

Skills and Knowledge Progression: Physical Education

EYFS					
Communication and Language	Physical Development	Personal, Social and Emotional Development	Expressive Arts and Design		
<ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Understand how to listen carefully and why listening is important. -Learn new vocabulary. 	<ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -Progress towards a more fluent style of moving, with developing control and grace. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. -Combine different movements with ease and fluency. -Confidently and safely use a range of large and small 	<ul style="list-style-type: none"> -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -See themselves as a valuable individual. -Build constructive and respectful relationships. 	<ul style="list-style-type: none"> -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. 		

Skills and Knowledge Progression: Physical Education

	<p>apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none">-Develop overall body-strength, balance, co-ordination and agility.-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.-Further develop the skills they need to manage the school day successfully: lining up and queuing and personal hygiene.				
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Skills and Knowledge Progression: Physical Education

Year 1					
Health & Fitness	Games	Dance	Gymnastics	Athletics	OAA
<p>-Describe how the body feels before, during and after exercise.</p> <p>-Transport and use equipment safely.</p>	<p>Travelling</p> <ul style="list-style-type: none"> -Avoid obstacles when travelling. -Change direction or speed on command. -Travel with an object (e.g. ball, bean bag) in hands. -Travel with a ball at feet. -Begin to find space in a game. <p>Sending & receiving</p> <ul style="list-style-type: none"> -Roll, kick and bounce a ball. -Throw underarm and overarm. -Begin to kick and throw equipment at targets. -Begin to strike a ball with a bat/racket. -Catch a ball. -Stop a moving ball using hands and feet. -Begin to pass to other players in a game. <p>Evaluating</p> <ul style="list-style-type: none"> -Describe what they have done or seen others doing. 	<p>Dance skills</p> <ul style="list-style-type: none"> -Copy simple travelling actions: <i>hop, gallop, spin.</i> -Copy changes in speed and direction. -Copy simple movement patterns (e.g. spin, walk, clap). -Freeze on command in different shapes/positions. -Use a range of stimuli (e.g. sounds, pictures, objects) to create body actions and movements. <p>Performing</p> <ul style="list-style-type: none"> -Begin to perform learnt skills with some control and coordination. <p>Evaluating</p> <ul style="list-style-type: none"> -Watch performances and describe what body actions they see. -Watch performances and say what they like/dislike. -Describe how a dance makes them feel. 	<p>Travelling</p> <ul style="list-style-type: none"> -Copy movements with control and care: <i>Tiptoe, hop, jumping, skipping, galloping, jogging.</i> -Travelling in different ways, changing directions/speed. -Travelling on different body parts in different ways (e.g. bunny hop, crab, snake, bear etc.). <p>Shapes/balancing</p> <ul style="list-style-type: none"> -Recognise and copy contrasting actions (e.g. small/tall, narrow/wide). -Hold still shapes and simple balances. -Copy shapes: <i>straight, star, tuck, pike, straddle.</i> -Standing balances. -Kneeling balances. <p>Rolling</p> <ul style="list-style-type: none"> -<i>Sideways rolls (log roll, egg roll).</i> -<i>Rocking forwards and backwards in a tuck shape.</i> <p>Jumping</p> <ul style="list-style-type: none"> -Land safely when jumping. -Create basic shapes when jumping. -Copy jumps from 2 feet to 2 feet, from 1 foot to 2 feet and 	<p>Running</p> <ul style="list-style-type: none"> -Copy different ways of running for speed and distance (e.g. jog, sprint). -Run in different directions and at different speeds. <p>Jumping</p> <ul style="list-style-type: none"> -Copy jumps from 2 feet to 2 feet, from 1 foot to 2 feet and from 2 feet to 1 foot. -Land safely when jumping. -Begin to use body more effectively to generate height/distance when jumping. <p>Throwing</p> <ul style="list-style-type: none"> -Copy throwing techniques with some accuracy: <i>underarm, overarm, chest push.</i> -Begin to improve the distance they can throw by using more power. <p>Evaluating</p> <ul style="list-style-type: none"> -Describe what they have done or seen others doing. 	N/A

