



## **Southglade Primary and Nursery School**

### **PE Progression Ladder**

**EYFS - Year 6**



## EYFS Early Learning Goals

- **Building Relationships ELG:** work and play cooperatively and take turns with others;
- **Physical Development ELG:** (Gross Motor Skills) Children at the expected level of development will: - 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.
- **Being Imaginative and Expressive ELG:** Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
- **Self-Regulation ELG:** 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.

## KS1 National Curriculum Objectives :

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## KS2 National Curriculum Objectives :

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## National Curriculum Swimming Objectives :

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## Progression of skills KS1 – EYFS

### EYFS Early Learning Goals:

- Moving and Handling: Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- Health and Self Care: Children know the importance for good health of physical exercise

### EYFS Areas of study

#### Personal Social Emotional Development

- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### Expressive Art and Design

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

#### Team Building

- Children begin to develop social skills
- Children seek out others to share experiences.
- They play alongside others and can be caring towards each other.
- Children can play in a group. They demonstrate friendly behaviour, initiate conversations and form good relationships with peers
- Children can play co-operatively, taking turns with others.

#### Games

- Children begin to develop early ball skills.
- Throw, catch, bounce and catch objects.
- Begin to develop under and over throwing movements.
- Practice rolling, kicking, throwing, catching and bouncing a ball.

#### Dance

- Young children will explore a common dance vocabulary and find their own ways of moving too. Some of the movements you might see include: wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying, stamping, rocking, clapping, bouncing, kicking, twisting, sliding, hanging upside down, starting, stopping and falling.

#### Athletics

- Children begin to develop gross motor skills and control when moving
- Begin to think about moves required when running, throwing and jumping
- Think about speed or power and how to succeed in a task
- Think about the environment and space they work in
- Engage their body and muscles
- Start to challenge themselves (to throw further or run faster)
- To identify activities they enjoy and try new activities

#### Gym

- Children start to become aware of space
- Making shapes with their body
- Travel around, under, over and through balancing and climbing equipment.
- Move with control and co-ordination
- Jump off an object and land appropriately

#### Healthy Lifestyle

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
- Health and Self Care: Children know the importance for good health of physical exercise

## Progression of skills KS1 – Year 1

### Year 1 National Curriculum objectives:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

#### KS1 Areas of study

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

#### Games

- Can travel in a variety of ways including running and jumping.
- Beginning to perform a range of throws.
- Receives a ball with basic control.
- Beginning to develop hand-eye coordination.
- Participate in simple games.

#### Dance

- Copy and explores basic movements and body patterns
- Remember simple movements and dance steps
- Link movements to sounds and music.
- Respond to range of stimuli.

#### Athletics

- Can run at different speeds.
- Can jump from a standing position
- Perform a variety of throws with basic control.

#### Gym

- Copy and explore basic movements with some control and coordination.
- Can perform different body shapes.
- Perform at different levels.
- Can perform 2-footed jump.
- Can use equipment safely.
- Balance with some control.
- Can link 2-3 simple movements.

#### Healthy Lifestyle

- Can describe the effect exercise has on the body.
- Can explain the importance of exercise and a healthy lifestyle.

#### Evaluation

- Can comment on own and others performance
- Can give comments on how to improve performance.
- Use appropriate vocabulary when giving feedback.

