

Buttsbury Primary School  
PE Progression Document

EYFS	Acquiring and developing skills	Applying skills and using tactics	Evaluating and improving performance
	<p><b>Dance</b> Copy basic body actions and rhythms. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance Begin to count to music</p> <p><b>Fundamentals and athletics</b> Run and stop with some control. Jump and hop with bent knees Throwing larger balls and beanbags into space Balance whilst stationary and on the move. Change direction at a slow pace.</p> <p><b>Games</b> Drop and catch with two hands Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed.</p> <p><b>Gymnastics</b> Create shapes showing a basic level of stillness using different parts of their bodies Begin to take weight on different body parts.</p>	<p><b>Dance</b> Choose and use travelling actions, shapes and balances.</p> <p><b>Fundamentals and athletics</b> Explore skipping as a travelling action. Explore moving different body parts together.</p> <p><b>Games</b> Kick larger balls to space. Move around showing limited awareness of others. Make simple decisions in response to a situation.</p> <p><b>Gymnastics</b> Show shapes and actions that stretch their bodies.</p> <p><b>OAA</b> Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path.</p>	<p>Take turns</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p> <p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p> <p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>

Copy and link simple actions together.		
<b>OAA</b> Follow simple instructions. Share their ideas with others. Begin to identify personal success.		

EYFS Brain Busters (Core Knowledge)	Introduction to PE	Fundamentals	Dance	Gymnastics	Ball Skills	Games
	BB – Look for space away from others	BB – take big steps to run and small steps to stop	BB – count to the 8 to help to stay in time	BB1-hold shapes and balances for 5 seconds.	BB1- bend down low and step forwards when you roll the ball.	BB1- point your hand where you want the object to go.
	BB – Take small steps to help you to stop	BB – look straight ahead and keep your chest up	BB – use high, medium and low levels in your dance to help to make it look more interesting	BB2- bend your knees when landing.	BB2- keep your eyes on the ball.	BB2- look for space away from the taggers.
	BB – move at a speed so that your partner can stay with you	BB – bend your knees when landing	BB – use big, clear movements to help to tell the story	BB3- stay curled up in the barrel roll.	BB3- use two hands to catch a ball.	BB3- hit the ball in the middle of the racket.

EYFS Vocabulary	Introduction to PE	Fundamentals	Dance	Gymnastics	Ball Skills	Games
	safe space forwards backwards stop sideways freeze partner	muscles balance direction push off jump gallop	twist shake bend low high	shape balance travel apparatus height	rolling target bounce dribble kick	aim score team hop win hit run

Year 1	Acquiring and developing skills	Applying skills and using tactics	Evaluating and improving performance
	<p><b>Dance</b> Copy, remember and repeat actions. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities Begin to use counts</p> <p><b>Fundamentals and Athletics</b> Attempt to run at different speeds showing an awareness of technique. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Use co-ordination with and without equipment.</p> <p><b>Games</b> Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others.</p> <p><b>Gymnastics</b> Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time.</p>	<p><b>Dance</b> Choose actions for an idea.</p> <p><b>Fundamentals and Athletics</b> Begin to link running and jumping movements with some control. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction.</p> <p><b>Games</b> Begin to use simple tactics with guidance.</p> <p><b>Gymnastics</b> Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.</p> <p><b>OAA</b> Understand the rules of the game and suggest ideas to solve simple tasks.</p>	<p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Explore skills independently before asking for help.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>

