



# GREEN LANE PRIMARY ACADEMY



## Progression of Skills in Physical Education

Year 1 PE Non-Negotiables:		
Teaching Skills	Applying Skills	Evaluating & Improving Skills
<b>Dance</b>		
<ul style="list-style-type: none"> <li>Copy and explore basic body actions.</li> <li>Choose movements to make into their own short phrases (2/3 phrases).</li> <li>Link movement to music, moods and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Remember simple dance steps and perform with control.</li> <li>Copy simple movement patterns from each other.</li> <li>Respond to different stimuli with a range of actions</li> </ul>	<ul style="list-style-type: none"> <li>Practise and repeat their phrase with some control.</li> <li>Use simple dance vocabulary to describe movement.</li> </ul>
<b>Gymnastics</b>		
<ul style="list-style-type: none"> <li>Perform simple gymnastics movements: jump, roll, travel, climb, still.</li> <li>Perform movements with some control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Make up, remember and perform simple movement phrases.</li> <li>Use space safely with an awareness of others</li> </ul>	<ul style="list-style-type: none"> <li>Use simple related vocabulary.</li> <li>Watch and describe the movements of others.</li> </ul>
<b>Games</b>		
<ul style="list-style-type: none"> <li>Move fluently, changing direction and speed easily without collision.</li> <li>Roll, throw, strike and kick with some control.</li> <li>Get in line with the ball to receive.</li> <li>Throw a range of objects with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Play simple chasing, catching games.</li> <li>Control a ball individually and with a partner: sending and receiving.</li> <li>Begin to control a ball around an obstacle using feet or hands.</li> <li>Throw objects with increased accuracy at a target across different distances.</li> <li>Take part in a variety of simplified striking and fielding and invasion games.</li> </ul>	<ul style="list-style-type: none"> <li>Observe small groups taking part in simplified games and discuss and copy</li> </ul>
<b>Athletics</b>		
<ul style="list-style-type: none"> <li>Run at different speeds.</li> <li>Jump from a standing position using arms to help forward motion and landing safely.</li> <li>Throw an object underarm with 1 hand with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Run sprints and longer distances.</li> <li>Run races and team relays.</li> <li>Jump over gym mats, from a marker and measure the distance.</li> <li>Throwing at a target, into a bucket. Throwing for distance and measuring.</li> </ul>	<ul style="list-style-type: none"> <li>Why are some people good runners? Look for technique to copy.</li> <li>Improve personal best distance.</li> <li>How many hits on target? Improve personal best. Throw the furthest – copy good technique</li> </ul>
<b>OAA</b>		
<ul style="list-style-type: none"> <li>Work and play safely and confidently in rough terrain.</li> </ul>	<ul style="list-style-type: none"> <li>Hide and seek type games.</li> </ul>	<ul style="list-style-type: none"> <li>How could our shelter be better?</li> </ul>

<ul style="list-style-type: none"> <li>• Lift and carry safely with regard for others.</li> <li>• Make sensible choices and risk assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Building simple shelters, houses, dens using branches and tarpaulins.</li> <li>• Setting up pulleys.</li> <li>• Building bridges over the mud bath.</li> </ul>	<ul style="list-style-type: none"> <li>• Are we working together as a team?</li> <li>• Are we working safely?</li> </ul>
<b>Fitness Training</b>		
<ul style="list-style-type: none"> <li>• Recognise changes in the body during exercise. Simple warm up and cool down exercises.</li> <li>• Hopping, skipping, jumping skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead simple warm ups and cool downs learnt as a class.</li> <li>• Circuit training.</li> <li>• Repetitions of drills and exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why exercise is good for them</li> </ul>

