

Dothill Progression Mapping



Physical Education

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year Five	Year Six
	Net and wall games- tennis Eco Dance Gymnastics - shape and balance - Space Invasion Games - Basketball Athletics Striking and fielding - rounders	Leadership in PE Gymnastics - Rivers and Mountains Outdoor Adventurous Activities Striking and Fielding Games Invasion - games - tag ruby Athletics
Motor competence Know what safe and effective movements look like in specific activities Know how to perform safe and effective movements	<p>Declarative</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> - movements and actions are suitable for different dance styles. - movement patterns and actions can be repeated for chosen dance styles. - different dances reflect chosen dance styles. - to include when composing dances that reflect the chosen dance style. - skills they need to compose a dance individually, with a partner and with a group. - techniques to use to change the pace and timings of their movements. - the importance of using space in when dancing. - things to be aware of when using space. - techniques and skills to use to demonstrate imagination and creativity in the movements they devise in response to stimuli. - imagination and creativity looks like in dance. - transitions are in dance. - transitions they have been previously taught. - transitions can be used to link motifs together smoothly. - improvisation is. - fluency in a dance sequence looks like. - techniques to use to improvise with confidence. - to do to ensure they show fluency in a sequence when improvising. - actions fit different rhythms of music. - to do to ensure their actions fit the rhythm of music. - parts of a sequence can be modified as a result of self and peer evaluation. - they need to improve or modify as a result of self and peer evaluation. - complex dance vocabulary can be used to compare and improve work. - the meaning of a range of complex dance vocabulary. - skills, movements and techniques can be used to perform a longer, more complex sequence in time to music. - to do to ensure their sequences are in time to music. - skills and techniques can be used and applied with consistency, accuracy and control. - skills and techniques need to be developed to ensure they are applied with consistency, accuracy and control. 	<p>Declarative</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> - movement patterns and actions go with different styles of dance. - they can do to identify and repeat movement patterns and actions of a chosen dance style. - composing is. - skills are needed to compose individual, partner and group dances that reflect the chosen dance style. - dramatic expression in dance movements and motifs look like. - techniques can be used to create dramatic expression in dance movements and motifs. - performing with confidence looks like. - skills and techniques they can perform with confidence using a range of movement patterns. - they can do to demonstrate strong and controlled movements through a dance sequence. - techniques to use to demonstrate strong and controlled movements. - they can do to ensure their techniques and movements are flexible. - techniques are needed to combine flexibility and movements to create a fluent sequence. - movements are appropriate for different stimulus. - skills and techniques can be used to move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. - they can do to their movements to change their levels, ways of travelling & motifs. - pace is in dance. - they can do to change the pace and timing of their movements. - techniques to use to change the pace and timings of their movements. - effect on their dance changing the pace and timings of their movements have. - rhythm is. - techniques to use to ensure they are moving rhythmically and accurately in a dance sequence. - improvisation is. - fluency and control in a dance sequence looks like. - techniques to use to improvise with confidence. - to do to ensure they show fluency in a sequence when improvising. - actions fit different rhythms of music. - to do to ensure their actions fit the rhythm of music. - movements can be linked together. - transitions are in dance. - transitions they have been previously taught. - transitions can be used to link movements together. - techniques to use to ensure their transitions flow. - precision is. - skills and techniques can be used to demonstrate consistent precision when performing dance sequences. - elements can be modified in a sequence of a result of self and peer evaluation.

Procedural

Dance

- to identify and repeat the movement patterns and actions of a chosen dance style.
- to compose individual, partner and group dances that reflect the chosen dance style.
- to show a change of pace and timing in their movements.
- to develop an awareness of their use of space.
- to demonstrate imagination and creativity in the movements they devise in response to stimuli.
- to use transitions to link motifs smoothly together.
- to improvise with confidence, still demonstrating fluency across the sequence.
- to ensure their actions fit the rhythm of the music.
- to modify parts of a sequence as a result of self and peer evaluation.
- to use more complex dance vocabulary to compare and improve work.
- to perform their own longer, more complex sequences in time to music.
- to consistently perform and apply skills and techniques with accuracy and control.