Skills and Knowledge Progression: Physical Education

			<p>from 2 feet to 1 foot.</p> <p>Sequence building & performance</p> <ul style="list-style-type: none">-Create simple sequences linking 2+ actions (e.g. travel and balance).-Copy a partner's sequence. <p>Evaluating</p> <ul style="list-style-type: none">-Describe what they have done or seen others doing.		
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Skills and Knowledge Progression: Physical Education

Year 2					
Health & Fitness	Games	Dance	Gymnastics	Athletics	OAA
<p>-Recognise and describe how the body feels during and after different physical activities.</p> <p>-Explain how to stay healthy (e.g. exercise, healthy diet, sleep etc).</p>	<p>Travelling</p> <ul style="list-style-type: none"> -Travel at different speeds and change direction with control. -Begin to travel with a ball: <i>bouncing, dribbling, kicking.</i> -Begin to find and use space in a game. <p>Sending & receiving</p> <ul style="list-style-type: none"> -Roll, kick and bounce a ball in different directions. -Throw underarm and overarm. -Kick and throw equipment at targets. -Strike a ball with a bat/racket. -Catch a ball at different heights. -With control, stop a moving ball using hands and feet. -Pass to other players in a game. <p>Attacking & defending</p> <ul style="list-style-type: none"> -Use simple attacking skills such as dodging to get past a defender. -Pass to teammates in a game. -Begin to throw or hit an object/ball into a space to make it more difficult for 	<p>Dance skills</p> <ul style="list-style-type: none"> -Copy and remember simple movement patterns (e.g. walk, leap, spin and jump). -Create a simple movement pattern. -Copy a partner's movement pattern. -Freeze in different shapes/positions on certain counts. <p>Performing</p> <ul style="list-style-type: none"> -Perform learnt skills with increasing control. -Perform in time to music. <p>Evaluating</p> <ul style="list-style-type: none"> -Watch performances and describe dynamic qualities (e.g. <i>fast/slow, hard/soft, strong/light</i>). -Talk about the differences between their work and the work of others. 	<p>Travelling</p> <ul style="list-style-type: none"> -Move in different ways with control, care and confidence: <i>Tiptoe, hop, jumping, skipping, galloping, jogging, hopping.</i> -Travelling in different ways, changing levels/directions/speed. -Copy simple travelling patterns. <p>Shapes/balancing</p> <ul style="list-style-type: none"> -Hold still shapes whilst balancing on different points of the body. -Copy and remember shapes: <i>straight, star, tuck, pike, straddle, dish.</i> -1, 2, 3 and 4 point balances including front and back support. <p>Rolling</p> <ul style="list-style-type: none"> -<i>Sideways rolls (log roll, egg roll, dish-arch).</i> -<i>Teddy-bear roll.</i> -<i>Rocking forwards and backwards in a tuck to standing.</i> <p>Jumping</p> <ul style="list-style-type: none"> -Gain height and create shapes when jumping. -Copy and repeat short sequences of jumps (e.g. jumping from 1 foot to 1 foot, 2 feet to 1 foot then 1 foot to 2 feet). 	<p>Running</p> <ul style="list-style-type: none"> -Run at different speeds and change direction with control and consistency. -Begin to select the most suitable pace and speed for different distances. -Take part in relays and obstacle courses. <p>Jumping</p> <ul style="list-style-type: none"> -Copy jumps with greater control and accuracy. -Land safely when jumping. -Use body effectively to generate height/distance when jumping. -Investigate the best jumps to cover distance. -Repeat short sequences of linked jumps (e.g. hop, hop, jump). <p>Throwing</p> <ul style="list-style-type: none"> -Use different techniques to throw with some accuracy over different distances: <i>underarm, overarm, chest push.</i> <p>Evaluating</p> <ul style="list-style-type: none"> -Begin to evaluate their own and others work using criteria. 	N/A

