



St Mary's Catholic Academy PE Knowledge and Skills Progression



	Athletics	Dance	Gymnastics	Games
F1		<p>Three to Four Years - Knowledge:</p> <ul style="list-style-type: none"> Children explore movements of different creatures. Children will be given opportunities to work independently and with a partner <p>Skills:</p> <ul style="list-style-type: none"> Observe the effects of activity on their bodies. <p>Vocabulary: move, slow, fast, still.</p>		<p>Three to Four Years - Knowledge:</p> <ul style="list-style-type: none"> Children learn how to roll and stop a ball. They explore bouncing and catching a ball. Children practise kicking/dribbling a ball. Children will be given opportunities to work independently and with a partner <p>Skills:</p> <ul style="list-style-type: none"> Begin rolling a ball to a target Begin to stop a rolling ball Develop accuracy when throwing to a target Develop bouncing, catching and kicking a ball, Understand that equipment and tools have to be used safely. <p>Vocabulary: rolling, bouncing, throwing catching, dribbling, kicking, target</p>
F2		<p>Reception/ELG - Knowledge:</p> <ul style="list-style-type: none"> Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. <p>Skills:</p> <ul style="list-style-type: none"> Safely negotiate space Move confidently in a range of ways Show some control and coordination in small and large movements Develop landing and jumping safely Begin to copy and create simple sequences Link actions together Begin to develop rocking and rolling. <p>Vocabulary: shapes, balances, jumps, rocking, rolling, space, floor, apparatus, sequences, travelling, balancing</p>		<p>Reception/ELG - Knowledge:</p> <ul style="list-style-type: none"> Children will develop their understanding of playing games through the topic of 'Transport'. Children play a variety of games in order to practise and further develop fundamental movements They learn how to dribble ball with their feet They learn how to score and play by the rules Children work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. (F1 Ball skills – rolling a ball to a target, using feet to move the ball and stop it, bouncing a ball) <p>Skills</p> <ul style="list-style-type: none"> Shows some control of the basic actions of rolling, throwing, kicking, dribbling and bouncing Begin to understand the concept of tracking a ball. Begin to develop accuracy when throwing or kicking a ball to a target Work independently and with a partner Develop decision making and begin to use simple tactics. Work cooperatively and learn to take turns Begin to show an understanding of different roles within a game Move confidently in a range of ways, safely negotiating space Talk about ways to keep healthy and safe Show good control and coordination in small and big movements <p>Vocabulary: tracking, balancing, striking</p>

	Athletics	Dance	Gymnastics	Invasion Games
Y1	<p>Knowledge</p> <ul style="list-style-type: none"> • Pupils learn how to run at different speeds. • They are taught how to throw in different ways. • They begin to learn how to measure their performances and make improvements on their scores. • They are given opportunities to work collaboratively as well as independently. <p>Skills</p> <ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position • Performs a variety of throws with basic control. <p>Vocabulary: run, hop, jump, land, speed, balance, throw</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Learn and describe basic dance actions • Learn how to use simple dance vocabulary to describe movement • Learn how to link various movements to moods, ideas and feelings • Understand that being active helps keeps our bodies happy and healthy • Know where their heart is and understand why it beats faster when exercising • Know why it's important to be safe when being active- wearing correct clothing, working with a partner, staying safe in a space and when traveling <p>Skills</p> <ul style="list-style-type: none"> • Copy and explore and perform basic dance actions and patterns demonstrated by the teacher and themselves • Explore, perform actions relating to the theme • Choose appropriate actions, space, dynamics and relationships relating to the theme • Practise and repeat their movement phrases and perform them with control, coordination and expression • Describe and interpret what they see, do and feel in dance • Working safely on their own, with a partner and in a space showing an awareness of others • Talk about how their bodies change from being still to be active • Dance Actions <p>Vocabulary: gallop, skip, balance, freestyle, direction, levels, slowly, quickly, explode, lightly, jerkily, smoothly, freeze</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Pupils learn to use space safely and effectively. • Pupils learn how to jump, roll, balance and travel individually and in combination to create movement phrases. • Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. • Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. <p>Skills</p> <ul style="list-style-type: none"> • Copies and explores basic movements with some control and coordination. • Can perform different body shapes • Performs at different levels • Can perform 2 footed jump • Can use equipment safely • Balances with some control • Can link 2-3 simple movements <p>Vocabulary: barrel roll, straight roll</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Pupils have the opportunity to work independently, in pairs and small groups. • Pupils explore their own ideas in response to a task • Children