<b>Year 1 Assessment Criteria:</b>	
Dance	I can copy and remember simple dance steps.
Gymnastics	I can use space safely with the awareness of others. I can use simple related vocabulary to describe my movements.
Games	I can begin to practise ball skills using my hands and feet. I can begin to take part in simple games.
Athletics	I can improve my running skills eg: sprinting and longer distances. I can jump, throw and measure the distance.
Orienteering	I can work as part of a team to build a simple shelter.
Fitness Training	I can explain why exercise is good for me. I can take part in simple warm up and cool down exercises
Swimming	N/A

## Year 2 PE Non-Negotiables:

Teaching Skills	Applying Skills	Evaluating & Improving Skills
<b>Dance</b>		
<ul style="list-style-type: none"> <li>Develop and use a wider range of body actions.</li> <li>Create longer dance phrases individually or in pairs.</li> <li>Use music to guide and shape a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>Work with a partner or small group to link 2 dance phrases to create and perform a short dance.</li> <li>Demonstrate co-ordination and increased control in phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Practise and repeat their dance with increased control and confidence.</li> <li>Use simple dance vocabulary to describe movement.</li> <li>Say what they like/dislike.</li> </ul>
<b>Gymnastics</b>		
<ul style="list-style-type: none"> <li>Develop smooth transitions from positions of stillness to travelling movements and vice-versa.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of actions with increased control and coordination.</li> <li>Create, repeat and perform a short sequence with/without a partner/apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their own or their partner's sequence accurately using appropriate vocabulary.</li> <li>Choose one aspect of their performance to improve.</li> </ul>
<b>Games</b>		
<ul style="list-style-type: none"> <li>Perform a range of throwing, rolling, striking, kicking and gathering skills.</li> <li>Show good awareness of others in running, catching and avoiding games.</li> <li>Demonstrate how to send and receive whilst travelling.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to aim and hit into a good space.</li> <li>Use space to their advantage.</li> <li>Know how to score and keep the rules of a game.</li> <li>Use both underarm, overarm and chest pass throws depending on the distance involved.</li> <li>Co-operate in small teams and begin to manage competition.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what others have done.</li> <li>Use what they have learnt to improve the quality and control of their work</li> </ul>
<b>Athletics</b>		
<ul style="list-style-type: none"> <li>Change speed and direction whilst running.</li> <li>Run at a sensible speed for a longer distance.</li> <li>Hand over a 'baton' to a team mate.</li> <li>Run up put feet together and jump forwards.</li> <li>Throw a variety of objects under and over arm.</li> <li>Throw for accuracy and for distance</li> </ul>	<ul style="list-style-type: none"> <li>Play chasing and marking games.</li> <li>Run races of different lengths.</li> <li>Circuits and cross country races.</li> <li>Relay races.</li> <li>Run and jump over mats, marked distances.</li> <li>Throwing at targets. Throwing balls, beanbags, foam javelins into target areas at increasing distance.</li> </ul>	<ul style="list-style-type: none"> <li>Timing the run, improving own time, team's time.</li> <li>Winning teams- copy their hand over techniques.</li> <li>How many items inside the target zone?</li> <li>Who can throw the furthest? Copy technique.</li> </ul>
<b>OAA</b>		
<ul style="list-style-type: none"> <li>Throw ropes over tree branches and secure them under supervision.</li> <li>Work together to move bigger logs.</li> <li>Secure poles and tarps with bungees.</li> </ul>	<ul style="list-style-type: none"> <li>Pulleys, tarzies and swings with support.</li> <li>Building more planned and substantial dens and shelters, see- saws and obstacles with guidance and support.</li> </ul>	<ul style="list-style-type: none"> <li>Children can describe what makes a successful pulley, tarzies, swing etc.</li> <li>The children show awareness of risk to self and others.</li> </ul>
<b>Fitness Training</b>		
<ul style="list-style-type: none"> <li>Learn a variety of warm ups and cool downs.</li> <li>Recognise a change in temperature and heart rate during exercise.</li> <li>Know how important it is to be active.</li> </ul>	<ul style="list-style-type: none"> <li>Use warm ups and cool downs and know why they are important.</li> <li>Circuit training.</li> <li>Repetitions of drills and exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why it is good to be fit.</li> <li>Know how to get fitter.</li> <li>Know how to exercise safely.</li> </ul>

