they need to do to ensure they are balancing on apparatus safely.
- matching and contrasting means.
- matching balances look like when working with a partner.
- contrasting balances look like when working with a partner.
- pike, tuck, star and straddle shapes look like.
- front and back support look like.
- position their body needs to be in to perform these shapes and balances.
- parts of the body are needed to perform these shapes and balances.

Procedural

Gymnastics

- to choose ideas to compose a movement sequence independently and with others.
- to link combinations of actions with increasing confidence, including changes of direction, speed or level.
- to develop the quality of their actions, shapes and balances.
- to move with coordination, control and care.
- to use turns whilst travelling in a variety of ways.
- to use a range of jumps in their sequences.
- to begin to use equipment to vault.
- to create interesting body shapes while holding balances with control and confidence.
- to begin to show flexibility in movements.
- to develop the quality of the actions in their performances.
- to perform learnt skills and techniques with control and confidence.
- to compete against self and others in a controlled manner.

Rolls

- to do a crouched forward roll.

- a handstand looks like.
- a lunge into a handstand looks like.
- To know which muscles in the body are needed to perform a lunge into a handstand.
- a cartwheel is.
- a cartwheel looks like.
- to do with their arms and legs when performing a handstand or cartwheel.
- a lunge into a cartwheel looks like.
- position their body needs to be in when performing a lunge into a cartwheel.
- To know which muscles in the body are needed to perform a lunge into a cartwheel.
- to do to perform these movements safely.

Travelling and Linking Actions

- a tiptoe, step, jump and hop looks like.
- their feet need to do when performing this sequence of steps.
- a hopscotch looks like.
- skipping looks like.
- chassis steps look like.
- a straight jump half-turn looks like.
- a straight-jump full-turn looks like.
- a cat leap looks like.
- a cat leap half-turn looks like.
- a pivot is.
- a pivot looks like.
- they need to do with their body to perform these different movements.
- position their body needs to be in to perform these different movements.
- direction they need to be looking in when performing these different movements.
- parts of the body are being used to perform these movements or actions.

Shapes and Balances

- large and small body parts can be used for balancing including standing and kneeling balances.
- 1,2,3 and 4 point balances are.
- parts of the body can be used to perform 1,2,3 and 4 point balances.
- balancing on apparatus looks like.
- balances can be done on apparatus.
- they need to do to ensure they are balancing on apparatus safely.
- balances they can perform with a partner.
- balances they can perform against a partner.
- pike, tuck, star and straddle shapes look like.
- front and back support look like.
- position their body needs to be in to perform these shapes and balances.
- parts of the body are needed to perform these shapes and balances.

Procedural

Gymnastics

- to create a sequence of actions that fit a theme.
- to use an increasing range of actions, directions and levels in their sequences.
- to move with clarity, fluency and expression.
- to show changes of direction, speed and level during a performance.
- to travel in different ways, including using flight.
- to improve the placement and alignment of body parts in balances.
- to use equipment to vault in a variety of ways.
- to carry out balances, recognising the position of their centre of gravity and how this affects the balance.
- to begin to develop good technique when travelling, balancing and using equipment.
- to develop strength, technique and flexibility throughout performances.
- to perform and create sequences with fluency and expression.
- to perform and apply skills and techniques with control and accuracy.

Rolls

- to do a forward roll from standing

- to do a forward roll from standing.
- to do a tucked backward roll.

Jumps

- to do a straight jump.
- to do a tuck jump.
- to do a jumping jack.
- to do a star jump.
- to do a straddle jump.
- to do a pike jump.
- to do a straight jump half-turn.
- to do a cat leap.

Vault

- to do hurdle steps onto a springboard.
- to do a squat on a vault.
- to do a star jump off a vault.
- to do a tuck jump off a vault.
- to do a straddle jump off a vault.
- to do a pike jump off a vault.

Handstands, Cartwheels and Round-offs

- to do a handstand
- to do a lunge into a handstand.
- to do a cartwheel.