<b>OAA</b> Follow instructions. Begin to work with a partner and a small group. Copy a simple diagram/map		
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<b>Year 1 Brain Busters (Core Knowledge)</b>	<b>Fundamentals</b>	<b>Dance (1-6)</b>	<b>Dance (7-12)</b>	<b>Sending and Receiving</b>	<b>Athletics</b>	<b>Team Building</b>
	BB1 – when hopping and jumping, use soft knees	BB1 - Use counts of 8 to help you stay in time with the music and each other		BB1 – check the receiver is looking before you pass	BB1 – use a slower pace for longer distance.	BB1 – use clear, short instructions.
	BB2 – run on the balls of your feet	BB2 – Use clear actions when performing		BB2 – watch the ball as it comes to you	BB2 – use soft knees when jumping and landing	BB2 – work together to make decisions.
	BB3 – Lift the skipping rope over your head to your feet when skipping	BB3 – change of speed will make your dance look interesting			BB3 – swing arms forward when jumping.	BB3 – listen to each other’s ideas before making a plan.
	<b>Ball Skills</b>	<b>Gymnastics (1-6)</b>	<b>Gymnastics (7-12)</b>	<b>Striking and Fielding</b>	<b>Invasion Games</b>	<b>Target Games</b>
	BB1 – keep your eyes on the target	BB1 – bend your knees when landing a jump		BB1 – watch the ball as it is coming towards you	BB1 – keep your head up to see the defender	BB1 – an underarm throw is below the shoulder
	BB2 – release the ball when your fingertips are pointing at your target	BB2 – Be as still as a statue when balancing		BB2 – When bating, bat away from the fielders	BB2 – move away from the defender and into space	BB2 – keep your eyes on the target
	BB3 – use two hands and wide fingers to catch the ball	BB2 – Keep the same shape throughout a roll		BB3 – When fielding, retrieve the ball and send it to the bowler	BB3 – call to your teammate when you are free	BB3 – an overarm throw is above the shoulder

<b>Year 1 Vocabulary</b>	<b>Fundamentals</b>	<b>Dance (1-6)</b>	<b>Dance (7-12)</b>	<b>Sending and Receiving</b>	<b>Athletics</b>	<b>Team Building</b>
	land fast direction change skip hop	beat direction timing copy counts		Send receive ready position catch underarm pass throw	attacker defender space dodge marking	challenge cooperate instruction lead listen plan share talk
	<b>Ball Skills</b>	<b>Gymnastics (1-6)</b>	<b>Gymnastics (7-12)</b>	<b>Striking and Fielding</b>	<b>Invasion Games</b>	<b>Target Games</b>
	dribble control space swing	travel balance jump control star straight roll		fielding bowl batter hit track ready position	goal points score	distance further aim target balance score

Year 2	Acquiring and developing skills	Applying skills and using tactics	Evaluating and improving performance
	<p><b>Dance</b> Copy, remember and repeat a series of actions. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Use counts with help to stay in time with the music.</p> <p><b>Fundamentals and Athletics</b> Show balance and coordination when running at different speeds. Show hopping and jumping movements with some balance and control. Perform actions with increased control when co-ordinating their body with and without equipment.</p> <p><b>Games</b> Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring.</p> <p><b>Gymnastics</b> Perform balances on different body parts with some control and balance.</p>	<p><b>Dance</b> Select from a wider range of actions in relation to a stimulus. Show a character through actions, dynamics and expression.</p> <p><b>Fundamentals and Athletics</b> Link running and jumping movements with some control and balance. Change technique to throw for distance Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction.</p> <p><b>Games</b> Throw and roll towards a target using varying techniques with some success. Use simple tactics.</p> <p><b>Gymnastics</b> Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique</p> <p><b>OAA</b> Try different ideas to solve a task. Follow and create a simple diagram/map. Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Explore skills independently before asking for help.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>

<p>Take body weight on different body parts, with and without apparatus.</p> <p><b>OAA</b> Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other.</p>		
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Year 2 Brain Busters (Core Knowledge)	Ball Skills	Dance (1-6)	Dance (7-12)	Striking and Fielding Games	Invasion Games	Athletics
	BB1 – keep your eyes on the ball	BB1 – mirroring is when you reflect the movement of your partner.		BB1 – move your feet to get in line with the ball	BB1 – keep the ball close to your body to keep possession	Run on the balls of your feet
	BB2 – keep the ball close to your feet using soft touches	BB2 use unison to move at the same time as someone else.		BB2 – Bring the ball into your body	BB2 – keep your eyes on the ball	Soft, bent knees on landing
	BB3 – use the inside of your foot to kick the ball	BB3 – Change you expression to show different characters.		BB3 – make sure the child you are throwing to is looking at you	BB3 - Stand sideways so you can see your attacker and the ball	Drive your arms upwards to help you jump higher
	Team Building	Sending and Receiving	Target Games	Gymnastics (1-6)	Gymnastics (7-12)	Net and Wall Games
	BB1 – make a plan before beginning a task	BB1 – let go of the ball when your hand is pointing at the target	Aim slightly ahead of where the target is moving	BB1 – hold the balance for 5 seconds		BB1 - Watch the ball carefully as it comes towards you
	BB2 – Ensure all members of the team are able to share their ideas	BB2 – Use the inside of your foot to pass the ball	Use less force if the target is close	BB2 - Use different body parts to travel on		BB2 - Hold the racket on the grip with a relaxed wrist
	BB3 – use clear instruction when guiding your partner	BB3 – Watch the ball as it comes toward you.	Use more force when the target is further away	BB3 - Transition smoothly from one action to the next		BB3 - Move quickly from the ready position to meet the ball