<ul style="list-style-type: none"> <li>Improve technique –hopping, skipping jumping.</li> </ul>		
---	--	--

<b>Year 2 Assessment Criteria:</b>	
Dance	I can work with a partner or small group to link 2 dance phrases to create and perform a short dance demonstrating co-ordination and control. I can use simple dance vocabulary to describe movement and say what I like/dislike.
Gymnastics	I can create, repeat and perform a short sequence. I can describe a sequence using appropriate vocabulary.
Games	I can co-operate in small teams and begin to manage competition and am able to describe what others have done.
Athletics	I can vary my running skills according to activity (sprinting, jogging, changes of pace). I can throw different shape and weight objects at a target, increasing in distance.
Orienteering	With guidance and support, I can build substantial dens, shelters, see-saws and obstacles.
Fitness Training	I understand why it is good to be fit and how to get fitter. I can use warm ups and cool downs when exercising and know why they are important.
Swimming	N/A

## Year 3 PE Non-Negotiables:

Teaching Skills	Applying Skills	Evaluating & Improving Skills
<b>Dance</b>		
<ul style="list-style-type: none"> <li>Incorporate different levels, speed and directions into phrases.</li> <li>Respond to stimuli through gestures and facial expression as well as action.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and develop new actions while working with a partner or small group.</li> <li>Link phrases together to make a structured dance: beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Perform short dances with expression, showing an awareness of audience.</li> <li>Refine and improve dance work in response to feedback.</li> <li>Say what they like/dislike giving simple reasons</li> </ul>
<b>Gymnastics</b>		
<ul style="list-style-type: none"> <li>Move between floor, mat and apparatus using shape, balance and travel.</li> <li>Adapt a sequence to include different levels, speeds or directions.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a gymnastic sequence, showing different levels, speed or direction.</li> <li>Show increased control, accuracy and fluency when performing for others.</li> </ul>	<ul style="list-style-type: none"> <li>Practise an action or short sequence to improve its quality.</li> <li>Describe own work, noting similarities and differences between own work and that of others.</li> </ul>
<b>Games</b>		
<ul style="list-style-type: none"> <li>Use a range of skills to keep possession and control of the ball.</li> <li>Pass, receive and dribble the ball keeping control and possession.</li> <li>Vary the speed and direction of the ball.</li> </ul>	<ul style="list-style-type: none"> <li>Choose good places to stand when receiving; know how to use space.</li> <li>Keep possession and make progress towards the goal.</li> <li>Make good decisions about what to do and where to pass.</li> <li>Hit the ball into space at speeds or different heights.</li> <li>Get in line with a ball and get a small rally going</li> </ul>	<ul style="list-style-type: none"> <li>Describe what is successful in their own and others' play.</li> <li>Identify what they need to do to improve and how to go about doing it.</li> <li>Describe the qualities of a good sportsperson and aspire to them.</li> </ul>
<b>Athletics</b>		
<ul style="list-style-type: none"> <li>Improve speed, change of pace and baton handover when running.</li> <li>Understand time and distance when running at speed.</li> <li>Perform and develop basic hopping and jumping with balance and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>Practise running round a curve and baton changing.</li> <li>Practise jumping from side to side with balance and coordination.</li> <li>Practise throwing and rolling at targets.</li> <li>Experiment throwing different weights and shapes of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Watch and describe specific aspects of running, jumping and throwing styles.</li> <li>Suggest, with guidance, a target for improving distance or height.</li> </ul>
<b>OAA</b>		
<ul style="list-style-type: none"> <li>Understand what we mean by the term orienteering.</li> <li>Recognise where they are on a simple plan or a diagram.</li> <li>Understand map colours and common basic symbols</li> </ul>	<ul style="list-style-type: none"> <li>Choose simple approaches to solve the problems they are set.</li> <li>Work cooperatively with others on tasks.</li> <li>Use maps and diagrams to orientate themselves and successfully navigate around a simple course.</li> <li>Listen and follow instructions and recognise what is needed to keep themselves safe.</li> <li>Undertake simple orienteering exercises both indoors and in the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Children can with guidance discuss/evaluate any problems faced and can suggest ways to overcome them.</li> <li>Use visual (map) prompts effectively to guide discussion and improve performance.</li> </ul>

