

Year 4 – Physical Skills	
Running	<ul style="list-style-type: none"> • Able to run using the correct technique (legs and arms working in combination) consistently • Able to vary pace fluently • Beginning to show increasing stamina when running over longer distances Show an understanding of what pace suits them best for distance running and be able to apply this to a competitive situation for a set distance or time.
Jumping	<ul style="list-style-type: none"> • Able to perform a 'standing long jump' with control and increasing power • Able to use a combination of jumping and hopping with some fluidity • Able to use jumping in combination with other skills (e.g. jumping to catch a ball) • Able to perform the basic 'triple jump' technique
Throwing	Able to use the following skills while moving/ as part of a game situation: <ul style="list-style-type: none"> • Throwing a bean bag/small ball using an underarm throw consistently and fluently • Chest pass/ Bounce pass/ shoulder pass with basketball/ netball with good control and accuracy • Able to throw a rugby ball with good accuracy as part of a sequence of movement • Able to bowl effectively (rounders and cricket) • To perform the shot putt technique with some consistency and control. • To know the technique and the safety aspects of the javelin throw.
Catching	Able to use the following skills while moving/ as part of a game situation: <ul style="list-style-type: none"> • Able to catch a small ball with two hands consistently • Able to catch a small ball or bean bag with one hand (various positions) • Able to catch a bouncing basketball at various heights (above head/ to the side of body/ while bending knees) • Able to catch a rugby ball while moving • Able to retrieve a rolling ball and link with other actions effectively • Able to dribble a basketball using one hand with good control and fluidity • Able to change direction fluently while dribbling a basketball
Kicking	Able to use the following skills while moving/ as part of a game situation: <ul style="list-style-type: none"> • Able to pass a football to a target with increasing accuracy • Beginning to be able to dribble a football to evade an opponent • Beginning to be able to dribble a football using one foot (outside and inside of foot)
Agility	<ul style="list-style-type: none"> • Able to evade an opponent in a game by changing direction quickly • Able to evade an opponent in a game by using more than one tactic (eg faking in different directions)
Balance	
Co-ordination (Striking)	<ul style="list-style-type: none"> • Able to hit a tennis ball to a partner with accuracy and correct forehand technique • Able to hit a tennis ball to a partner with accuracy and correct backhand technique • Be able to serve using the correct underhand technique • Can dribble a ball using a hockey stick with control and fluency • Able to use a hockey stick to pass a small ball to both a stationary and moving target with accuracy • Able to confidently hit a tennis ball using a range of bats (Rounders, cricket, tennis)
Dance	<ul style="list-style-type: none"> • To know the origins of the Olympics and the different countries that participate in them and the sports that occur during the games. • Look at one country from the Olympics and look at their traditional style of dance key focusing on key features including its origins, typical clothing and costumes, and type of music. • Use three sports from the Olympics to choregraph a short dance phrase • To create a closing ceremony using different speeds, levels to enhance their performance
Gymnastics	<ul style="list-style-type: none"> • To select and use a range of sitting, standing, support and lying shapes in a sequence. • To use rotations to increase the difficulty of a straight jump. • To use large body parts (head) to perform a well controlled balance. • To perform a cartwheel safely and with control. • To change the starting and finishing positions of a backwards and/or forwards roll.