Skills and Knowledge Progression: Physical Education

	<p>opponents. -Begin to show basic understanding of marking by staying close to an opponent.</p> <p>Evaluating -Begin to evaluate their own and others work using criteria.</p>		<p>Sequence building & performance -Create and remember simple sequences linking 3-4 actions (e.g. travel, jump, travel, balance).</p> <p>Evaluating -Begin to evaluate their own and others work using criteria.</p>		
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Skills and Knowledge Progression: Physical Education

Year 3					
Health & Fitness	Games	Dance	Gymnastics	Athletics	OAA
<ul style="list-style-type: none"> -Recognise and describe the effects of exercise on the body. -Explain why its important to warm-up and cool-down. -Know the importance of strength and flexibility for physical activity. 	<p>Travelling</p> <ul style="list-style-type: none"> -Change speed and direction easily with control. -Travel with a ball at different speeds: <i>walking, jogging.</i> -Find and use space to pass and receive the ball. <p>Sending & receiving</p> <ul style="list-style-type: none"> -Throw underarm and overarm using 1 or 2 hands. -Hit a range of targets with some accuracy (e.g. hoops, baskets, nets). -Strike a ball with a bat/racket and from a tee with some accuracy. -Stop a moving ball and return it to play. -Pass and receive using different techniques (e.g. using hands, feet, stick, racket). <p>Attacking & defending</p> <ul style="list-style-type: none"> -Pass to keep possession within a team by passing. -Throw or hit an object/ball into a space to make it more difficult for opponents. -Progress towards a target/goal on own or with others. -Begin to choose effective 	<p>Dance skills</p> <ul style="list-style-type: none"> -Copy and remember a simple dance phrase. -Create a dance phrase with a partner/small group. -Adapt and improvise movement patterns to create longer sequences. -Show changes of speed/level/direction/tension in choreography. -Use a range of stimuli (e.g. sounds, pictures, objects) to create movements. <p>Performing</p> <ul style="list-style-type: none"> -Perform in time to music with awareness of rhythm and expression. -Perform learnt skills with control. <p>Evaluating</p> <ul style="list-style-type: none"> -Use technical vocabulary when describing/evaluating/comparing performances. -Identify strengths and areas for improvement in their own performances. 	<p>Travelling</p> <ul style="list-style-type: none"> -Move in different ways with control, care and confidence: <i>Tiptoe, hop, jumping, skipping, hopping, chassis steps, cat leap, half turn.</i> -Travelling in different ways, changing levels, speed and using turns to change direction. -Create simple sequences including travelling. <p>Shapes/balancing</p> <ul style="list-style-type: none"> -Create shapes on floor and apparatus: <i>straight, star, tuck, pike, straddle, dish.</i> -1, 2, 3 and 4 point balances including front and back support on floor and apparatus. -Move into and out of balances smoothly. -Hold balances with control and confidence. -Copy and create matching and contrasting partner balances on the floor and apparatus. <p>Rolling</p> <ul style="list-style-type: none"> -Use rolls within sequences to link balances. -<i>Sideways rolls (log roll, egg roll, dish-arch).</i> -<i>Teddy-bear roll.</i> 	<p>Running</p> <ul style="list-style-type: none"> -Run at different speeds and change direction with greater control and consistency. -Understand the importance of adjusting pace/speed to suit distance so can run for longer periods of time without stopping. -Use body effectively to run for speed (e.g. elbows close to body, thumbs moving from hips to lips). -Identify key points to improve technique when running. -Pass batons effectively to team members when travelling in relays. <p>Jumping</p> <ul style="list-style-type: none"> -Jump with control and accuracy: <i>Standing long jump.</i> -Show improved control when taking off and landing from 1 and 2 feet. -Use upper and lower body effectively to generate power when jumping to generate height/distance. -Choose the best jumps to improve distance. -Copy short sequences of linked jumps (e.g. hop, hop, jump). 	<p>Orienteering</p> <ul style="list-style-type: none"> -Use simple maps and diagrams of familiar environments to identify where they are and orientate themselves around a short trial. <p>Problem Solving</p> <ul style="list-style-type: none"> -Demonstrate cooperation and begin to work as a team. -Discuss and set strategies to overcome individual and group challenges. -Reflect on strategies chosen.