Fitness Training		
<ul style="list-style-type: none"> <li>Carry out stretching and warm-up activities safely.</li> <li>Understand that strength and suppleness are parts of fitness.</li> <li>Describe what happens to the heart during different stages of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up and cool down.</li> <li>Take part in vigorous physical activity for sustained periods of time.</li> <li>Develop speed, stamina and strength.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss own fitness levels and suggest ways to improve overall fitness</li> </ul>
Swimming		
Pupils should be taught: <ul style="list-style-type: none"> <li>Basic understanding of the following strokes (breast stroke, front crawl &amp; back crawl).</li> <li>Pupils should be able to swim 10 metres using one of the above strokes.</li> <li>Pupils should be introduced to the water safety code for indoor and outdoor water hazards.</li> </ul>		

Year 3 Assessment Criteria:	
Dance	Discuss own fitness levels and suggest ways to improve overall fitness
Gymnastics	I can create a short gymnastic sequence and am able to improve it.
Games	I can make good decisions about where to stand, what to do and where to pass in a game I can confidently pass a football to another player under control. I can complete a rally in Badminton of more than 4 returns.
Athletics	I can run around a curved track as part of a relay team carefully passing on a baton. I can accurately throw and roll at targets. (Shot put & Discus).
Orienteering	I can use a map to navigate around a simple course inside school or in the school grounds.
Fitness Training	I know the importance of a warm up and cool down when taking part in vigorous exercise. I can discuss my own fitness level and suggest ways to improve my own performance.
Swimming	I can swim 10 metres using either front crawl, back crawl or breast stroke.

## Year 4 PE Non-Negotiables:

Teaching Skills	Applying Skills	Evaluating & Improving Skills
<b>Dance</b>		
<ul style="list-style-type: none"> <li>Teach techniques for linking phrases/stages in a longer dance i.e. freeze-frame, change of level/direction etc.</li> <li>Create dance sequences as part of a larger group responding to a wider range of stimuli.</li> <li>Encourage and develop improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>Think about characters and narrative and respond through movement.</li> <li>Experiment with a wide range of actions individually, with a partner or in a group.</li> <li>Practise and combine more complex phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Describe own and others' work, making suggestions for improvement.</li> <li>Describe and interpret dance movements using appropriate vocabulary.</li> <li>Refine and improve dance work in response to feedback.</li> </ul>
<b>Gymnastics</b>		
<ul style="list-style-type: none"> <li>Gradually increase the length of sequences.</li> <li>Combine actions to make sequences, changing speed, level, direction and shape</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of actions with consistency, fluency and clarity of movement.</li> <li>Create longer sequence incorporating a number of prescribed elements.</li> <li>Work with a partner to make sequences that move between the floor, mats and apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Make simple assessments of a performance based on criteria given by the teacher.</li> <li>Offer constructive ideas when working with a partner/small groups.</li> <li>Refine and improve gym work in response to feedback.</li> </ul>
<b>Games: Basketball &amp; Cricket</b>		
<ul style="list-style-type: none"> <li>Use a range of techniques when passing</li> <li>Change direction and speed when dribbling the ball.</li> <li>Show growing consistency and control in games</li> <li>Play with greater speed and flow</li> <li>Strike a ball with intent and throw it more accurately when bowling/fielding</li> <li>Intercept and stop the ball with consistency and sometimes catch it</li> <li>Return the ball quickly and accurately</li> </ul>	<ul style="list-style-type: none"> <li>Keep and use rules they are given</li> <li>Suggest how rules could be changed to improve the game</li> <li>Adapt rules in agreement with others</li> <li>Use a range of tactics to keep possession of the ball and to attack goal.</li> <li>Choose and use batting or throwing skills to make game harder for opponents</li> <li>Choose where to stand successfully as a fielder</li> <li>Work well as a team to make it harder for the batter.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what is successful in their own and others' play</li> <li>Identify parts of their performance that need improving and suggest how to achieve this</li> <li>Be able to recognise good sportsmanship in self and others.</li> </ul>
<b>Athletics</b>		
<ul style="list-style-type: none"> <li>Improve speed, change of pace and baton handover when running.</li> <li>Understand time and distance when running at speed.</li> <li>Perform and develop basic hopping and jumping with balance and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>Practise running round a curve and baton changing.</li> <li>Practise jumping from side to side with balance and co-ordination.</li> <li>Practise throwing and rolling at targets.</li> <li>Experiment throwing different weights and shapes of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Watch and describe specific aspects of running, jumping and throwing styles.</li> <li>Suggest, with guidance, a target for improving distance or height.</li> </ul>
<b>OAA</b>		
<ul style="list-style-type: none"> <li>Understand the purpose of an activity and plan actions so they are successful</li> </ul>	<ul style="list-style-type: none"> <li>Choose simple approaches to solve the problems they are set</li> <li>Work cooperatively with others on tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their own and others' roles in activities.</li> <li>Improved ability to assess risk to self and others.</li> </ul>