Year 2 Vocabulary	Ball Skills	Dance (1-6)	Dance (7-12)	Striking and Fielding Games	Invasion Games	Athletics
	dribble control space swing kick	beat direction timing copy counts mirror unison		stump backstop runs fielding bowl batter hit track	teammates attack shoot defend opponent goal points score	far fast height jog landing sprint take off
	Team Building	Sending and receiving	Target Games	Gymnastics (1-6)	Gymnastics (7-12)	Net and Wall Games
	communicate instructions successful plan solve support	roll target send receive kick ready position throw	release target aim overarm underarm strike accurate	sequence pathway straddle pike tuck travel balance jump control star straight roll		Defend receive return trap point

Year 3	Acquiring and developing skills	Applying skills and using tactics	Evaluating and improving performance
	<p><b>Dance</b> Copy remember and perform a dance phrase. Use canon, unison and formation to represent an idea. Use counts to keep in time with a partner and group.</p> <p><b>Fundamentals and Athletics</b> Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance.</p> <p><b>Games</b> Dribble the ball with one hand with some control in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot. Strike a ball with varying techniques.</p> <p><b>Gymnastics</b> Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time</p> <p><b>OAA</b> Follow instructions from a peer and give simple instructions. Orientate and follow a diagram/map.</p>	<p><b>Dance</b> Create short dance phrases that communicate an idea. Match dynamic and expressive qualities to a range of ideas.</p> <p><b>Fundamentals and Athletics</b> Show balance, coordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.</p> <p><b>Games</b> Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team.</p> <p><b>Gymnastics</b> Demonstrate increased flexibility and extension in their actions Choose actions that flow well into one another both on and off apparatus.</p> <p><b>OAA</b></p>	<p>Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self manage games. Persevere when finding a challenge difficult. Understand what their best looks like Prac and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.</p>

		<p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Plan and attempt to apply strategies to solve problems.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	
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<b>Year 3 Brain Busters (Core Knowledge)</b>	<b>Hockey</b>	<b>Basketball</b>	<b>Cheer Dance</b>	<b>Netball</b>	<b>Athletics</b>	<b>Tennis</b>
	BB1: Players can only hit the ball with the flat side of their stick.	BB1: You cannot double dribble in Basketball.	BB1: Cheerleaders use pom poms.	BB1: The three passes in Netball are Chest, Bounce and Shoulder.	BB1: Standing Long Jump – the measurement is taken from the back foot.	BB1: Andy Murray is a famous tennis player.
	BB2: Hockey is an invasion game.	BB2: You can move with the ball when dribbling.	BB2: The cheerleaders' purpose is to excite the crowd and support the team.	BB2: We use the 'W' hand position on the ball when shooting.	BB2: Standing High Jump – the measurement is taken between your starting and finishing point.	BB2: Tennis can be played on different surfaces.
	BB3: Hockey is a non-contact sport.	BB3: There are three types of passes in basketball	BB3: Anyone can be a cheerleader.	BB3: Double dodge to outwit your opponents.	BB3: The most effective way to throw a tennis ball is overarm.	BB3: You can hit the ball with your forehand or backhand.
	BB4: You can only score a goal from inside the 'striking circle'.	BB4: Baskets can be worth one, two or three points.	BB4: 'Chest Pop' and 'Pump It' are two types of cheerleading moves.	BB4: GS and GA are the only positions that can shoot.	BB4: Pump your arms in time with your legs to go faster.	BB4: A player must serve to begin a game.
	BB5: The aim is to push a small ball into an opposition's net.	BB5: Use the backboard to help you aim at the target.	BB5: Cheerleaders must be precise must be precise in their timing.	BB5: You cannot run with the ball in Netball.	BB5: You must get the baton around the track without dropping it.	BB5: A rally is when the ball is hit back and forth.