## Progression of skills KS1 -Year 2

Year 2 National Curriculum objectives:	
<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	
<p><b><u>KS1 Areas of study</u></b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>	<p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• Confident to send the ball to others in a range of ways.</li> <li>• Beginning to apply and combine a variety of skills (to a game situation).</li> <li>• Develop strong spatial awareness.</li> <li>• Beginning to develop own games with peers.</li> <li>• Understand the importance of rules in games.</li> <li>• Develop simple tactics and use them appropriately.</li> <li>• Beginning to develop an understanding of attacking/ defending</li> </ul>
<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Copies and explores basic movements with clear control.</li> <li>• Varies levels and speed in sequence.</li> <li>• Can vary the size of their body shapes.</li> <li>• Add change of direction to a sequence.</li> <li>• Uses space well and negotiates space clearly.</li> <li>• Can describe a short dance using appropriate vocabulary.</li> <li>• Responds imaginatively to stimuli.</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Can change speed and direction whilst running.</li> <li>• Can jump from a standing position with accuracy.</li> <li>• Performs a variety of throws with control and co-ordination (<i>preparation for shot put and javelin</i>).</li> <li>• Can use equipment safely.</li> </ul>
<p><b><u>Gym</u></b></p> <ul style="list-style-type: none"> <li>• Explores and creates different pathways and patterns.</li> <li>• Uses equipment in a variety of ways to create a sequence.</li> <li>• Link movements together to create a sequence.</li> </ul>	<p><b><u>Healthy Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> </ul> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Can comment on own and others performance</li> <li>• Can give comments on how to improve performance.</li> <li>• Use appropriate vocabulary when giving feedback.</li> </ul>

## Progression of skills Year 3

### Year 3 National Curriculum objectives:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### LKS2 Areas of study

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Games

- Understands tactics and composition by starting to vary how they respond.
- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Beginning to communicate with others during game situations.
- Uses skills with co-ordination and control.
- Develops own rules for new games.
- Makes imaginative pathways using equipment.
- Works well in a group to develop various games.
- Beginning to understand how to compete with each other in a controlled manner.
- Beginning to select resources independently to carry out different skills.

### Dance

- Beginning to improvise independently to create a simple dance.
- Beginning to improvise with a partner to create a simple dance.
- Translates ideas from stimuli into movement with support.
- Beginning to compare and adapt movements and motifs to create a larger sequence.
- Uses simple dance vocabulary to compare and improve work.

### Athletics

- Beginning to run at speeds appropriate for the distance (*e.g. sprinting and cross country*)
- Can perform a running jump with some accuracy
- Performs a variety of throws using a selection of equipment.
- Can use equipment safely and with good control.

### Gym

- 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 vocabulary.
- 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.

### Outdoor & Adventurous Activities

- Develops listening skills.
- Creates simple body shapes.
- Listens to instructions from a partner/ adult.
- Beginning to think activities through and problem solve.
- Discuss and work with others in a group.
- Demonstrates an understanding of how to stay safe.

# Physical Education Progression



## Evaluation

- Watches and describes performances accurately.
- Beginning to think about how they can improve their own work.
- Work with a partner or small group to improve their skills.
- Make suggestions on how to improve their work, commenting on similarities and differences.

## Healthy Lifestyles

- Can describe the effect exercise has on the body
- Can explain the importance of exercise and a healthy lifestyle.
- Understands the need to warm up and cool down.

## Progression of skills Year 4

<p><b>Year 4 National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	
<p><b><u>LKS2 Areas of study</u></b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together (e.g. <i>dribbling, bouncing, kicking</i>).</li> <li>• Uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Works well in a group to develop various games.</li> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>
<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Confidently improvises with a partner or on their own.</li> <li>• Beginning to create longer dance sequences in a larger group.</li> <li>• Demonstrating precision and some control in response to stimuli.</li> <li>• Beginning to vary dynamics and develop actions and motifs.</li> <li>• Demonstrates rhythm and spatial awareness.</li> <li>• Modifies parts of a sequence as a result of self-evaluation.</li> <li>• Uses simple dance vocabulary to compare and improve work.</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component (e.g. <i>hop, skip, jump, triple jump</i>)</li> <li>• Demonstrates accuracy in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>
<p><b><u>Gym</u></b></p> <ul style="list-style-type: none"> <li>• Links skills with control, technique, co-ordination and fluency.</li> <li>• Understands composition by performing more complex sequences.</li> <li>• Beginning to use gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> <li>• Creates sequences using various body shapes and equipment.</li> <li>• Combines equipment with movement to create sequences.</li> </ul>	<p><b><u>Outdoor &amp; Adventurous Activity</u></b></p> <ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Uses simple maps.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>

## Physical Education Progression

### Swimming

- Swims competently, confidently and proficiently working up to a distance of at least 25 metres
- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Performs safe self-rescue in different water-based situations.