<ul style="list-style-type: none"> <li>To understand importance of working together when solving tasks.</li> <li>Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc</li> <li>To plan, carry out and evaluate when solving a problem as a pair or group.</li> </ul>	<ul style="list-style-type: none"> <li>Develop trust in others to ensure tasks are achieved.</li> <li>Recognise what is needed to keep themselves and others safe</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they and others have done using an increasing range of vocabulary in order to improve their performances</li> </ul>
<b>Fitness Training</b>		
<ul style="list-style-type: none"> <li>Show understanding of warming up and cooling down and begin to do independently.</li> <li>Know the demands that specific activities make on the bodies</li> <li>Develop techniques to increase speed, strength and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge they have learnt to make up suitable warm up activities.</li> <li>Take part in vigorous physical activity for sustained periods of time.</li> <li>Develop speed, stamina and strength</li> </ul>	<ul style="list-style-type: none"> <li>Recognise fitness activities that they find particularly challenging and suggest ways to improve.</li> </ul>
<b>Swimming</b>		
Pupils should be taught: <ul style="list-style-type: none"> <li>Further develop an understanding of the following strokes (breast stroke, front crawl &amp; back crawl).</li> <li>Begin familiarisation with the deep end of the pool (or where pupils can't touch the bottom of the pool).</li> <li>Swim 10 metres using two/three of the above strokes.</li> </ul>		

<b>Year 4 Assessment Criteria:</b>	
Dance	I can use a wide range of actions individually, with a partner or in a group to practice and combine more complex movements.
Gymnastics	I can perform a range of actions with consistency, fluently and clarity of movement with a partner to create longer sequences.
Games	I can follow a range of tactics to help keep possession of the ball and to attack the net in Basketball. I can confidently use a bounce pass, dribble a ball (under control) and send the ball accurately to a team member in basketball I can field a ball and return it to a set place accurately in cricket
Athletics	I can run around a curved track and baton change with increased fluency. I can jump from side to side with balance and coordination. (speed bounce) I can throw and roll at targets with increase accuracy and distance using different weights and shapes of object.
Orienteering	I can work cooperatively with others in 'Team Challenges/Trust games'
Fitness Training	I can discuss my own fitness level and suggest ways to improve overall fitness.
Swimming	I can swim 10 metres using two different strokes.