Travelling and Linking Actions

- to do a tiptoe, step, jump and hop.
- to do a hopscotch.
- to do skipping
- to do chassis steps.
- to do a straight jump half turn.
- to do a cat leap.

Shapes and Balances

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

Declarative

Athletics

Running

- effect different running techniques can have on their performance.
- muscles in the body are used when running or sprinting.
- impact their arm and leg action has on the effectiveness of sprinting techniques.
- to focus on when improving a sprinting technique.
- to do to enable them to combine running with jumping over hurdles.
- to focus on when running over hurdles.
- a trail leg action is when running over hurdles.
- lead leg action is when running over hurdles.
- muscles in the body need to be engaged when jumping over hurdles.
- the importance of adjusting their running is.

Jumping

- to do with their feet when taking off and landing with one or two feet.

- to do a straddle forward roll
- to do a tucked backward roll
- to do a backward roll to straddle

Jumps

- to do a straight jump.
- to do a tuck jump
- to do a jumping jack
- to do a star jump
- to do a straddle jump
- to do a pike jump
- to do a straight jump half-turn
- to do a straight jump full-turn
- to do a cat leap
- to do a cat leap half-turn

Vault

- to do a hurdle step onto springboard
- to do a squat on a vault
- to do a straddle on a vault
- to do a star jump off a vault
- to do a tuck jump off a vault
- to do a straddle jump off a vault
- to do a pike jump off a vault

Handstands, Cartwheels and Round-offs

- to do a lunge into a handstand
- to do a lunge into a cartwheel

Travelling and Linking Actions

- to do a tiptoe, step, jump and hop
- to do a hopscotch
- to do skipping
- to do chassis steps
- to do a straight jump half turn
- to do a straight jump full turn
- to do a cat leap
- to do a cat leap half turn
- to do a pivot

Shapes and Balances

- to do 1, 2, 3 and 4-point balances
- to do balances on apparatus
- to do balances with and against a partner
- to do pike, tuck, star, straight, straddle shapes
- to do front and back support

Declarative

Athletics

Running

- techniques can be used for sprinting.
- muscles in the body are engaged when sprinting.
- skills need to be developed to confidently improve their sprinting techniques.
- an effective sprint finish looks like.
- skills they need to use to carry out an effective sprint finish.
- a relay is.
- skills they need to use and apply in a relay.
- a good technique is for baton changeover in a relay.
- skills they need to use and apply to perform a good baton changeover technique.
- their body needs to do to change the speed of their sprint smoothly.
- to do to speed up smoothly when running or sprinting.

- an effective take off for the standing long jump looks like.
- position their body needs to be in to develop an effective take-off for the standing long jump.
- a flight phase is for the standing long jump.
- position their body needs to be in to develop an effective flight phase for the standing long jump.
- muscles in their body need to be used when developing their flight phase for the standing long jump.
- a safe and controlled landing looks like.
- they need to do with their feet to land safely and with control.
- the importance of a safe and controlled landing is.

Throwing

- to do to throw with greater control and accuracy.
- position their arm and body needs to be in to throw with greater control and accuracy.
- an overarm throw looks like.
- skills can help to show increasing control in their overarm throw.
- they need to do with the position of their body to perform a controlled overarm throw.
- a push throw is.
- a push throw looks like.
- techniques they have learnt for throwing.
- throw is most effective for increased distance.
- they need to work on to develop techniques for throwing for distance.

Compete / Perform

- skills and techniques have been taught
- skills and techniques they can perform with control and confidence.
- they need to do to work as a part of a team.
- competing against themselves is.
- skills to work on or improve when they are competing against themselves.
- they need to do to compete against others in a controlled manner.

Procedural

Athletics

Running

- to identify and demonstrate how different techniques can affect their performance.
- to focus on their arm and leg action to improve their sprinting technique.
- to begin to combine running with jumping over hurdles.
- to focus on trail leg and lead leg action when running over hurdles.
- to understand the importance of adjusting running

Jumping

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

Throwing

- to throw with greater control and accuracy.
- to show increasing control in their overarm throw.
- to perform a push throw.
- to continue to develop techniques to throw for increased distance.