Declarative

Gymnastics

- movements, shapes and balances can be used to compose specific sequences based on their ideas.
- they need to do to adapt their sequences to fit new criteria / suggestions.
- jumps, shapes and balances have been previously taught.
- to do to ensure jumps, shapes and balances are performed fluently and with control.
- position and placement their body parts need to be in when performing balances.
- skills and techniques to use to confidently develop the placement of their body parts in balances.
- effect their centre of gravity has on their balancing.
- to do to ensure their centre of gravity is in the right place in relation to the base of the balance they are performing.
- the placement of their body parts in balances does to the position of their centre of gravity and know where it should be in relation to the base of the balance.
- equipment to use on a vault in a variety of ways.
- equipment they can confidently use on a vault.
- skills and techniques they need to improve to confidently use equipment to vault in a variety of ways.
- skills and techniques they have learnt in gymnastics.
- skills and techniques can be applied consistently in gymnastics.
- they need to do to develop strength, technique and flexibility throughout their performances.
- skills and techniques they can use to develop strength and flexibility throughout their performance.
- equipment can be combined with movements to create sequences.
- skills and techniques they can use to perform their own longer, more complex sequences in time to music.
- to do to ensure their performance is in time to music.
- to do to be consistent in their performance, applying skills and techniques with accuracy and control.
- skills and techniques they can perform with accuracy and control.
- skills and techniques they need to develop to enable them to perform with accuracy and control.

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.

- parts of a sequence can be modified as a result of self and peer evaluation.
- they need to improve or modify as a result of self and peer evaluation.
- complex dance vocabulary can be used to compare and improve work.
- the meaning of a range of complex dance vocabulary.
- actions can be linked together to create a complex sequence using a full range of movements.
- actions can be performed to show a full range of movements.
- skills are needed to ensure they are performing in time to music.
- they need to do to adapt actions and movements to fit in time to music.
- skills and techniques can be used to perform a sequence in time to music.
- skills and techniques can be applied and performed confidently, consistently and with precision
- skills and techniques need to be developed to enable them to perform confidently, consistently and with precision,

Procedural

Dance

- to identify and repeat the movement patterns and actions of a chosen dance style.
- to compose individual, partner and group dances that reflect the chosen dance style.
- to use dramatic expression in dance movements and motifs.
- to perform with confidence, using a range of movement patterns.
- to demonstrate strong and controlled movements through a dance sequence.
- to Combine flexibility, techniques and movements to create a fluent sequence.
- to move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.
- to show a change of pace and timing in their movements.
- to move rhythmically and accurately in dance sequences.
- to improvise with confidence, still demonstrating fluency across their sequence.
- to dance with fluency and control, linking all movements and ensuring that transitions flow.
- to demonstrate consistent precision when performing dance sequences.
- to modify some elements of a sequence as a result of self and peer evaluation.
- to use complex dance vocabulary to compare and improve work.
- to link actions to create a complex sequence using a full range of movement.
- to perform the sequence in time to music.
- to perform and apply a variety of skills and techniques confidently, consistently and with precision.

Declarative

Gymnastics

- skills and techniques can be used to create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- skills and techniques have been taught for a full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- they need to do to demonstrate precise and controlled placement of their body parts in their actions, shapes and balances.
- precise and controlled placement of body parts looks like.
- they need to do to ensure the placement of their body parts is precise and controlled when performing actions, shapes and balances.
- impact their centre of gravity has over the control of their balances.
- equipment can be confidently used to vault and incorporate this into a sequence.
- skills and techniques have been taught in gymnastics.
- skills and techniques they can apply consistently, showing precision and control.
- skills and techniques they need to develop to ensure they are applying them consistently, showing precision and control
- precision and control of movements, skills and actions look like.
- they need to do to develop strength, technique and flexibility throughout their performances.
- skills need to be developed to ensure they are performing with strength, technique and flexibility in a performance.
- actions can be linked together to create a complex sequence using a full range of movement that showcases different abilities.

- their legs need to do to perform a straddle forward roll.
- a pike forward roll is.
- a pike forward roll looks like.
- position their body needs to be in to perform a pike 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.
- a split leap is.
- a split 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 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.
- a squat through 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.
- 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.
- a round-off is.
- a lunge into a round-off looks like.
- position their body needs to be in to perform a lunge into a round-off.
- muscles in the body are needed to perform a lunge into a round-off.
- to do to perform a lunge into a round-off.
- to do to perform these movements safely.

- actions can be linked together to create a complex sequence to perform in time to music.
- they need to do to ensure their complex sequences are performed in time to music accurately.
- skills and techniques they have learnt in gymnastics.
- they need to do to perform and apply a variety of skills and techniques confidently, consistently and with precision.
- skills and techniques need to be developed to ensure they are being performed and applied confidently, consistently and with precision.

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 pike forward roll is.
- a pike forward roll looks like.
- position their body needs to be in to perform a pike forward roll.
- a dive forward roll is.
- a dive forward roll looks like.
- to do to perform a dive forward roll.
- position their body needs to be in to perform a dive 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.
- a backward roll to standing pike is.
- a backward roll to standing pike looks like.
- they need to do to perform a backward roll to standing pike.
- a pike backward roll is.
- a pike backward roll looks like.
- position their body needs to be in to perform a pike backward roll.