## Year 5 PE Non-Negotiables:

Teaching Skills	Applying Skills	Evaluating & Improving Skills
<b>Dance</b>		
<ul style="list-style-type: none"> <li>Teach different dance styles and specific body actions associated with different cultures and times.</li> </ul>	<ul style="list-style-type: none"> <li>Choose appropriate material to create new dance phrases in different styles.</li> <li>Develop increased fluency and consistency when creating and performing dance.</li> <li>Demonstrate increased rhythm and spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Modify performances as a result of other people's observations.</li> <li>Develop accuracy and precision through refinement and practice</li> </ul>
<b>Gymnastics</b>		
<ul style="list-style-type: none"> <li>Repeat a longer sequence with extension, clear body shape and changes in direction.</li> <li>Vary direction, levels and pathways, to improve the look of a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt own sequences to join smoothly with other groups to make longer gymnastic routines.</li> </ul>	<ul style="list-style-type: none"> <li>Watch and comment on the quality of movements, shapes and balances.</li> <li>Describe how to refine, improve and modify performances.</li> </ul>
<b>Games: Basketball &amp; Cricket</b>		
<ul style="list-style-type: none"> <li>Hold ball with two hands.</li> <li>Controlling and passing the ball from hand to hand.</li> <li>Accurately passing the ball to someone else whilst moving.</li> <li>Control and throw the ball into the air and catch it.</li> <li>Run in different directions and stop with control.</li> <li>Throw overarm with a good set up and action.</li> <li>React to move to the ball and receive it.</li> <li>Serve consistently over and in to the diagonally opposite service box.</li> <li>Get the ball over the net and in</li> </ul>	<ul style="list-style-type: none"> <li>Choose positions in their teams and know how to help attack</li> <li>Use a variety of tactics to keep the ball</li> <li>Run into space and move into a space to receive a pass.</li> <li>Play shots on both sides of the body and above their heads.</li> <li>Change body height to receive a ball.</li> <li>Direct the ball reasonably well towards their opponent's court.</li> <li>Show good backswing, follow through and feet positioning.</li> <li>Control the speed and direction of the ball.</li> <li>Develop a cooperative rally.</li> </ul>	<ul style="list-style-type: none"> <li>Know what they are successful at and what they need to practise more</li> <li>Awareness of own role within the game.</li> <li>Try things out and ask for help to perform better</li> <li>Work well with others, adapting their play to suit their own and others' strengths.</li> <li>Demonstrate the qualities of good team players and sportspeople.</li> </ul>
<b>Athletics</b>		
<ul style="list-style-type: none"> <li>Link running and jumping.</li> <li>Accelerate from a variety of static positions.</li> <li>Learn and develop different types of jump from height.</li> <li>Learn techniques for throwing for distance.</li> </ul>	<ul style="list-style-type: none"> <li>Improve judgement of pace.</li> <li>Practise jumping an increased distance.</li> <li>Improve co-ordination and rhythm in stepping and leaping sequences.</li> <li>Practise throwing with speed and accuracy.</li> <li>Practise throwing for distance and height.</li> </ul>	<ul style="list-style-type: none"> <li>Watch a partner's athletic performance and identify the main strengths</li> <li>Identify parts of the performance that need to be practised and refined, and suggest improvements</li> </ul>
<b>OAA: Orienteering</b>		
<ul style="list-style-type: none"> <li>Revise and refine skills last used in Year3.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully apply their orienteering skills and understanding to new challenges and outdoor environments in and beyond the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Children are clear about what they have to achieve and recognise the importance of planning and thinking as they go</li> </ul>