Year 5 Progression Overviews

Physical – Thinking – Social and Emotional

Year 5 Thinking Skills	
Self - Reflection	<ul style="list-style-type: none"> • To watch and assess their team effectiveness when playing a game. • To talk about the roles within a game that they are more comfortable with and the roles they need to improve in. • To suggest areas within a game that they need to improve (skills, decision making and tactical ideas). • To identify when they have followed the rules within a small sided game. • To evaluate their own and others ability to dribble past or away from a defender. • To evaluate how well the ball is kept under control and suggest a practice to improve. • To evaluate the choices made by themselves and others
Collaboration	<ul style="list-style-type: none"> • To identify the individual players who have played well and highlight the reasons why. • To evaluate how well others move with the ball and suggest a practice to help them. • To improve others performance and success rate when dribbling, passing or shooting
Attacking and Defending	<ul style="list-style-type: none"> • To comment on the tactical ideas being used to help a team improve. • To help others become better defenders • To identify how the team can become better at attacking and defending. • To evaluate how effective a team is at defending, making suggestions on how to improve.
Game Based Learning	<ul style="list-style-type: none"> • To use aspects of the S.T.E.P framework to make changes to a game to make it easier, more difficult or more enjoyable for the whole group. • To evaluate how effective their own and others throwing and catching technique is and suggest ways to improve. • To recognise where a suitable position as a fielder might be • To evaluate how well they and others can perform the correct bowling technique • To make suggestions on how to improve batting technique. • To select and apply the appropriate skills and rules according to their playing position.
Creativity	<ul style="list-style-type: none"> • To describe how the movements relate to the music and evaluate the timing and quality of movements in their own and another group's performance. • To know how to make their steps and shapes more effective, and use this knowledge to improve their technique • To describe how the typical clothing and music relates to the dance style. • To describe the attitude, emotion and expression used in their own and others dances and describe how it enhances the performance
	<ul style="list-style-type: none"> • To watch a performance and judge its effectiveness. • To identify parts of a performance that have been performed well and those that need improving. • To identify one particular element of their own performance to practise and improve. • To use advice and suggestions to improve when working as part of a small group. • To identify changes in speed, direction and level when watching a performance.

Social and Emotional – Healthy Active Lifestyles Overview					
Year 5					
Linking Actions	Gymnastics	Tactics and Strategies	Dance	Creating and Closing Space	Athletics
Sporting Values		Self-Improvement		Beginning to Lead	
<ul style="list-style-type: none"> • To identify how 'Friendship' has been shown by others within the lesson • To understand the Olympic value of 'Respect' and identify a time they have shown this in the lesson • To identify how 'Respect' has been shown by others within the lesson 	<ul style="list-style-type: none"> • To understand the Olympic value of 'Excellence' and identify a time they have shown this in the lesson • To identify how 'Excellence' has been shown by others within the lesson • To understand the Olympic value of 'Friendship' and identify a time they have shown this in the lesson 	<ul style="list-style-type: none"> • To identify an example of themselves/ others showing resilience within the lesson • To identify how resilience can be shown throughout school • To understand the term 'positive mindset' 	<ul style="list-style-type: none"> • To be able to give constructive feedback to a partner to help improve a skill • To identify why the rules of the game are needed • To understand their weaknesses (physical/ cognitive or social and emotional) when playing sports and think of ways these could be improved 	<ul style="list-style-type: none"> • To identify the skills of a good leader • To demonstrate the skills of a good leader when working with a partner, group or team • To plan and lead a small group through the pulse raising section of a warm up 	<ul style="list-style-type: none"> • To understand what the letter S.T.E.P stand for in the STEP framework • To use their knowledge of the STEP framework to make a game more inclusive for all • To plan a warm up routine that all children can take a full and active part in.
Healthy Active Lifestyles					
Body awareness	<ul style="list-style-type: none"> • To develop a basic knowledge and understanding of how muscles work • To explain in greater depth why Heart Rate increases during exercise • To explain in greater depth why breathing rate increases during exercise. • To explain how their bodies change and react during the game. • To understand how muscles work when exercising. • To understand how strength and flexibility can have an effect on their overall health 				
Knowledge and Understanding	<ul style="list-style-type: none"> • To understand the aims of a warm up and explain how a thorough warm up routine can lead to improved performance • To plan a warm up routine that all children can take a full and active part in. • To choose exercises that are relevant to the upcoming activity when planning and leading a short warm up routine for a group. • To recognise specific exercises and targeted activities. suggesting how they each improve speed, strength or stamina. • To understand how a good warm-up results in a good quality performance. • To plan and deliver a short pulse-raising activity for the warm-- up. • To plan and deliver the stretching section of the warm-up to a small group • To plan and deliver the mobilising section of the warm-up to a small group. • To develop a basic understanding of how to improve speed and stamina. 				