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 stag jump is.
- a stag 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.
- a cat leap full-turn looks like.
- a split leap looks like.
- a stag leap is.
- a stag leap looks like.
- position their body needs to be in to perform different jumps or leaps.
- they need to do with their arms and legs when performing different jumps.
- a safe landing looks like when performing jumps or leaps.

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.

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.
- a weight balance is when working with a partner.
- to do to perform a part body weight partner balance.
- muscles they need to use to perform a part body weight partner balance.
- 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 select ideas to compose specific sequences of movements, shapes and balances.
- to adapt their sequences to fit new criteria or suggestions.
- to perform jumps, shapes and balances fluently and with control.
- to confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
- to confidently use equipment to vault in a variety of ways.
- to apply skills and techniques consistently.
- to develop strength, technique and flexibility throughout performances.
- to combine equipment with movement to create sequences.
- to perform own longer, more complex sequences in time to music.
- to consistently perform and apply skills and techniques with accuracy and control.

Rolls

- to do a forward roll from standing
- to do a straddle forward roll
- to do a pike forward roll
- to do a tucked backward roll
- to do a backward roll to straddle

Jumps

- a tuck jump off a vault looks like.
- a straddle jump off a vault looks like.
- a pike jump off a vault looks like.
- a squat through a vault looks like.
- a straddle over 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.
- a cartwheel is.
- a cartwheel looks like.
- a round-off is.
- a round-off looks like.
- to do with their arms and legs when performing a 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.
- a lunge into a round-off looks like.
- position their body needs to be in to perform a lunge into a round-off.
- muscles in the body are needed to perform a lunge into a round-off.
- to do to perform a lunge into a round-off.
- a hurdle step is.
- a hurdle step looks like.
- position their body needs to be in to perform a hurdle step.
- a hurdle step into a cartwheel looks like.
- to do to perform a hurdle step into a cartwheel.
- a hurdle step into a round-off looks like.
- to do to perform a hurdle step into a round-off.
- position their body needs to be in to perform a hurdle step into a round-off.
- 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 cat leap full-turn looks like.
- 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.

- 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 stag 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
- to do a split leap

Vault

- to do a hurdle step onto a 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
- to do a squat through a vault

Handstands, Cartwheels and Round-Offs

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

Travelling and Linking Actions

- to do a tiptoe, step, jump and hop
- to do a hopscotch
- to do skipping
- to do a chassis step
- 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 part body weight partner balances
- to do pike, tuck, star, straight, straddle shapes
- to front and back support

- balances they can perform against a partner.
- a weight balance is when working with a partner.
- a part weight balance is when working with a partner.
- to do to perform a part body weight partner balance.
- muscles they need to use to perform a part body weight partner balance.
- techniques can be used to perform part-weight balances with a partner.
- they need to do to develop technique, control and complexity of part-weight balances with a partner.
- a group formation looks like.
- to do to perform a group formation.
- techniques can be used to perform a group formation.
- 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 their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting & stretching.
- to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
- to confidently use equipment to vault and incorporate this into sequences.
- to apply skills and techniques consistently, showing precision and control.
- to develop strength, technique, and flexibility throughout performances.
- to link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.
- to perform and apply a variety of skills and techniques confidently, consistently and with precision.

Rolls

- to do a forward roll from standing
- to do a straddle forward roll
- to do a pike forward roll
- to do a dive forward roll
- to do a tucked backward roll
- to do a backward roll to straddle
- to do a backward roll to standing pike
- to do a pike 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 stag 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
- to do a cat leap full-turn
- to do a split leap
- to do a stag leap

Vault

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

Declarative

Athletics

Running

- they need to do to accelerate from a variety of starting position.
- their preferred starting position is and how to select this when running.
- skills and techniques can be used to enable them to accelerate from a variety of starting positions.
- a reaction time is.
- their reaction times are when performing a sprint start.
- to look out for to identify what their reaction times are when performing a sprint start.
- skills and techniques they need to practise and refine for sprinting, focusing on effective sprint starts.
- to do to improve skills and techniques for effective sprint starts,
- the most suitable pace is for the distance they are running and their fitness level in order to maintain a sustained run.
- they need to do to identify and select the most suitable pace for the distance they are running and their fitness level to maintain a sustained run.
- skills and techniques can be used to demonstrate stamina.
- key vocabulary can be used to explain the importance of stamina for runners.