Skills and Knowledge Progression: Physical Education

	<p>places to stand as a fielder. -Begin to show understanding of marking by staying close to an opponent or space. -Make some successful interceptions.</p> <p>Evaluating -Evaluate their own and others work using criteria. -Identify their own strengths and say what they find most difficult. -Begin to use feedback and evaluations to improve skills and techniques.</p>		<p><i>-Rocking forwards and backwards in a tuck to standing with control.</i> <i>-Shoulder roll.</i> <i>-Crouched forward roll.</i> <i>-Forward roll from standing.</i></p> <p>Jumping -Land with control when jumping. -Jump from apparatus to create shapes in the air.</p> <p>Sequence building & performance -Create and remember sequences linking 4+ actions (e.g. travel, jump, balance, turn, roll). -Create and perform paired sequence. -Use apparatus in sequences. -Change level, speed or direction within sequences.</p> <p>Evaluating -Evaluate their own and others work using criteria. -Identify their own strengths and say what they find most difficult. -Begin to use feedback and evaluations to improve skills and techniques.</p>	<p>Throwing -Use different techniques to throw with accuracy over different distances: <i>underarm, overarm, chest push, fling throw.</i></p> <p>Evaluating -Evaluate their own and others work using criteria. -Identify their own strengths and say what they find most difficult. -Begin to use feedback and evaluations to improve skills and techniques.</p>	
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Skills and Knowledge Progression: Physical Education

Year 4					
Health & Fitness	Games	Dance	Gymnastics	Athletics	OAA
<p>-Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. -Know some reasons for warming up and cooling down.</p>	<p>Travelling -Use speed and directional changes to dodge. -Travel with a ball at different speeds, keeping the ball under control: <i>walking, jogging, running.</i> -Find and use space effectively to pass and receive the ball.</p> <p>Sending & receiving -Throw in different directions/heights with accuracy. -Hit a range of targets accurately (e.g. hoops, baskets, nets). -Strike a ball with a bat/racket and from a tee using appropriate techniques (e.g. backhand, forehand, hard, soft). -Stop a moving ball and return it to play quickly and accurately. -Pass and receive accurately using different techniques (e.g. using hands, feet, stick, racket).</p> <p>Attacking & defending -Keep possession within a team by using different tactics</p>	<p>Dance skills -Accurately copy and remember a dance phrase. -Show changes of speed/level/direction/tension in choreography to reflect the chosen dance style. -Use a range of stimuli (e.g. sounds, pictures, objects) to create imaginative movements.</p> <p>Performing -Adapt the way they perform to suit the dance style/idea.</p> <p>Evaluating -Use criteria to evaluate own and others' performances (e.g. Bronze, Silver, Gold). -When watching others perform, suggest how they could improve. -State how they can improve their own performance.</p>	<p>Travelling -Move confidently in different ways with clarity and control: <i>Tiptoe, hop, jumping, skipping, hopping, chassiss steps, cat leap, half turn, full turn, pivot.</i></p> <p>Shapes/balancing -Link balances with rolls. -Link balances on different levels. -Hold balances with alignment of body parts. -Copy and create controlled partner balances taking some body weight.</p> <p>Rolling -Use rolls effectively within sequences to link balances and change direction. <i>-Sideways rolls (log roll, egg roll, dish-arch).</i> <i>-Teddy-bear roll.</i> <i>-Rocking forwards and backwards in a tuck to standing with control.</i> <i>-Shoulder roll.</i> <i>-Crouched forward roll.</i> <i>-Forward roll from standing.</i> <i>-Backward roll.</i></p> <p>Jumping -Land with control when jumping from standing and apparatus.</p>	<p>Running -React quickly to change direction with control and consistency. -Speed up and slow down smoothly. -Use body effectively to run for speed and identify good techniques when running. -Demonstrate an understanding of how to adjust pace/speed to suit distance and sustain running for longer periods. -Cooperate well with team during relays, using baton exchanges at speed.</p> <p>Jumping -Jump with control and accuracy: <i>Standing long jump, standing triple jump, short run-up jump.</i> -Consistently demonstrate control when taking off and landing from 1 and 2 feet. -Use upper and lower body effectively to generate power when jumping to generate height/distance. -Choose the best jumps to improve distance. -Begin to measure distance jumped.</p>	<p>Orienteering -Use maps and diagrams to orientate themselves with accuracy around a short trial. -Work effectively with others as part of a team.</p> <p>Problem Solving -Communicate clearly with team-mates and other teams. -Reflect on strategies chosen and adapt approaches to improve performance.</p>