practise throwing and catching with a partner using underarm throws • They learn how to dribble a ball whilst moving • Learn to roll a ball to a moving target • Children learn the importance of communication in a game <p>(F2 Ball Skills – Football, Throwing and catching and rolling to a target for cricket)</p> <p>Skills</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed easily and avoiding collisions • Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking • Understand the concept of tracking, and get in line with the ball to receive it • Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming • Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions • Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents • Describe what it feels like when they breathe faster during exercise • Explain why running and playing games is good for them • Watch others' movements carefully • Describe what they have done or seen others doing • Copy what they see and say why it is good <p>Vocabulary: avoiding, overarm throwing, free space, own space, opposite team</p>

	Athletics	Dance	Gymnastics	Games
Y2	<p>Knowledge:</p> <ul style="list-style-type: none"> • Pupils learn how to run at different speeds and simple ways of changing direction • They work on measuring their performances and make improvements on their own scores and against others. • They are given opportunities to work collaboratively as well as independently. <p>Skills:</p> <ul style="list-style-type: none"> • Can change speed and direction whilst running. • Can jump from a standing position with some accuracy. • Beginning to perform a variety of throws with some control and coordination • Can use equipment safely <p>Vocabulary: sprint, distance, height</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know and describe the basic dance actions- turn, kick, jump, balance, travel, gesture • Learn what a stimulus is how to link movements to the given idea • Understand how we perform a movement can • express a feeling or idea • Learn how to use basic rhythm patterns to make their dances more interesting • Know that they need to warm up and cool down for dance • Understanding that they need to be safe when traveling • Know and describe how their bodies feel before and after dance activities • Learn how to watch others dance and provide feedback <p>Skills:</p> <ul style="list-style-type: none"> • Explore and perform dance actions showing more clarity, shape, expression and control in response to a given stimulus • Talk about different stimuli as the starting point for creating dance phrases • Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness • Link actions to create short dances within a given structure showing expression through face, posture and action • Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings • Perform short dances to each other and say what they like and dislike, giving reasons • Show a good awareness of others and share ideas with a partner • Perform warm ups and cool downs and recognise how their body feels <p>Vocabulary: stimulus, gestures, rhythm, curved, zigzag, pathways, control, coordination, combine, mirror, react, repeat, recognise, tension, bend, stretch, twist, sequence</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. • Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. • They learn to work safely with and around others and whilst using apparatus. • Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance. <p>Skills:</p> <ul style="list-style-type: none"> • Perform a range of actions with control and coordination • Repeat accurately sequences of gymnastic actions • Move smoothly from a position of stillness to a travelling movement • Move smoothly and in a controlled way from one position of stillness to another • Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end • Adapt the sequence to include apparatus or a partner • Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency <p>Vocabulary: forward roll, take-off, landing</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Children learn to attack and defend and what being 'in possession' means. • They have the opportunity to play uneven and even sided games. • Learn how to score points in these types of games and how to play to the rules. • They work independently, with a partner and in a small group • Begin to self-manage their games, showing respect and kindness towards their teammates and opponents. <p>(Y1 Ball skills for Football and Basketball, throwing and catching a small ball for striking and fielding)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control • Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run • Choose and use tactics to suit different situations • React to situations in a way that helps their partners and makes it difficult for their opponents • Know how to score and keep the rules of the games • Understand and describe changes to their heart rate when playing different games • Begin to anticipate what they will feel like after playing Watch and describe performances accurately • Recognise what is successful • Copy actions and ideas, and use the information they collect to improve their skills <p>Vocabulary: rebound, aiming, speed, direction, passing, controlling, shooting, scoring</p>

	Athletics	Dance	Gymnastics	Games – Hockey, Tag Rugby, Basketball Cricket, Rounders, Tennis