Jumping

- they need to do to improve techniques for jumping for distance.
- techniques can be improved to jump for distance.
- an effective standing long jump looks like.
- technique is best when performing an effective standing long jump.
- a standing triple jump is.
- they need to do with their body to perform a standing triple jump.
- technique is best to perform the standing triple jump with increased confidence.
- a standing vertical jump is.
- an effective technique for the standing vertical jump is (jumping for height) including take off and flight.
- they need to do with their body to ensure they are landing safely when jumping.
- a safe, controlled landing looks like.
- the importance of a safe landing is.
- they need to do to land safely with control.
- equipment can be used to measure the distance and height jumped with accuracy.
- they need to do to measure the distance and height of their jumps with accuracy.
- point they start and finish measuring their jump to ensure accuracy.
- different jumping techniques can be performed.
- to do to investigate different jumping techniques.
- skills can be used to investigate different jumping techniques,

Throwing

- a fling throw is.
- a fling throw looks like.
- position their body needs to be in to perform a fling throw.
- different ways they can throw.
- different implements can be thrown using a range of throwing techniques.
- equipment can be used to measure the distance of their throws.
- they need to do to measure the distance of their throws.
- point they start and finish measuring their throws.
- techniques need to be developed to throw for increased distance.
- to do to develop their throwing techniques for increased distance.

Compete / Perform

- skills and techniques can be consistently applied and performed with accuracy and control.

- to tuck jump off a vault
- to straddle jump off a vault
- to pike jump off a vault
- to squat through a vault
- to straddle over a vault

Handstands, Cartwheels and Round-Offs

- to do a lunge into cartwheel
- to do a lunge into round-off
- to do a hurdle step
- to do a hurdle step into cartwheel
- to do a hurdle step into round-off

Travelling and Linking Actions

- to 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 Cat leap full turn
- to do a pivot

Shapes and Balances

- to do 1, 2, 3 and 4- point balances
- to balance on apparatus
- to develop technique, control and complexity of part-weight partner balances
- to do group formations
- to do pike, tuck, star, straight, straddle shapes
- to do front and back support

Declarative

Athletics

Running

- techniques have been taught for sprinting.
- they can do to practise and refine an effective sprinting technique.
- a reaction time is.
- skills they need to use to have an effective reaction time when sprinting.
- to do to build up speed quickly for a sprint finish.
- parts of their body need to be engaged to build up speed quickly for a sprint finish
- techniques can be used to run over hurdles with fluency
- a consistent stride pattern looks like.
- leg is best for them when focusing on a lead leg technique for running over hurdles with fluency
- techniques to use to enable them to accelerate to pass other competitors.
- muscles they are using when they are sprinting.
- skills they need to allow them to work successfully as a team
- competitive relay is.
- skills and techniques are used to work as a team to competitively perform a relay.
- an appropriate pace is for different distances and how to identify these independently and confidently.
- an appropriate pace is for different parts of a run.
- to look for when choosing the most appropriate pace for different distances and different parts of a run.
- endurance is.
- stamina is.
- a sustained run looks like.
- skills and techniques they can use to demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

- skills and techniques need to be developed and practiced to enable them to consistently perform them with accuracy and control.
- a competitive game is.
- tactics are needed for different competitive games,
- skills and techniques to use when taking part in competitive games.

Procedural

Athletics

Running

- to accelerate from a variety of starting positions and select their preferred position.
- to identify their reaction times when performing a sprint start.
- to continue to practise and refine their technique for sprinting, focusing on an effective sprint start.
- to select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.
- to identify and demonstrate stamina, explaining its importance for runners.

Jumping

- to improve techniques for jumping for distance.
- to perform an effective standing long jump.
- to perform the standing triple jump with increased confidence.
- to develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- to land safely and with control.
- to measure the distance and height jumped with accuracy.
- to investigate different jumping techniques.

Throwing

- to perform a fling throw.
- to throw a variety of implements using a range of throwing techniques.
- to measure and record the distance of their throws.
- to continue to develop techniques to throw for increased distance.

Compete / Perform

- to consistently perform and apply skills and techniques with accuracy and control.
- to take part in competitive games with a strong understanding of tactics and composition.

Jumping

- technique is best for the standing vertical jump and how they can develop their technique.
- the different stages of the triple jump are.
- they need to do to maintain control at each of the different stages of the triple jump.
- a safe and controlled landing looks like.
- they need to do with their arms, feet and legs to land safely and with control.
- the importance of safe landings are when jumping.
- they need to do to develop and improve their techniques for jumping for height and distance and support others in improving their performance.
- skills and techniques they need to develop and improve for jumping for height and distance.
- skills and techniques for jumping for height and distance they can use to help support others in improving their performance.
- skills and techniques can be used and applied when performing different types of jumps in other contexts.
- different jumps can be performed in other contexts.
- they need to do to set up and lead a jumping activity.
- skills and techniques need to be used to enable them to set up and lead a jumping activity.
- they can use to measure jumps with confidence and accuracy.
- equipment can be used to measure jumps.
- point they start and finish measuring jumps to ensure accuracy.