Compete / Perform

- to perform learnt skills and techniques with control and confidence
- to compete against self and others in a controlled manner.

Declarative

Games

Striking and Hitting a Ball

- skills are needed for hitting and striking a ball.

- to do to slow down smoothly when running or sprinting.

Jumping

- a hop, step and jump is.
- to do to combine a hop, step and jump.
- their feet, legs and arms need to be doing to do a hop, step and jump.
- a standing triple jump looks like.
- they need to do to combine a hop, step and jump to perform the standing triple jump.
- a safe and controlled landing looks like.
- they need to do with their legs and feet to land safely and with control.
- the importance of a safe and controlled landing is.
- to do to begin measuring the distance they have jumped.
- can be used to measure the distance they have jumped.
- point they start and finish measuring when beginning to measure the distance they have jumped.

Throwing

- a pull throw is.
- a pull throw looks like.
- they need to do to perform a pull throw.
- position their body needs to be in when performing a pull throw.
- to do to measure the distance of their throws.
- can be used to measure the distance of their throws.
- point they start and finish measuring when beginning to measure the distance of their throws.
- techniques they have learnt for throwing.
- throw is most effective for increased distance.
- they need to work on to develop techniques for throwing for distance.
- they can do to develop their techniques for throwing at increased distance.

Compete/Perform

- skills and techniques have been taught
- skills and techniques they can perform with control and accuracy.
- competitive games and activities are.
- skills they need to use when taking part in competitive games and activities.

Procedural

Athletics

Running

- to confidently demonstrate an improved technique for sprinting.
- to carry out an effective sprint finish.
- to perform a relay, focusing on the baton changeover technique.
- to speed up and slow down smoothly.

Jumping

- to learn how to combine a hop, step and jump to perform the standing triple jump.
- to land safely and with control.
- to begin measuring the distance they have jumped.

Throwing

- to perform a pull throw.
- to measure the distance of their throws.
- to continue to develop techniques to throw for increased distance.

Compete / Perform

- to perform and apply skills and techniques with control and accuracy.
- to take part in a range of competitive games and activities,

Declarative

Games

Striking and Hitting a Ball

- skills are needed for hitting an object using equipment.

- successful hitting and striking looks like.
- they need to do to be successful in hitting and striking a ball.
- technique should be used when batting in a game.
- they need to do to bat correctly.
- technique should be used to strike a ball for distance.
- position their body needs to be in to strike a ball for distance.

Throwing and Catching a Ball

- throwing and catching with control and accuracy looks like.
- techniques they need to use to throw and catch with control and accuracy.
- the correct technique for catching a ball is.
- ball catching techniques can be used in a game.
- they need to do to catch a ball accurately, with control.
- skills they need to apply to catch a ball with control and accuracy.
- gathering is.
- gathering looks like.
- skills are needed to gather a ball with control and accuracy.
- they need to do with their hands to enable them to catch a ball accurately.
- techniques need to be used when throwing a ball.
- ways a ball can be thrown (e.g. high, low, fast or slow)
- bowling is.
- an overarm throw is.
- an overarm throw looks like.
- muscles are needed to perform an overarm throw.
- they need to do bowl overarm safely and effectively.

Travelling with a Ball

- they need to do to vary the way in which they move with a ball.
- the importance of being able to move with a ball in different ways is.
- ways they can move with a ball.
- they can do to have control over the ball when moving in different ways.
- ways of travelling with a ball are appropriate for different games.

Passing a Ball

- ways they can pass a ball in different ways.
- they need to do to pass a ball successfully.
- skills they need to use to pass a ball successfully in a game situation.
- different ways a ball can be passed successfully in different game situations.