Y3	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Begin to learn how to put basic jumps together to form a triple jump Pupils learn how to improve their running technique to improve speed and distance. Pupils are given opportunities to measure, time and record scores. Children learn how to hold a and throw a javelin correctly. <p>Skills:</p> <ul style="list-style-type: none"> Begin to demonstrate the five basic jumps on their own, <i>eg a series of hops</i>, and in combination, <i>eg hop, one-two, two-two</i>, showing control at take-off and landing Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Throw with some accuracy and coordination into targets set at different distances Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing Describe what happens to their heart, breathing and temperature during different types of athletic activity Begin to identify and describe different running, jumping and throwing actions Explain what is successful and what they have to do to perform better <p>Vocabulary: standing long jump, land, coordination, personal best</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Know how to develop an action to make it more interesting or to fit the stimulus Understand why we use different qualities and dynamics in dance Understand how we can use different dynamics, rhythms, space and relationships to create interesting dance pieces Learn and understand the style of Tutting Learn how to use canon and unison in their dances to create interest Know that they need to warm up and cool down and why it's important Know that the more active we are our fitness and well-being improves so does our stamina <p>Skills:</p> <ul style="list-style-type: none"> Confidently and imaginatively explore and develop different actions in response to the dance idea working with a partner or small group Incorporate different qualities and dynamics into their movement Select and link appropriate actions to make a dance phrase relating to the theme working with a partner or a small group Perform short dances with expression and dynamic qualities showing an awareness of others when moving Recognise unison/canon, pause/repeat Describe what makes a good dance phrase and evaluate their work In simple language, explain why they need to warm up and cool down Sustain their effort in their dances <p>Vocabulary: duet, dynamics, relationship, unison, canon, stamina</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basics of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. <p>Skills:</p> <ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocab. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc <p>Vocabulary: straight jump, tuck jump, star jump, extension, body tension, patch balances</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Children learn how to outwit their opponents and score when playing invasion games. They learn the importance of finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills. (Y2 Ball skills for Football and Basketball, throwing and catching a small ball for cricket/rounders development) <p>Skills:</p> <ul style="list-style-type: none"> Use a range of skills to help them keep possession and control of the ball Pass, receive and dribble the ball, keeping control and possession consistently Use a range of skills to keep possession and make progress towards a goal, on their own and with others Weigh up the options and often make good decisions about what to do Know how to use space in games Recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel Identify which games and activities have the biggest impact when trying to improve stamina Describe how some games use short bursts of speed Explain how to keep possession & describe how they & others have achieved it Identify what they do best and what they find most difficult Recognise players who play well in games and give some reasons why <p>Vocabulary: keep possession, keeping the score, making space, pass, send and receive, travel with the ball, back up, support.</p>

	Athletics	Dance	Gymnastics	Games – Football, Basketball, Cricket, Tennis
Y4	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their p. best. Pupils will experience running for distance, sprinting, relay, long jump, vertical jump and javelin. <p>Skills</p> <ul style="list-style-type: none"> Demonstrate the five basic jumps on their own, eg a series of hops, and in combination, eg hop, one-two, two-two, showing control at take-off and landing Run continuously for about one minute, when required, show the difference between running at speed and jogging Throw with increasing accuracy and coordination into targets set at different distances Demonstrate a range of throwing actions using a variety of equipment Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing with more accuracy Describe what happens to their heart, breathing and temperature during different types of athletic activity Explain what is successful and what they and others have to do to perform better with greater confidence. <p>Vocabulary: pace, stamina, technique, relay, triple jump, vertical jump, javelin</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Learn about different dance styles Learn how to work in patterns and formations to add interest to their dances Respond confidently to a range of stimuli Be able to identify movements to a specific dance style and accompaniment Understand & demonstrate different dance styles Know what movements are appropriate for warming up and cooling down Know how to evaluate dance and provide feedback to improve <p>Skills:</p> <ul style="list-style-type: none"> Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension & continuity when working on their own, with a partner and in a group Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer Remember, practise and perform longer, more complex dance phrases showing sensitivity to the accompaniment Discuss, describe and select appropriate actions, space and dynamics for each given dance style Describe and interpret dance movements using appropriate vocab for the given dance style. Show understanding of warming up and cooling down, and choose appropriate activities to do on their own Suggest how dances and performances can be improved, so that they communicate more effectively <p>Vocabulary: formations, patterns, analyse, communication, action & reaction</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. Pupils develop performance skills considering the quality and control of their actions. <p>Skills:</p> <ul style="list-style-type: none"> Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. <p>Vocabulary: jumps using rotation, straddle roll, bridge, shoulder stand, individual and partner balances</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Children learn simple attacking tactics using a range of equipment and skills Begin to think about how to organise themselves to defend their goals. Play small, uneven-sided games, and move on to even-sided games. Children are encouraged to think how to apply skills, strategies and tactics to outwit the opposition. Learn to enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'. (Y3 Hockey, Tag Rugby, Basketball, Rounders, Tennis) <p>Skills:</p> <ul style="list-style-type: none"> Use a range of techniques when passing, eg. high, low, bounced, fast, slow Change direction and speed when dribbling the ball Show growing consistency & control Play with greater speed and flow Keep and use rules they are given Suggest how rules could be changed to improve the game Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others Use a range of tactics to keep possession of ball & get into positions to shoot/score Have simple plans that they know they can make work Use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing Know & explain the tactics & skills that they are confident with & use well in games Choose different ways of practising these tactics and skills Describe the help they need to improve their play <p>Vocabulary: possession, control, space, support, pass, points, goals, rules, tactics</p>

	Athletics	Dance	Gymnastics	Games - Hockey, Tag Rugby, Netball, Cricket, Rounders, Tennis
Y5	<p>Knowledge: Pupils are set individual/team challenges for distance/time that involve using different styles & combinations of running, jumping & throwing. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are given opportunities to lead when officiating as well as observe and provide feedback to others. Pupils develop greater technique for running over longer distances, sprinting, relay, long jump, triple jump and javelin.</p> <p>Skills: Run consistently & smoothly at different speeds Demonstrate different combinations of jumps, showing control, coordination and consistency Throw a range of implements into a target area with consistency and accuracy Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge & type of equipment Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action Identify and record when their body is cool, warm and hot Recognise and record that their body works differently in different types of challenge and event Carry out stretching/warm-up activities safely Watch and describe specific aspects of running, jumping and throwing styles Suggest, with guidance, a target for improving distance or height Vocabulary: accuracy, hurdles, suppleness</p>	<p>Knowledge: Learn and recognise various styles of Brazilian dance and music Learn how to communicate to be successful when working with other people Learn how to develop movements related to each style to create a motif Understand why we use various compositional ideas and apply these to their dances Know why we need flexibility and how we improve it Know that dance can improve muscle strength and endurance.</p> <p>Skills: Explore, improvise and choose appropriate material to create new motifs in a chosen dance style Perform specific skills and movement patterns for different dance styles with accuracy Compose, develop and adapt motifs to make dance phrases and use these in longer dances Demonstrate confidence, energy and attitude in each dance style Warm up and cool down independently Use appropriate dance terminology to identify and describe different styles in their own and others' dances Talk about the relationship between the dance and its accompaniment, costume, props, setting Analyse key elements of a successful dance</p> <p>Vocabulary: transition, variation, flexibility, contrast, stamina, choreograph, accompaniment</p>	<p>Knowledge: Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. Pupils develop performance skills considering the quality and control of their actions.