Year 3 Vocabulary	Hockey	Basketball	Cheer Dance	Netball	Athletics	Tennis
	dribble rotation control stability follow through push pass accuracy possession non-contact interception attackers defenders	dribble double dribble dominant non-dominant bounce pass overhead pass rotation chest pass backboard basket	combination routine sequence	pass shoot attack overarm score defend possession rules	jump line sprint vertical baton overarm	rally tennis ball backhand racket court forehand

Year 4	Acquiring and developing skills	Applying skills and using tactics	Evaluating and improving performance	Swimming
	<p><b>Dance</b> Copy, remember and adapt set choreography. Use action and reaction to represent an idea. Use counts when choreographing short phrases.</p> <p><b>Fundamentals and Athletics</b> Link hopping and jumping actions with some control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Begin to co-ordinate their body at speed in response to a task.</p> <p><b>Games</b> Link dribbling the ball with other actions with increasing control. Catch a ball passed to them using one and two hands with increasing success. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success.</p> <p><b>Gymnastics</b> Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight.</p>	<p><b>Dance</b> Choreograph considering structure individually, with a partner and in a group. Change dynamics to express changes in character or narrative.</p> <p><b>Fundamentals and Athletics</b> Demonstrate how and when to speed up and slow down when running Jump for distance and height showing balance and control. Show balance when changing direction at speed in combination with other skills.</p> <p><b>Games</b> Change direction when dribbling with feet with some control in game situations Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations. Receive a ball using different parts of the foot under pressure. Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession.</p> <p><b>Gymnastics</b></p>	<p>Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self manage games. Persevere when finding a challenge difficult. Understand what their best looks like Prac and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>

	<p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p><b>OAA</b> Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Identify key symbols on a map and use a key to help navigate around a grid.</p>	<p>Plan and perform sequences showing control and technique with and without a partner.</p> <p><b>OAA</b> Confidently communicate ideas and listen to others before deciding on the best approach. Plan and apply strategies to solve problems.</p>		
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Year 4 Brain Busters (Core Knowledge)	Tag Rugby	Hockey	Netball	Football	Athletics	Rounders
	BB1: Tag Rugby is a team sport played by children wearing tags.	BB1: Hockey is a non-contact sport.	BB1: There are 3 passes: chest, shoulder and bounce pass.	BB1: Place your foot on top of the ball to stop and receive it.	BB1: A standing long jump requires a two footed take off and landing.	BB1: Rounders is a striking and fielding team game.
	BB2: To tag an opponent you pull their tag from their belt.	BB2: There are 11 players on a team.	BB2: Pivoting is rotating on one foot, keeping the other foot on the floor.	BB2: Use the sides of your feet to pass the ball.	BB2: Swing your arms to generate force.	BB2: An overarm throw is used for longer distances.
	BB3: You must pass the ball backwards or sideways in tag rugby.	BB3: Players can only score a goal from inside the 'striking circle' in front of the opponent's goal.	BB3: To defend, you extend your arms to intercept the ball .	BB3: Use small taps with your feet when dribbling a football.	BB3: Use an overarm throw for greater distance.	BB3: The bowler must bowl the ball using an underarm throw.
	BB4: To gain the possession of the ball, tag the person carrying the ball.	BB4: Players can only hit the ball with the flat side of their stick.	BB4: To shoot, flick the ball with the wrist towards the target.	BB4: Tackle the ball, not the legs of your opponent.	BB4: A good sprinting technique requires a high knee action.	BB4: A rounder is scored when the batter hits the ball and runs around all 4 posts.
	BB5: A try is scored by placing the ball over your opponent's line.	BB5: Players (other than the goalkeeper) are not allowed to use their feet, or any other parts of the body, to	BB5: Netball is a non-contact sport.	BB5: Apply more force when passing to a greater distance.	BB5: A correct baton grip is essential.	BB5: A fielder's role is to help stop a rounder being scored.