Throwing

- a heave throw is.
- a heave throw looks like.
- position their body needs to be in to perform a heave throw.
- they need to do with their arms to perform a heave throw.
- equipment can be used to measure the distance of their throws.
- they need to do to measure the distance of their throws.
- point they start and finish measuring their throws.
- they can use to record the distance of their throws.
- unit of measure is most appropriate for measuring and recording the distance of their throws.
- they need to do to continue developing techniques to throw for increased distance.
- skills and techniques they have been taught to throw for increased distance and how they can develop them.
- skills and techniques can be used to help them to support others in improving their personal best.
- skills and techniques need to be developed and refined to throw for accuracy.
- they need to do to develop and refine their techniques for throwing for accuracy.

Compete / Perform

- variety of skills and techniques can be applied confidently, consistently and with precision.
- skills and techniques need to be developed and practiced to enable them to confidently, consistently and with precision.
- a competitive game is.
- tactics are needed for different competitive games and have a strong understanding of these.
- skills and techniques to use when taking part in competitive games

Procedural

Athletics

Running

- to recap, practise and refine an effective sprinting technique, including reaction time.
- to build up speed quickly for a sprint finish.
- to run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
- to accelerate to pass other competitors.
- to work as a team to competitively perform a relay.
- to confidently and independently select the most appropriate pace for different distances and different parts of the run.
- to demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

Jumping

- to develop the technique for the standing vertical jump.

Declarative

Games

Striking and Hitting a Ball

- different techniques can be used to hit a ball.
- different techniques can be applied for hitting a tennis ball.
- the best technique for hitting a tennis ball is.
- to do to explore when different shots are best used.
- techniques for shooting have been previously taught.
- a backhand technique is.
- a backhand technique looks like.
- to do with their body to develop a backhand technique to use in a game.
- techniques need to be practiced for all strokes.
- the rules are for a game of tennis.
- an overhead serve is.
- an overhead serve looks like.
- position their body needs to be in to use an overhead serve.
- skills and techniques are needed to play a game of tennis using an overhead serve.
- different techniques can be used to hit a ball.
- techniques can be used to hit a bowled ball over longer distances.
- good hand-eye coordination is.
- impact good hand-eye coordination has on their striking and hitting skills.
- to do to use good hand-eye coordination to enable them to direct a ball when striking or hitting.

Throwing and Catching a Ball

- different ways a ball can be thrown.
- different ways a ball can be caught.
- techniques have been previously taught for throwing and catching.
- ways they can consolidate different ways of throwing and catching and know when each is appropriate in a game.
- techniques for throwing and catching are most appropriate in a game and why.

Travelling with a Ball

- techniques can be used to dribble in a game with success,
- a variety of dribbling skills are.
- part of the foot should be used for successful dribbling and why.
- ball skills have been taught.
- ball skills can be linked together.
- techniques can be used to practice ball skills in various ways, linking them together.

Passing a Ball

- techniques can be used to pass a ball with speed and accuracy.
- techniques are appropriate in a game situation to pass the ball with speed and accuracy.

Possession

- they need to do to keep and win back possession of the ball effectively in a team game.
- skills and techniques can be used to keep and win back possession of the ball effectively in a team game,

Using Space

- spatial awareness is
- to do to show they have an increasing awareness of space.

Attacking and Defending

- the best tactics are for attacking and defending.
- skills and techniques are best for attacking and defending in a game.
- to look for in a game to ensure they choose the best tactics for attacking and defending.
- shooting in a game is.
- technique is best to shoot in a game.
- to do with their arms or legs when shooting in a game.
- to do with their bodies when shooting in a game.

- to maintain control at each of the different stages of the triple jump.
- to land safely and with control.
- to develop and improve their techniques for jumping for height and distance and support others in improving their performance.
- to perform and apply different types of jumps in other contexts.
- to set up and lead jumping activities including measuring the jumps with confidence and accuracy.

Throwing

- to perform a heave throw.
- to measure and record the distance of their throws.
- to continue to develop techniques to throw for increased distance and support others in improving their personal best.
- to develop and refine techniques to throw for accuracy.

Compete / Perform

- to perform and apply a variety of skills and techniques confidently, consistently and with precision.
- to take part in competitive games with a strong understanding of tactics and composition.