</p> <p>Skills: • Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, coordination and fluency. • Understands composition by performing more complex sequences</p> <p>Vocabulary: cartwheel, handstand, symmetrical/ asymmetrical balances, canon, synchronisation, mirroring</p>	<p>Knowledge: • Learn to use a range of different passes to keep possession and attack towards a goal. • Start to show control and fluency when passing, receiving and shooting the ball. • Learn the positions in the games played • Children learn key rules of the games such as footwork, held ball, contact and obstruction • Pupils will play even-sided games to improve their knowledge of defending and attacking • Have the opportunity to think about their own and other's performances and suggest ways to improve. • Learn the importance of fair play and honesty while self-managing games. (Y4 Football, Basketball, Cricket, Tennis)</p> <p>Skills: • Perform skills with accuracy, confidence and control • Know the difference between attacking skills and defending skills • Respond consistently in the games they play, choosing and using skills which meet the needs of the situation • Choose positions in their teams and know how to help when attacking • Find and use space to help their team • Use a variety of tactics to keep the ball, eg changing speed and direction • Know and find ways to get the ball towards their opponents' goal • Know how to mark and defend their goal(s) • Suggest ideas for warming up, explaining their choice • Recognise exercises and activities that help strength, speed and stamina • Look for specific things in a game and explain how well they are being done • Explain why a performance is good • Recognise parts of a performance that could be improved, and identify practices that will help</p> <p>Vocabulary: shielding the ball, width, depth, marking, covering</p>

	Athletics	Dance	Gymnastics	Games - Football, Basketball, Netball, Rugby
Y6	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils work to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They identify ways of improving their performance, by identifying areas of strength, as well as areas to develop. Pupils are given opportunities to lead when officiating as well as observe and provide feedback to others. Pupils will work with on their long distance running, sprinting, hurdles, triple jump and javelin to achieve a greater level of success Understand how stamina and power help people to perform well in different athletic activities <p>Skills:</p> <ul style="list-style-type: none"> Sustain their pace over longer distances, <i>e.g. sprint for seven secs, run for 1/2 minutes</i> Throw with greater control, accuracy and efficiency Perform a range of jumps showing power, control & consistency at both take-off and landing Organise themselves in small groups safely, and take turns and different roles Know and understand the basic principles of relay take-overs Take part well in a relay event Perform a range of warm-up activities Explain how warming up can affect their performance Say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity Watch a partner's athletic performance and identify the main strengths Identify parts of the performance that need to be practised and refined, and suggest improvements <p>Vocabulary: power, cross country</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Know how to develop material imaginatively to create more complex phrases Know how to use compositional devices and share ideas Know how to create and structure motifs Understand how dance is formed and performed Know how to evaluate and refine their dances and apply improvements <p>Skills:</p> <ul style="list-style-type: none"> Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship Select and use a range of compositional ideas to create motifs that demonstrate their dance idea Perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group Describe how dance contributes to fitness and wellbeing Identify what types of exercise they need to do to help their dancing Use appropriate language and terminology to describe, interpret and evaluate their own and others' work Comment on what works well and explain why Recognise how costume, music and set can help to improve a dance performance <p>Vocabulary: refine, motif, interpret, improvise, conditioning.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. Pupils develop performance skills considering the quality and control of their actions. <p>Skills:</p> <ul style="list-style-type: none"> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics & composition when performing & evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. <p>Vocabulary: vault</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Children will know and choose the different positions within a game Pupils will improve their defending and attacking skills playing even-sided games. They learn how to tag, track and slow down an opponent, working as a defensive unit. Learn how to play in a small game situation and under some pressure. . Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Opportunity to comment on their own and other's performances and suggest ways to improve. Understand the importance of fair play and honesty while self-managing games. <p>(Y5 Hockey, Tag Rugby, Netball, Basketball, Cricket, Rounders, Tennis)</p> <p>Skills:</p> <ul style="list-style-type: none"> Combine and perform skills with control, adapting them to meet the needs of the situation Perform skills with greater speed Choose when to pass or dribble, so that they keep possession and make progress towards the goal Use attacking and defending skills appropriately in games Choose and use different formations to suit the needs of the game Know the importance of being fit, and what types of fitness are most important for games Understand how playing games can contribute to a healthy lifestyle Recognise and describe the best points in an individual's and a team's performance Identify aspects of their own and others' performances that need improvement, and suggest how to improve them <p>Vocabulary: repossession, attackers, defenders, team play, team positions</p>