Possession

- working as a team looks like.
- skills they need to use to work as a team successfully.
- they need to do to keep the possession of a ball in a team game.
- they need to do to win back possession of a ball in a team game.
- skills they need to use to keep or win back possession of the ball in a team game.

Using Space

- working as a team looks like.
- they need to do as part of a team to support their teammates.
- useful space in a game looks like.
- useful space in a game can be used to support teammates.

Attacking and Defending

- simple attacking and defending skills can be used in a game.
- skills are needed to attack in a game.
- skills are needed to defend in a game.
- the purpose of attacking and defending in a game is.
- fielding is.
- fielding skills can be used to stop a ball from travelling past them.
- fielding skills they have been taught.

Compete / Perform

- they need to do to develop the quality of their actions in a performance.
- to look out for to help them identify which actions need developing.

- they need to do to accurately use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with control.
- position their body needs to be in to accurately use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with control.
- serving is when playing games.
- an underarm serve is.
- an underarm serve looks like.
- they need to do to accurate serve underarm.
- a rally is.
- the importance of communicating with a partner is.
- they need to do to build a rally with a partner.
- skills they need to use and apply to build a rally with a partner.
- different shots they have been taught.
- shots can be used in a game situation.
- shots are appropriate in different game situations.
- hand-eye coordination is.
- the importance of hand-eye coordination is.
- to do to ensure they are using hand-eye coordination to strike a moving and a stationary ball.
- skills have been taught to enable them to strike a moving or stationary ball.

Throwing and Catching a Ball

- skills they have been previously taught to throw a ball.
- skills they have been previously taught to catch a ball.
- they need to do to develop the different ways of throwing and catching.
- techniques they can develop for throwing and catching in different ways.

Travelling with a Ball

- ways they can move with a ball.
- techniques they have been previously taught to move with a ball.
- they need to do to develop their control and fluency of a range of techniques when moving with a ball.

Passing a Ball

- ways they can pass a ball.
- skills and techniques they have previously been taught to pass a ball.
- to do to increase speed when passing a ball.
- to do to increase accuracy when passing a ball.
- skills need to be developed to improve speed and accuracy when passing a ball to increase success in a game situation.

Possession

- they can do to occasionally contribute towards helping their team
- they can do to help their team keep and win back possession the ball in a team game.
- the importance of communication is when working as a team.
- skills can be applied to work well as a team in a team game.

Using Space

- to look out for in a game to make the best use of the space to pass and receive a ball.
- useful space in a game looks like.
- taught skills can be used and applied to make the best use of space when passing and receiving the ball in a game.

Attacking and Defending

- attacking and defending skills have been previously taught.
- attacking and defending skills can be used in a game.
- attacking and defending techniques can be used in a game.
- fielding skills have been previously taught.
- the role of a fielding player is.
- fielding skills and techniques they can use and apply when fielding in a game to prevent a player from scoring.

Compete/Perform

- skills and techniques have been taught.
- learnt skills and techniques can be performed with control and accuracy.
- skills or techniques they need to work on to improve their control and accuracy.
- a competitive game or activity is.
- skills they need to apply to compete in competitive games and activities.

- skills and techniques have been taught.
- learnt skills and techniques can be performed with control and confidence.
- competing against themselves means.
- they need to do to work as a part of a team.
- skills to work on or improve when they are competing against themselves.
- they need to do to compete against others in a controlled manner.

Procedural

Games

Striking and Hitting a Ball

- to demonstrate successful hitting and striking skills.
- to develop a range of skills in striking (and fielding where appropriate).
- to practise the correct batting technique and use it in a game.
- to strike the ball for distance.

Throwing and Catching a Ball

- to throw and catch with greater control and accuracy.
- to practise the correct technique for catching a ball and use it in a game.
- to perform a range of catching and gathering skills with control.
- to catch with increasing control and accuracy.
- to throw a ball in different ways (e.g. high, low, fast or slow).
- to develop a safe and effective overarm bowl.