Declarative

Games

Striking and Hitting a Ball

- different techniques can be used to hit a ball.
- techniques can be used to hit a bowled ball over longer distances.
- good hand-eye coordination is.
- impact good hand-eye coordination has on their striking and hitting skills.
- to do to use good hand-eye coordination to enable them to direct a ball when striking or hitting.
- a serve is.
- techniques can be used when serving.
- they need to do to serve in order to start a game.

Throwing and Catching a Ball

- accurate and successful throwing and catching looks like.
- they need to do to accurately and successfully throw and catch a ball when under pressure in a game.
- skills and techniques can be used to ensure they are throwing and catching accurately when under pressure in a game.

Travelling with a Ball

- ball skills they have been taught.
- they need to do to show confidence in using ball skills in various ways in a game situation.
- ball skills can be linked together effectively when in a game situation.
- skills and techniques need to be improved to enable them to confidently move with a ball.

Passing a Ball

- makes a good pass in a game situation.
- different passes have been taught,
- they need to do to identify and choose how to make the best pass in a game situation.
- skills can be linked together with fluency e.g. passing and receiving the ball on the move.

Possession

- they need to do to keep and win back possession of the ball effectively in a variety of ways in a team game.
- skills and techniques can be used to keep and win back possession of the ball effectively and in a variety of ways in a team game.

Using Space

- spatial awareness is.
- they can do to demonstrate a good awareness of space.

Attacking and Defending

- the best tactics are for attacking and defending.
- skills and techniques have been taught to attack and defend.
- they need to do to think ahead and create a plan of attack or defence in a game.
- knowledge of skills can be applied for attacking and defending.

- fielding is.
 - fielding skills and techniques can be used as a team to prevent the opposition from scoring.
 - the importance of communicating with a team is.
- Compete / Perform**
- skills and techniques can be consistently applied and performed with accuracy and control.
 - skills and techniques need to be developed and practiced to enable them to consistently perform them with accuracy and control.
 - a competitive game is.
 - tactics are needed for different competitive games,
 - skills and techniques to use when taking part in competitive games.

- the importance of working as a team is in attacking and defending games.
 - the importance of communicating with a team is.
 - fielding strategies are effective when playing in a game.
 - fielding skills and techniques can be used as a team to prevent the opposition from scoring.
 - they can do to when working as a team to develop their fielding strategies.
- Compete / Perform**
- variety of skills and techniques can be confidently and consistently applied with precision.
 - techniques and skills need to be developed to enable them to apply them confidently, consistently and with precision.
 - a competitive game is.
 - tactics are needed for different competitive games and have a strong understanding of these.
 - skills and techniques to use when taking part in competitive games.

Procedural

Games

Striking and Hitting a Ball

- to hit a bowled ball over longer distances.
- to use good hand-eye coordination to be able to direct a ball when striking or hitting.
- to understand how to serve in order to start a game.

Throwing and Catching a Ball

- to throw and catch accurately and successfully under pressure in a game.

Travelling with a Ball

- to show confidence in using ball skills in various ways in a game situation, and link these together effectively.

Passing a Ball

- to choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.

Possession

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

Using Space

- to demonstrate a good awareness of space.

Attacking and Defending

- to think ahead and create a plan of attack or defence.
- to apply knowledge of skills for attacking and defending.
- to work as a team to develop fielding strategies to prevent the opposition from scoring.

Compete / Perform

- to perform and apply a variety of skills and techniques confidently, consistently and with precision.
- to take part in competitive games with a strong understanding of tactics and composition.

Declarative

Outdoor adventurous activities

Trails

- orientating is.
- skills and techniques have been taught for orienteering.
- they need to do to orientate themselves around an orienteering course with accuracy and confidence when under pressure.
- skills are needed to orientate themselves around an orienteering course with accuracy and confidence when under pressure.
- they need to do to design an orienteering course that is clear to follow and offers challenge to others.

Procedural

Games

Striking and Hitting a Ball

- to use different techniques to hit a ball.
- to identify and apply techniques for hitting a tennis ball.
- to explore when different shots are best used.
- to develop a backhand technique and use it in a game.
- to practise techniques for all strokes.
- to play a tennis game using an overhead serve.
- to hit a bowled ball over longer distances.
- to use good hand-eye coordination to be able to direct a ball when striking or hitting.

Throwing and Catching a Ball

- to consolidate different ways of throwing and catching, and know when each is appropriate in a game.

Travelling with a Ball

- to use a variety of ways to dribble in a game with success.
 - to use ball skills in various ways, and begin to link together.
- #### **Passing a Ball**
- to pass a ball with speed and accuracy using appropriate techniques in a game situation.
- #### **Possession**
- to keep and win back possession of the ball effectively in a team game.