Skills and Knowledge Progression: Physical Education

	<p>and by making decisions when and where to pass or run. -Choose effective places to stand as a fielder. -Mark an opponent or space with some effect. -Make successful interceptions.</p> <p>Evaluating -Evaluate their own and others work using criteria and give ideas for improvements. -Use feedback and evaluations to improve skills and techniques. -Explain what skill or techniques they used in a game.</p>		<p>-Create clear shapes when jumping from standing and apparatus. -Vaulting; squat onto apparatus (hands then feet).</p> <p>Sequence building & performance -Show clear beginning, middle and end when creating sequences.</p> <p>Evaluating -Evaluate their own and others performances using criteria and give ideas for improvements. -Use feedback and evaluations to improve. -Compare and contrast two performances.</p>	<p>Throwing -Demonstrate throwing techniques for: <i>javelin, shotput, discus.</i></p> <p>Evaluating -Evaluate their own and others work using criteria and give ideas for improvements. -Use feedback and evaluations to improve skills and techniques. -Explain what skill or techniques they used.</p>	
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Skills and Knowledge Progression: Physical Education

Year 5					
Health & Fitness	Games	Dance	Gymnastics	Athletics	OAA
<p>-Know and understand the reasons for warming up and cooling down.</p> <p>-Explain some safety principles when preparing for and during exercise.</p>	<p>Travelling</p> <p>-Change speed and direction with control when travelling with a ball in various games.</p> <p>-Demonstrate an increasing awareness of space and use it to support teammates.</p> <p>Sending & receiving</p> <p>-Send and receive with accuracy to a partner or target in isolation and sometimes during games.</p> <p>-Bowl underarm and overarm.</p> <p>-Shoot accurately from close range and distance.</p> <p>-Play shots with reasonable accuracy.</p> <p>-Intercept a moving ball and return to play quickly and accurately.</p> <p>-Keep a rally going with a partner.</p> <p>-Gauge when to run after hitting a ball.</p> <p>Attacking & defending</p> <p>-Keep possession within a team by effectively using different tactics and by making good decisions when and where to pass or run.</p> <p>-Work as a team when</p>	<p>Dance skills</p> <p>-Copy and remember more challenging dance phrases.</p> <p>-Confidently use, adapt and improvise movement patterns to create longer sequences.</p> <p>-Show changes in dynamics in choreography and use space effectively to reflect the chosen dance style.</p> <p>Performing</p> <p>-Perform longer more complex sequences in time to music with rhythm and expression.</p> <p>-Consistently perform skills and techniques with accuracy and control.</p> <p>Evaluating</p> <p>-Create and use criteria to evaluate own and others' performances (e.g. Bronze, Silver, Gold).</p> <p>-Explain the affect dynamic qualities and techniques have on a performance.</p> <p>-Suggest how they and others can improve their performances.</p>	<p>Travelling</p> <p>-Create sequences including different ways of travelling (changing speed/direction/level and incorporating use of different equipment).</p> <p>Shapes/balancing</p> <p>-Create shapes on floor and apparatus: <i>straight, star, tuck, pike, straddle, dish, symmetrical shapes, asymmetrical shapes.