<ul style="list-style-type: none"> <li>Read a variety of maps and plans (greater detail than Y3 and OS maps) accurately of different scales, recognising symbols and features</li> <li>Plan and organise a simple orienteering trail using a variety of map reading and compass skills</li> </ul>	<p>Devise appropriate responses to challenges and tasks and adapt to changing circumstances</p> <ul style="list-style-type: none"> <li>Work cooperatively with others on tasks</li> </ul>	<ul style="list-style-type: none"> <li>Identify what they have done well and adapt plans to be more efficient when facing similar challenges.</li> <li>Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary</li> <li>Children record, view and evaluate their own performances independently.</li> </ul>
<b>Fitness Training</b>		
<ul style="list-style-type: none"> <li>Understand the effects of exercise on the human body.</li> <li>Use exercises that stretch and tone the body.</li> <li>Know how muscles work, how to stretch and how to do strengthening exercises</li> </ul>	<ul style="list-style-type: none"> <li>Recognise activities that help strength, speed and stamina.</li> <li>Know the types of exercise they should concentrate on to develop, eg speed and flexibility.</li> <li>Take part in vigorous physical activity for sustained periods of time.</li> <li>Develop speed, stamina and strength</li> </ul>	<ul style="list-style-type: none"> <li>Identify weaker areas in relation to fitness and set own goals.</li> <li>Devise own programme of activities to improve aspects of own fitness.</li> </ul>
<b>Swimming</b>		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Swim 25 metres Backstroke confidently with a 'good' level of technique</li> <li>Have a competent understanding of the water safety code</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>		

<b>Year 5 Assessment Criteria:</b>	
Dance	I use increased fluency, rhythm and spatial awareness to create a dance routine.
Gymnastics	I can adapt own sequences to join smoothly with other groups to make longer gymnastic routines.
Games	I can use a variety of tactics to keep the ball, choose position and help attack in Tag Rugby. (see 'Tag Rugby File' or RFU Internet resources for Tag Rugby.) I am aware of my role within the game and demonstrate qualities of a good team player. I can control the speed and direction of the ball and develop cooperative rally in tennis.
Athletics	I can show improved coordination in stepping and leaping sequences. I can throw with speed, accuracy, distance and height.
Orienteering	I can plan and organise a simple orienteering trail using my map reading and compass skills.
Fitness Training	I know the types of exercise I should concentrate on to improve speed and flexibility. I can devise my own fitness programme to improve my performance.
Swimming	I can swim 25 metres using backstroke.

## Year 6 PE Non-Negotiables:

Teaching Skills	Applying Skills	Evaluating & Improving Skills
<b>Dance</b>		
<ul style="list-style-type: none"> <li>Develop performance skills to enable pupils to improve the quality of their work. For example: posture, body shape and positioning, expression and drama</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</li> <li>Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship</li> </ul>	<ul style="list-style-type: none"> <li>View own recorded performances and those of others, making suggestions for improvement to improve overall quality.</li> <li>Develop a polished performance.</li> </ul>
<b>Gymnastics</b>		
<ul style="list-style-type: none"> <li>Vary direction, levels and pathways, to improve the look of a sequence.</li> <li>Develop performance skills to enable pupils to improve the quality of their work. For example: posture, presentation, use of whole body, planned starting, finishing points and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Make up longer sequences and perform them with fluency and clarity of movement</li> <li>Vary direction, levels and pathways, to improve the look of a sequence</li> <li>Use planned variations and contrasts in actions and speed in their sequences</li> </ul>	<ul style="list-style-type: none"> <li>Watch performances and use criteria to make judgements and suggest improvements</li> <li>Explain how a sequence is formed, using appropriate terminology to describe technique and composition</li> </ul>
<b>Games: Basketball &amp; Cricket</b>		
<ul style="list-style-type: none"> <li>Perform skills with greater speed</li> <li>Use different ways of bowling</li> <li>Bowl underarm accurately</li> <li>Vary how they bowl.</li> <li>Bat effectively, using different types of shot.</li> <li>Field with increased accuracy</li> <li>Throw over arm with accuracy and for a good distance.</li> <li>Learn and obey footwork rules.</li> <li>Learn different passing techniques.</li> <li>Learn essential defending, attacking and shooting techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Make quick decisions and adapt practice accordingly.</li> <li>Choose when to pass or dribble, so that they keep possession and make progress towards the goal</li> <li>Use attacking and defending skills appropriately in games</li> <li>Choose and use different formations to suit the needs of the game.</li> <li>Gauge when to run after hitting the ball.</li> <li>Hit the ball from both sides of the body</li> <li>Direct the ball away from fielders, using different angles and speeds</li> <li>Choose the best pass to use depending on the position.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe the best points in an individual's and a team's performance</li> <li>Identify aspects of their own and others' performances that need improvement, and suggest how to improve them.</li> <li>Demonstrate the qualities of good team players and sportspeople.</li> </ul>
<b>Athletics</b>		
<ul style="list-style-type: none"> <li>Link running and jumping.</li> <li>Accelerate from a variety of static positions.</li> <li>Learn and develop different types of jump from height.</li> <li>Learn techniques for throwing for distance.</li> </ul>	<ul style="list-style-type: none"> <li>Improve judgement of pace.</li> <li>Practise jumping an increased distance.</li> <li>Improve co-ordination and rhythm in stepping and leaping sequences.</li> <li>Practise throwing with speed and accuracy.</li> <li>Practise throwing for distance and height.</li> </ul>	<ul style="list-style-type: none"> <li>Watch a partner's athletic performance and identify the main strengths</li> <li>Identify parts of the performance that need to be practised and refined, and suggest improvements</li> </ul>
<b>OAA: Orienteering</b>		
<ul style="list-style-type: none"> <li>Use physical and teamwork skills well in a variety of different challenges</li> </ul>	<ul style="list-style-type: none"> <li>Successfully apply their skills and understanding to new challenges and environments</li> </ul>	<ul style="list-style-type: none"> <li>Are clear about what they have to achieve and recognise the importance of planning and thinking as they go</li> </ul>