		control the ball at any time.				
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<b>Year 4 Vocabulary</b>	<b>Tag Rugby</b>	<b>Hockey</b>	<b>Netball</b>	<b>Football</b>	<b>Athletics</b>	<b>Rounders</b>
	pass rules attack possession defend score tag in touch out of touch	dribble non-contact control strike opponent defending strategies tackling	pivot intercept non-contact D wing shooter defence goalkeeper goal shooter	pass shoot control instep laces tackle dribble	force height take off overarm stride drive baton	rounder bat underarm overarm bowler high ball low ball field score out

Year 5	Acquiring and developing skills	Applying skills and using tactics	Evaluating and improving performance	Swimming
	<p><b>Dance</b> Confidently perform choosing appropriate dynamics to represent an idea</p> <p><b>Fundamentals and Athletics</b> Show control at take-off and landing in more complex jumping activities. Perform a range of more complex jumps showing some technique. Show accuracy and power when throwing for distance. Can co-ordinate a range of body parts at increased speed.</p> <p><b>Games</b> Use dribbling to change the direction of play with some control under pressure. Dribble with feet with some control under increasing pressure. Use a variety of throwing techniques with some control under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure. Receive a ball using different parts of the foot under pressure with increasing control. Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p><b>Gymnastics</b></p>	<p><b>Dance</b> Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Use counts accurately when choreographing to perform in time with others and the music.</p> <p><b>Fundamentals and Athletics</b> Run at the appropriate speed over longer distances or for longer periods of time. Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction.</p> <p><b>Games</b> Catch and intercept a ball using one and two hands with some success in game situations. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group. Communicate with others clearly and effectively.</p> <p>Understand what maximum effort looks and feels like and show determination to achieve it</p> <p>Use different strategies to persevere to achieve personal best</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>

<p>Show increasing control and balance when moving from one balance to another</p> <p>Use strength to improve the quality of an action and the range of actions available</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p><b>OAA</b> Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p>	<p><b>Gymnastics</b> Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p> <p><b>OAA</b> Use clear communication when working in a group and taking on different roles</p> <p>Begin to lead others, providing clear instructions.</p>	<p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p> <p>Explain why a particular strategy worked and alter methods to improve</p>	
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Year 5 Brain Busters (Core Knowledge)	Netball	Football	Hockey	Basketball	Atheletics	Tennis
	BB1: There are 4 types of pass in Netball: chest, shoulder, bounce and overhead.	BB1: Dribbling means having the ability move up and down the pitch with full control of the ball.	BB1: Hockey is an invasion game played by two teams of 11 players.	BB1: Basketball is a 5v5 invasion game.	BB1: Standing Long Jump – the measurement is taken from the back foot.	BB1: Tennis is a net game.
	BB2: High Fives rotates positions on and off the court.	BB2: When dribbling, keep the ball close to your feet.	BB2: In hockey you only use one side of the stick.	BB2: You can only move with the ball when dribbling.	BB2: Standing High Jump – the measurement is taken between your starting and finishing point.	BB2: A forehand shot is played when the front of the hand is moved in the direction of the ball.
	BB3: The positions in High Fives: centre, goal shooter, goal keeper, goal attack and goal defence.	BB3: When passing in football, you use the inside of your foot.	BB3: In hockey you cannot handle or kick the ball.	BB3: Double-dribbling is an illegal move when a player stops moving and then restarts.	BB3: To throw a ball you need to adopt the correct stance.	BB3: A backhand shot is played when the back of the hand is moved in the direction of the ball.
	BB4: Time keeper and scorer are roles children take off the court.	BB4: When receiving the ball, open your body to the direction the ball is coming from.	BB4: In hockey you can only score a goal from inside the D.	BB4: A shot from inside the key is worth 2 points	BB4: Coordinate your opposite legs and arms to move faster.	BB4: Tennis can be played in singles or doubles.