</i></p> <p>-Perform controlled balances using different body parts on floor and apparatus.</p> <p>-Choose and perform mirrored, contrasting and counter-balances with a partner on the floor and apparatus.</p> <p>-Create sequences of different actions which include balances on different levels.</p> <p>Rolling</p> <p>-Use balances to move into and out of rolls smoothly.</p> <p><i>-Sideways rolls (log roll, egg roll, dish-arch).</i></p> <p><i>-Teddy-bear roll.</i></p> <p><i>-Rocking forwards and backwards in a tuck to standing with control.</i></p> <p><i>-Shoulder roll.</i></p> <p><i>-Forward roll into pike/straddle.</i></p>	<p>Running</p> <p>-React quickly to change direction with control and consistency.</p> <p>-Speed up and slow down smoothly.</p> <p>-Explain what I need to do with my body to generate and maintain speed and apply this.</p> <p>-Demonstrate a good understanding of why pacing is important and apply this to sustain running for longer periods.</p> <p>-Cooperate well with team during relays using efficient baton exchanges at speed.</p> <p>-Run over hurdles at speed and often take off from preferred leg.</p> <p>Jumping</p> <p>-Jump with control and accuracy: <i>Standing long jump, standing triple jump, short run-up jump, vertical jump.</i></p> <p>-Jumps, take offs and landings are consistently controlled and accurate.</p> <p>-Use upper and lower body effectively to generate power when jumping to generate height/distance.</p>	<p>Orienteering</p> <p>-Orientate themselves with accuracy around an orienteering course.</p> <p>-Identify ways of improving completion time by planning the quickest and most efficient routes.</p> <p>-Begin to use a compass to navigate.</p> <p>-Create an orienteering course for others to follow.</p> <p>Problem Solving</p> <p>-Work effectively as part of a team in different roles.</p> <p>-Quickly adapt and refine strategies to improve performance and overcome new challenges.</p>

Skills and Knowledge Progression: Physical Education

	<p>fielding. -Successfully mark an opponent or space and defend goals.</p> <p>Evaluating -Evaluate their own and others work, suggesting appropriate ways to improve. -Explain what skills or techniques they used in a game and why.</p>		<p><i>-Backwards roll.</i></p> <p>Jumping -Vaulting; squat onto apparatus and jump from higher agility tables.</p> <p>Sequence building & performance -Create and remember longer sequences linking different actions, showing smooth links, control and clarity. -Create sequences with contrasting actions (e.g. different level, speed, direction, use of different apparatus). -Work cooperatively to create and perform sequences.</p> <p>Evaluating -Evaluate their own and others work, suggesting appropriate ways to improve.</p>	<p>-Choose the best jumps and techniques to improve distance/height. -Measure distance/height jumped with accuracy.</p> <p>Throwing -Demonstrate with increasing accuracy throwing techniques for: <i>javelin, shotput, discus.</i> -Measure and record the distance of their throws.</p> <p>Evaluating -Evaluate their own and others work, suggesting appropriate ways to improve. -Explain what skills or techniques they used and why.</p>	
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Skills and Knowledge Progression: Physical Education