Travelling with a Ball

- to move with the ball in a variety of ways with some control.
- to use two different ways of moving with a ball in a game.

Passing a Ball

- to pass the ball in two different ways in a game situation with some success.

Possession

- to keep and win back possession of the ball in a team game.

Using Space

- to find a useful space and get into it to support teammates.

Attacking and Defending

- to use simple attacking and defending skills in a game.
- to use fielding skills to stop a ball from travelling past them.

Compete / Perform

- to develop the quality of the actions in their performances.
- to perform learnt skills and techniques with control and confidence.
- to compete against self and others in a controlled manner.

Procedural

Games

Striking and Hitting a Ball

- to use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.
- to accurately serve underarm.
- to build a rally with a partner.
- to use at least two different shots in a game situation.
- to use hand-eye coordination to strike a moving and a stationary ball.

Throwing and Catching a Ball

- to develop different ways of throwing and catching.

Travelling with a Ball

- to move with the ball using a range of techniques, showing control and fluency.

Passing a Ball

- to pass the ball with increasing speed, accuracy and success in a game situation.

Possession

- to occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.

Using Space

- to make the best use of space to pass and receive the ball

Attacking and Defending

- to use a range of attacking and defending skills and techniques in a game.
- to use fielding skills as an individual to prevent a player from scoring.

Compete / Perform

- to perform and apply skills and techniques with control and accuracy.
- to take part in a range of competitive games and activities.

Declarative

Outdoor adventurous activities

Trails

- orientating is.
- they need to do to orientate themselves with accuracy around a short trail.
- skills are needed to orientate themselves around a short trail.
- physical challenges might look like.
- they need to do to create a short trail for others with a physical challenge.
- the features of an orienteering course are.

Problem Solving

- the importance of communication is when working with other people in a team or other teams in an activity.
- they need to do to communicate with other people in a team.
- roles can be taken on within a team.
- skills are required to succeed at different roles within a team.
- they need to do to take on a range of roles successfully within a team.
- a key is.
- the meaning of a key is in the context of the environment.

Preparation and Organisation

- equipment can be used to create and complete an activity.
- a range of equipment can be used for to complete or create an activity.

- they need to consider to enable them to make an informed decision on the best equipment to use for an activity.
- they need to do to plan or organise a trail that others can follow.
- skills and knowledge they need to use and apply to plan or organise a trail that others can follow.
- to do to plan and organise a trail that others can follow.

Communication

- the importance of communicating with others is.
- they need to do to communicate with others successfully and effectively.
- working as part of a team requires.
- they need to do to work as part of a team.
- skills they need to apply to work as part of a team successfully.
- the importance of being able to work as part of a team is.
- skills are needed to begin using a map.
- they need to do to use a map to complete an orienteering course.

Compete and Perform

- an orienteering course is.
- they need to do to complete an orienteering course more than the once
- skills and techniques can be used to begin to identify ways of improving completion time.
- key vocabulary can be used to evaluate their personal performances and activities.
- they need to think about when evaluating their personal performances and activities
- skills or techniques they need to work on to start improving their trails to increase the challenge of the course.

Procedural

Outdoor adventurous activities

Trails

- to orientate themselves with accuracy around a short trail.
- to create a short trail for others with a physical challenge
- to start to recognise features of an orienteering course.

Problem solving

- to communicate clearly with other people in a team, and with other teams.
- take on a range of roles with a team and begin to identify the key skills required to succeed at each.
- to associate the meaning of a key in the context of the environment.

Preparation and Organisation

- to explore a range of equipment to create and complete an activity.
- to make an informed decision on the best equipment to use for an activity.
- to plan and organise a trail that others can follow.

Communication

- to communicate clearly with others.
- to work as part of a team.
- to begin using a map to complete an orienteering course.

Compete and Perform

- to complete an orienteering course more than the once and begin to identify ways of improving completion time.
- to offer an evaluation of both personal performances and activities.
- to start to improve trails to increase the challenge of the course.