### Evaluation

- Watches and describes performances accurately.
- Beginning to think about how they can improve their own work.
- Work with a partner or small group to improve their skills.
- Make suggestions on how to improve their work, commenting on similarities and differences.

### Healthy Lifestyles

- Can describe the effect exercise has on the body
- Can explain the importance of exercise and a healthy lifestyle.
- Understands the need to warm up and cool down.

## Progression of skills Year 5

<p><b>Year 5 National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	
<p><b><u>UKS2 Areas of study</u></b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• Uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>
<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to exaggerate dance movements and motifs (using expression when moving)</li> <li>• Demonstrates strong movements throughout a dance sequence.</li> <li>• Combines flexibility, techniques and movements to create a fluent sequence.</li> <li>• Moves appropriately and with the required style in relation to the stimulus (e.g using various levels, ways of travelling and motifs).</li> <li>• Beginning to show a change of pace and timing in their movements.</li> <li>• Uses the space provided to his maximum potential.</li> <li>• Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>• Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>• Uses more complex dance vocabulary to compare and improve work.</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component (e.g. hop, skip jump, triple jump)</li> <li>• Beginning to record peers performances, and evaluate these.</li> <li>• Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>

## Physical Education Progression

<p><b><u>Gym</u></b></p> <ul style="list-style-type: none"> <li>• Select and combine their skills, techniques and ideas.</li> <li>• Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> <li>• Links skills with control, technique, co-ordination and fluency.</li> <li>• Understands composition by performing more complex sequences.</li> </ul>	<p><b><u>Outdoor &amp; Adventurous Activity</u></b></p> <ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Uses and interprets simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>
<p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Performs safe self-rescue in different water-based situations.</li> </ul>	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Watches and describes performances accurately.</li> <li>• Learn from others how they can improve their skills.</li> <li>• Comment on tactics and techniques to help improve performances.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul> <p><b><u>Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>

## Progression of skills Year 6

### Year 6 National Curriculum objectives:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### UKS2 Areas of study

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Games

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together effectively (*e.g. dribbling, bouncing, kicking*).
- Keeps possession of balls during games situations.
- Consistently uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Modifies competitive games.
- Compares and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply knowledge of skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and in combination.

### Dance

- Exaggerate dance movements and motifs (using expression when moving)
- Performs with confidence, using a range of movement patterns.
- Demonstrates a strong imagination when creating own dance sequences and motifs.
- Demonstrates strong movements throughout a dance sequence.
- Combines flexibility, techniques and movements to create a fluent sequence.
- Moves appropriately and with the required style in relation to the stimulus (*e.g. using various levels, ways of travelling and motifs*).
- Beginning to show a change of pace and timing in their movements.
- Is able to move to the beat accurately in dance sequences.
- Improvises with confidence, still demonstrating fluency across their sequence.
- Dances with fluency, linking all movements and ensuring they flow.
- Demonstrates consistent precision when performing dance sequences.
- Modifies parts of a sequence as a result of self and peer evaluation.
- Uses more complex dance vocabulary to compare and improve work.

### Athletics

- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component (*e.g. hop, skip, jump, triple jump*)
- Beginning to record peers performances, and evaluate these.
- Demonstrates accuracy and confidence in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

# Physical Education Progression

<p><b><u>Gym</u></b></p> <ul style="list-style-type: none"> <li>• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</li> <li>• Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>• Adapts sequences to include a partner or a small group.</li> <li>• 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.</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> </ul>	<p><b><u>Outdoor &amp; Adventurous Activity</u></b></p> <ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Use s and interprets simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>
<p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Top-up swimming available to Year 6's who are not yet able to confidently swim 25m.</li> </ul>	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Watches and describes performances accurately.</li> <li>• Learn from others how they can improve their skills.</li> <li>• Comment on tactics and techniques to help improve performances.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul> <p><b><u>Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>