Using Space

- to demonstrate an increasing awareness of space.

Attacking and Defending

- to choose the best tactics for attacking and defending.
- to shoot in a game.
- to use fielding skills as a team to prevent the opposition from scoring.

Compete / Perform

- to consistently perform and apply skills and techniques with accuracy and control.
- to take part in competitive games with a strong understanding of tactics and composition.

- skills and techniques can be used and applied when designing an orienteering course
- equipment they need to use to navigate maps and compasses to improve a trail.
- skills they need to use to read a map.
- skills they need to use to navigate a compass.

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 clearly and effectively to complete a particular role when working in a team.
- skills and techniques can be used to compete in orienteering activities both as part of a team and independently.
- map styles can be used.
- a range of map styles are.
- map styles are most effective in different situations.

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 and prepare an orienteering course for others to follow.
- skills and knowledge they need to use and apply to prepare an orienteering course that others can follow.
- they need to do to plan and prepare an orienteering course for others to follow.
- they need to look for to enable them to identify the quickest route to accurately navigate an orienteering course.
- skills can be applied to manage an orienteering event for others to compete in.
- they would need to do to manage an orienteering event for others to compete in.

Communication

- the importance of communicating clearly and effectively with others is when under pressure.
- they need to do to work effectively as part of a team
- 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.
- skills can be applied to demonstrate leadership skills when necessary.
- the importance of being able to work as part of a team is.
- skills are needed to use a map.
- they need to do to successfully use a map to complete an orienteering course.
- they need to do to use a map to successfully complete an orienteering course.
- they need to do to use a compass for navigation.
- skills can be applied to enable them to organise an event for others.

Compete and Perform

- skills and techniques can be improved to enable them to complete an orienteering course on multiple occasions, in a quicker time.
- skills and techniques can be practiced to enable them to complete an orienteering course on multiple occasions in a quicker time.
- key vocabulary can be used to offer a detailed and effective evaluation of both personal performances and activities with the aim of increasing challenge and improving performance.
- they need to think about when effectively evaluating their personal performances and activities
- skills or techniques they need to work on with the aim of increasing challenge and improving performance.
- the importance of listening to feedback is.
- they need to do with their feedback to improve an orienteering course from it.

Procedural

Outdoor adventurous activities

Trails

- to orientate themselves with confidence and accuracy around an orienteering course when under pressure.
- to design an orienteering course that is clear to follow and offers challenge to others.
- to navigate equipment such as maps and compasses to improve the trail.

Problem-Solving

		<ul style="list-style-type: none">- to use clear communication to effectively complete a particular role in a team.- to compete in orienteering activities both as part as a team and independently.- to use a range of map styles and make an informed decision on the most effective. <p>Preparation and Organisation</p> <ul style="list-style-type: none">- to choose the best equipment for an outdoor activity.- to prepare an orienteering course for others to follow.- to identify the quickest route to accurately navigate an orienteering course.- to manage an orienteering event for others to compete in. <p>Communication</p> <ul style="list-style-type: none">- to communicate clearly an effectively with others when under pressure- to work effectively as part of a team, demonstrating leadership skills when necessary.- to successfully use a map to complete an orienteering course.- to use a compass for navigation.- to organise an event for others. <p>Compete and Perform</p> <ul style="list-style-type: none">- to complete an orienteering course on multiple occasions, in a quicker time due to improved technique.- to offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance,- to listen to feedback and improve an orienteering course from it.
--	--	---

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

Dance

- To know what criteria should be chosen or used to evaluate their own and other's performances.
- To know what particular skills or techniques have been used and the effect they have had on their performance.

Procedural

Dance

- To know how to choose and use criteria to evaluate own and other's performances.
- To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance.

Declarative

Gymnastics

- To know what criteria should be chosen or used to evaluate their own and other's performances.
- To know what particular skills or techniques have been used and the effect they have had on their performance.

Procedural

Gymnastics

- To know how to choose and use criteria to evaluate own and others' performances.
- To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance.

Declarative

Athletics

- To know what a competitive game is.
- To know what the rules for competitive games are.
- To know what tactics are needed for different competitive games.
- To know what skills and techniques to use when taking part in competitive games.
- To know what they can do to show a strong understanding of tactics and composition in competitive games.
- To know what criteria should be chosen or used to evaluate their own and other's performances.
- To know what particular skills or techniques have been used and the effect they have had on their performance.

Procedural

Athletics

- To know how to take part in competitive games with a strong understanding of tactics and composition.
- To know how to choose and use criteria to evaluate own and others' performances.
- To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance.