Rules, strategies, and tactics

Know what the rules, strategies and tactics are in specific activities

Know how to perform the rules, strategies, and tactics in specific activities

Declarative To know what...

Procedural

...

Declarative

Dance

- to look out for when watching performances.
- vocabulary to use when describing or evaluating the effectiveness of a performance.
- vocabulary to use when describing how their performance has improved over time.

Procedural

Dance

- to watch, describe and evaluate the effectiveness of a performance.
- to describe how their performance has improved over time.

Declarative

Gymnastics

- to look out for when watching performances.
- vocabulary to use when describing or evaluating the effectiveness of a performance.
- vocabulary to use when describing how their performance has improved over time.

Procedural

Gymnastics

- to watch, describe and evaluate the effectiveness of the performance.
- to describe how their performance has improved over time.

Declarative

Athletics

- they need to do to work as a part of a team.
- competing against themselves is.
- skills to work on or improve when they are competing against themselves.
- they need to do to compete against others in a controlled manner.
- to look out for when watching performances.
- vocabulary to use when describing or evaluating the effectiveness of a performance.
- vocabulary to use when describing how their performance has improved over time.

Procedural

Athletics

- to compete against self and others in a controlled manner
- to watch, describe and evaluate the effectiveness of the performance.
- to describe how their performance has improved over time.

Declarative

Games

- the rules are for different games.
- they need to do to apply and follow game rules fairly.
- an invasion game is.
- the basic principles of invasion games are.
- the rules for different invasion games are.
- they need to do to apply the basic principles of invasion games.
- skills they need to use for invasion games.
- makes a striking and fielding game fair.
- they need to do to ensure they play striking and fielding games fairly.
- they need to do to be part of a team.
- competing against themselves is.
- skills to work on or improve when they are competing against themselves.
- they need to do to compete against others in a controlled manner.
- to look out for when watching performances.
- vocabulary to use when describing or evaluating the effectiveness of a performance.

Declarative

Dance

- to look out for when watching performances.
- vocabulary can be used when describing and evaluating the effectiveness of performances.
- suggestions can be made when giving ideas for improvements.
- impact modifying their use of skills or techniques will have when aiming to achieve a better result.

Procedural

Dance

- to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- to modify their use of skills or techniques to achieve a better result.

Declarative

Gymnastics

- to look out for when watching performances.
- vocabulary can be used when describing and evaluating the effectiveness of performances.
- suggestions can be made when giving ideas for improvements.
- impact modifying their use of skills or techniques will have when aiming to achieve a better result.

Procedural

Gymnastics

- to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- to modify their use of skills or techniques to achieve a better result.

Declarative

Athletics

- the rules are for a range competitive games and activities.
- skills and techniques need to be used to take part in a range of competitive games and activities.
- to look out for when watching performances.
- vocabulary can be used when describing and evaluating the effectiveness of performances.
- suggestions can be made when giving ideas for improvements.
- impact modifying their use of skills or techniques will have when aiming to achieve a better result.

Procedural

Athletics

- to take part in a range of competitive games and activities.
- to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- to modify their use of skills or techniques to achieve a better result.

Declarative

Games

- the rules are for different games.
- tactics are used in different games.
- they need to do to vary they tactics they use in a game.
- adapting the rules does to alter a game.
- competitive games and activities are.
- skills and techniques need to be used to take part in a range of competitive games and activities.
- to look out for when watching performances.
- vocabulary can be used when describing and evaluating the effectiveness of performances.
- suggestions can be made when giving ideas for improvements.
- impact modifying their use of skills or techniques will have when aiming to achieve a better result.