Year 6					
Health & Fitness	Games	Dance	Gymnastics	Athletics	OAA
<ul style="list-style-type: none"> -Understanding the importance of warming up and cooling down. -Carry out warm-ups and cool downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier. 	<p>Travelling</p> <ul style="list-style-type: none"> -Effectively move with a ball in close control in various games. -Demonstrate good awareness of space and use it to support teammates. <p>Sending & receiving</p> <ul style="list-style-type: none"> -Consistently send and receive with accuracy to a partner or target in isolation and during games. -Bowl underarm and overarm with speed and accuracy. -Shoot accurately from close range and distance and from different angles. -Play shots with accuracy on both sides of the body. -Intercept and retrieve a moving ball and return to play quickly and accurately. -Keep a rally going competitively with a partner. <p>Attacking & defending</p> <ul style="list-style-type: none"> -Keep possession within a team by successfully using different tactics and by making good decisions when and where to pass or run. -Work effectively as a team 	<p>Dance skills</p> <ul style="list-style-type: none"> -Create imaginative dance phrases and simple dances on own and with partner/small group. -Use a range of stimuli (e.g. sounds, pictures, objects) to create imaginative movements and simple dances. <p>Performing</p> <ul style="list-style-type: none"> -Confidently perform longer more complex sequences in time to music with rhythm, expression and precision. -Consistently perform with expression and emotion. <p>Evaluating</p> <ul style="list-style-type: none"> -Describe/evaluate/compare performances demonstrating and understanding of dance, using appropriate language and terminology. -Demonstrate feedback has had an impact on improving their own performance. 	<p>Travelling</p> <ul style="list-style-type: none"> -Create complex sequences including different ways of travelling (changing speed/direction/level and incorporating use of different equipment). <p>Shapes/balancing</p> <ul style="list-style-type: none"> -Confidently hold a range of individual and partner balances demonstrating control, alignment of body parts and an understanding of their own centre of gravity. <p>Rolling</p> <ul style="list-style-type: none"> -Perform a variety of rolls in isolation and in sequences demonstrating quality and control. <p>Jumping</p> <ul style="list-style-type: none"> -Vaulting; squat onto apparatus and jump from higher agility tables with control and quality of shape. <p>Sequence building & performance</p> <ul style="list-style-type: none"> -Create and remember challenging sequences linking different actions and 	<p>Running</p> <ul style="list-style-type: none"> -React quickly to change direction with confidence, control and consistency. -Accurately mark a sprint start and use it to gain power. -Speed up and slow down smoothly. -Demonstrate a good understanding of why pacing is important and choose the best pace to sustain running for longer periods. -Give accurate feedback to help others improve their performance and technique when running. -Cooperate well with team during relays, consistently and smoothly exchanging the baton at speed. -Run over hurdles demonstrating good rhythm and speed and develop lead leg technique. <p>Jumping</p> <ul style="list-style-type: none"> -Jump with control and accuracy: <i>Standing long jump, standing triple jump, short run-up jump, vertical jump.</i> -Jumps, take offs and landings consistently demonstrate 	<p>Orienteering</p> <ul style="list-style-type: none"> -Orientate more challenging course and course in unfamiliar surroundings. -Use a compass to navigate. -Create a challenging orienteering course for others to follow. <p>Problem Solving</p> <ul style="list-style-type: none"> -Demonstrate leadership when necessary. -Discuss and evaluate strategies as a team and decide the most effective approach to use to overcome a challenge/task.

Skills and Knowledge Progression: Physical Education

	<p>when fielding. -Effectively mark an opponent or space and defend goals.</p> <p>Evaluating -Thoroughly evaluate their own and others work, suggesting appropriate ways to improve.</p>		<p>with contrasting actions (e.g. different level, speed, direction, use of different apparatus).</p> <p>Evaluating -Thoroughly evaluate their own and others work, suggesting appropriate ways to improve. -Use appropriate language and terminology.</p>	<p>control, power and accurate. -Consistently use upper and lower body effectively to generate power when jumping to generate height/distance. -Adapt techniques to improve distance/height. -Set up jumps and measure distance/height jumped with accuracy and confidence.</p> <p>Throwing -Demonstrate good, accurate throwing techniques for: <i>javelin, shotput, discus</i>.</p> <p>Evaluating -Thoroughly evaluate their own and others work, suggesting appropriate ways to improve.</p>	
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