	BB5: Players are only allowed in certain parts of the court depending on their position.	BB5: Football is a contact sport.	BB5: Players must not play the ball dangerously or in a way which leads to dangerous play.	BB5: A shot from outside is worth 3 points.	BB5: You must begin to jog at the baton change over.	BB5: Using a variety of shots helps you to move the opposition player around the court
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<b>Year 5 Vocabulary</b>	<b>Netball</b>	<b>Football</b>	<b>Hockey</b>	<b>Basketball</b>	<b>Athletics</b>	<b>Tennis</b>
	chest pass shoulder pass bounce pass centre goal shooter goal attack goal keeper goal defence	fluency accuracy precision precise	accuracy precision precise pace, stamina, tactics striking shield mark intercept	accuracy precision tactics marking intercept	jump line overarm vertical sprint baton	backhand rally volley tactics net shot smash serve

Year 6	Acquiring and developing skills	Applying skills and using tactics	Evaluating and improving performance
	<p><b>Dance</b> Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p><b>Fundamentals and Athletics</b> Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Change direction with a fluent action and can transition smoothly between varying speeds</p> <p><b>Games</b> Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Select and apply the appropriate kicking technique with control. Receive a ball with consideration to the next move</p> <p><b>Gymnastics</b> Combine and perform more complex balances with control, technique and fluency. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p><b>OAA</b> Communicate with others clearly and effectively when under pressure.</p>	<p><b>Dance</b> Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Use counts when choreographing and performing to improve the quality of work.</p> <p><b>Fundamentals and Athletics</b> Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge</p> <p><b>Games</b> Use a variety of throwing techniques including fake passes to outwit an opponent. Catch and intercept a ball using one and two hands with increasing success in game situations. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p> <p>Understand what maximum effort looks and feels like and show determination to achieve it Use different strategies to persevere to achieve personal best</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p> <p>Explain why a particular strategy worked and alter methods to improve</p>

		<p><b>Gymnastics</b> Demonstrate more complex actions with a good level of strength and technique Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills</p> <p><b>OAA</b> Confident to lead others and show consideration of including all within a group Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p>	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements
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Year 6 Brain Busters (Core Knowledge)	Cross Country	Basketball	Netball	Dodgeball	Athletics'	Rounders
	BB1: Your start is key.	BB1: Dribbling advances the ball.	BB1: Once a player catches the ball – either in air or on the ground – they can take one step, pivoting on their landing foot.	BB1: 6 - 10 players on a team.	BB1: Standing Long Jump – the measurement is taken from the back foot.	BB1: A player is out if a fielder catches the ball.
	BB2: Breathing correctly enhances performance.	BB2: No double dribbling.	BB2: You must stand 3 feet away from the person with the ball when defending.	BB2: Players are out if the ball hits them or they are caught out.	BB2: Standing High Jump – the measurement is taken between your starting and finishing point.	BB2: 'No ball' = When the ball is above the head, below the knee or bounces.
	BB3: Maintaining a steady pace is key	BB3: You can only hold the ball for up to 5 seconds.	BB3: You cannot hold the ball for more than 3 seconds.	BB3: 'Ball blocking' = defensive tactic.	BB3: To throw a ball you need to adopt the correct stance.	BB3: Maximum of 15 players in rounders.

	BB4: Stretching prevents injury.	BB4: The main rule for the defensive player is not to foul (no physical contact).	BB4: There are 7 positions in netball.	BB4: Dodgeball is a fast-paced game that requires strategic thinking.	BB4: Coordinate your opposite legs and arms to move faster.	BB4: The back-stop must stand behind the 'live' batter.
	BB5: A sprint finish is key.	BB5: Only five players on the court at any one time.	BB5: Each player is only allowed to play in specific parts of the court.	BB5: Teams need to plan their offensive and defensive play.	BB5: You must begin to jog at the baton change over.	BB5: A rounder is scored for hitting the ball and running to base four without stopping.

<b>Year 6 Vocabulary</b>	<b>Cross Country</b>	<b>Basket Ball</b>	<b>Netball</b>	<b>Dodgeball</b>	<b>Athletics</b>	<b>Rounders</b>
	technique pace stamina breathing lactic acid	accuracy dribble marking precision backboard tactics	offside shield mark intercept repossession release	offensive coordination dodging defensive strategy tactics	jump line overarm vertical sprint baton	striking fielding back-stop tactics base opponent