	<p>- vocabulary to use when describing how their performance has improved over time.</p> <p>Procedural Games</p> <ul style="list-style-type: none"> - to apply and follow rules fairly. - to understand and begin to apply the basic principles of invasion games. - to play a striking and fielding game fairly. - to compete against self and others in a controlled manner - to watch, describe and evaluate the effectiveness of the performance. - to describe how their performance has improved over time. 	<p>Procedural Games</p> <ul style="list-style-type: none"> - to vary the tactics they use in a game. - to adapt rules to alter games. - to take part in a range of competitive games and activities - to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - to modify their use of skills or techniques to achieve a better result. <p>Declarative Outdoor adventurous activities</p> <ul style="list-style-type: none"> - to look out for when watching performances. - vocabulary can be used when describing and evaluating the effectiveness of performances. - suggestions can be made when giving ideas for improvements. - impact modifying their use of skills or techniques will have when aiming to achieve a better result. <p>Procedural Outdoor adventurous activities</p> <ul style="list-style-type: none"> - to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - to modify their use of skills or techniques to achieve a better result.
<p>Healthy participation</p> <p><small>Know what health and fitness mean in context, including what to do to improve and factors affecting participation</small></p> <p><small>Know how to participate in different activities</small></p> <p>Declarative To know what...</p> <p>Procedural</p> <p>...</p>	<p>Declarative</p> <ul style="list-style-type: none"> - effects exercise has on my body. - makes strength and flexibility important in physical activity. - makes a warm up and a cool down important. <p>Procedural</p> <ul style="list-style-type: none"> - to recognise and describe the effects of exercise on the body. - to explain the importance of strength and flexibility for physical activity. - to explain why it is important to warm up and cool down. 	<p>Declarative</p> <ul style="list-style-type: none"> - happens to the body at different times during a performance. - effects the body's reactions has on a performance. - exercise does for your health. - makes a warm up and cool down important and the reasons why. <p>Procedural</p> <ul style="list-style-type: none"> - to describe how the body reacts at different times and how this affects performance. - to explain why exercise is good for your health. - to explain some of the reasons we should warm up and cool down.
<p>Vocabulary</p>	<p>Dance</p> <p>Create Combination Sequence Space Improvisation Repetition Adapt Motifs Pattern Movement Evaluate Improve Agility Flexibility Strength Control Balance Stimulus Rhythm Timing Perform Health and fitness - warm up/ cool down/ heart rate</p> <p>Games</p> <p>Defending Attacking Travel Bouncing Control Possession Co-ordination Co-operation Scoring Batting Space Pass Dribble Team Points Goals Rules Tactics Fielding Bowler Wicket Innings Rounder Backstop Court Target Net Striking Pitch Health and fitness - warm up/ cool down/ heart rate</p> <p>Gymnastic</p> <p>Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under Agility Strength, Technique, Control Balance Evaluate Improve Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness - warm up/ cool down/ heart rate</p> <p>Athletics</p> <p>Running Speed Throw Skip Aim Bounce Jump Leap Hop Target Overarm Underarm Walking Jogging Baton Relay Take off Landing Changeover Competition Direction Improve Relay Technique Health and fitness - warm up/ cool down</p>	<p>Dance</p> <p>Spatial awareness Repeat Dance Character Repetition Action Reaction Pattern Movement Evaluate Improve Agility Flexibility Strength Technique Control Balance Combination Stimulus Motifs Dynamics Perform Timing Health Fitness Warm up Cool down Heart rate</p> <p>Games</p> <p>Possession Scoring Space Pass/send/receive Dribble Travel Team Striking Bowling Throwing Fielding Combinations Co-ordination Fluency Co-operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Health and fitness - warm up/ cool down/ heart rate</p> <p>Gymnastic</p> <p>Degrees Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Agility Strength, Technique, Control Balance Evaluate Improve Shapes - Health and fitness - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 1 - steps, knees, thighs, shoulders, counter balance warm up/ cool down/ heart rate</p> <p>Athletics</p> <p>Running Technique Pace Accuracy Power Throw Target High Low Skip Aim Fast Slow Bounce Jump Leap Hop Run Target Overarm Underarm Arm Action Bend Walking Jogging Accelerate Baton Relay Handover Extend Technique Push Take off Landing Health and fitness - warm up/ cool down</p>