Declarative

Dance

- To know what key dance vocabulary can be used to thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.

Procedural

Dance

- To know how to thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.

Declarative

Gymnastics

- To know what key gymnastic vocabulary can be used to thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.

Procedural

Gymnastics

- To know how to begin to record their peers' performances and evaluate these.
- To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Declarative

Athletics

- To know what a competitive game is.
- To know what the rules for competitive games are.
- To know what tactics are needed for different competitive games.
- To know what skills and techniques to use when taking part in competitive games.
- To know what they can do to show they have a strong understanding of tactics and composition in competitive games.
- To know what key vocabulary can be used to thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.

Procedural

Athletics

- To know how to take part in competitive games with a strong understanding of tactics and composition.
- To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Declarative

Games

- To know what the rules are for different games.
- To know what look for in a game to understand when to pass and when to dribble.
- To know what they need to do to devise and adapt rules to create their own game.
- To know what will change in a game if they devise or adapt the rules.
- To know what a competitive game is.
- To know what tactics are needed for different competitive games,
- To know what skills and techniques to use when taking part in competitive games.
- To know what criteria should be chosen or used to evaluate their own and other's performances.
- To know what particular skills or techniques have been used and the effect they have had on their performance.

Procedural

Games

- To know how to understand when to pass and when to dribble in a game.
- To know how to devise and adapt rules to create their own game.
- To know how to take part in competitive games with a strong understanding of tactics and composition
- To know how to choose and use criteria to evaluate own and others' performances.
- To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance.

Declarative

Games

- To know what the rules are for different games.
- To know what they need to do to follow and create complicated rules to play a game successfully.
- To know what the importance of communication is when playing a team game.
- To know what they need to do to communicate plans to others during a game.
- To know what it means to be a leader in a game.
- To know what skills are needed to lead others during a game.
- To know what a competitive game is.
- To know what the rules for competitive games are.
- To know what tactics are needed for different competitive games.
- To know what skills and techniques to use when taking part in competitive games.
- To know what they can do to show they have a strong understanding of tactics and composition in competitive games.
- To know what key vocabulary can be used to thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.

Procedural

Games

- To know how to follow and create complicated rules to play a game successfully.
- To know how to communicate plans to others during a game.
- To know how to lead others during a game.
- To know how to take part in competitive games with a strong understanding of tactics and composition.
- To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Declarative

Outdoor adventurous activities

- To know what key vocabulary can be used to thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.

Procedural

Outdoor adventurous activities

- To know how to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

<p>Healthy participation</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>Declarative</p> <ul style="list-style-type: none"> -To know what the reasons for warming up and cooling down are. -To know what some of the safety principles are when preparing for exercise or during exercise. <p>Procedural</p> <ul style="list-style-type: none"> -To know and understand the reasons for warming up and cooling down. -To know how to explain some safety principles when preparing for and during exercise. 	<p>Declarative</p> <ul style="list-style-type: none"> -To know what the importance of warming up and cooling down is. -To know what they need to do to carry out warmups and cool downs safely and effectively. -To know what makes exercise good for health, fitness and wellbeing. -To know what ways they can become healthier. <p>Procedural</p> <ul style="list-style-type: none"> -To know and understand the importance of warming up and cooling down. -To know how to carry out warm-ups and cool downs safely and effectively. -To know and understand why exercise is good for health, fitness and wellbeing. -To know how to explain ways they can become healthier
<p>Vocabulary</p>	<p>Dance Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness - warm up/ cool down/ heart rate/ pulse</p> <p>Games Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield ball Support Marking Repossession Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Health and fitness - warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Gymnastic Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique, Control Balance Evaluate Improve Shapes Health and fitness - warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Athletics Pull Accuracy Technique Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness - warm up/ cool down/ heart rate</p>	<p>Dance Dance style Dance phrase Fluency Travelling Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Dynamics Phrase Interpret Exploration Agility Flexibility Combination Strength, Technique, Control Balance Evaluate Improve Timing Perform Health and fitness - warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Games Effective Use of space Control Accuracy Technique Combinations Co-operation Tactics Composition Fluency Create Rules Keeping possession Passing range Decisions Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Health and fitness - warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Gymnastic Co-operate Audience Elements Twist Refine Aesthetically Criteria Extension Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight Timing Agility Strength, Technique, Control Balance Evaluate Improve Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge, Level 3 partner balances - angle, lunge, feet, high thighs, straddle lift, trunk Health and fitness - warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Athletics Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles Strength, Technique, Control Balance Evaluate Improve Health and fitness - warm up/ cool down/ heart rate/ pulse/ recovery</p>