<ul style="list-style-type: none"> <li>Understand the importance of planning before beginning the project.</li> <li>Know the best places to build dens and how we can protect against the wind and rain.</li> <li>Learn how to secure poles with knots.</li> <li>Learn what good materials to make a den are. (both natural and man-made)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise similarities between challenges and choose efficient approaches to new ones</li> <li>Working in bigger teams to make larger structures.</li> <li>Building more planned and substantial dens and shelters (to accommodate all of a team) to stay up for a longer time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what they have done well and adapt plans to be more efficient when facing similar challenges.</li> <li>Use physical and teamwork skills well in a variety of different challenges</li> <li>Evaluate the strengths and weaknesses of the structures made and refine the design if necessary.</li> <li>Evaluate their own and others performance within their team.</li> </ul>
<b>Fitness Training</b>		
<ul style="list-style-type: none"> <li>Understand how regular physical activity contributes to general health, fitness and wellbeing.</li> <li>Make up their own warm up and explain how it is organised</li> <li>Use exercises that stretch and tone the body.</li> <li>Know how muscles work, how to stretch and how to do strengthening exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what types of physical activity they need to do to improve fitness levels.</li> <li>Devise own training programmes with the aim of improving fitness over time.</li> <li>Increase own speed, stamina and strength through participation in regular vigorous physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Work with a partner to identify strengths and weaknesses, suggest appropriate physical activity and motivate to work hard and improve.</li> </ul>
<b>Swimming</b>		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres, clearly demonstrating one of the below strokes.</li> <li>Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke).</li> <li>Be able to perform a basic self-rescue and know how to assist someone in danger (in unsafe water).</li> </ul>		

<b>Year 6 Assessment Criteria:</b>	
Dance	I can explore dance imaginatively to produce a polished performance.
Gymnastics	I can perform longer, fluent sequences and improve them. I can explain how a sequence is formed using the correct terminology.
Games	I can send, receive and field a ball accurately in team ball games. (Rounders and Netball.) I can demonstrate the qualities of good team players/ sports people and can recognise the best points in a team's performance.
Athletics	I can show improved coordination in stepping and leaping sequences. ☑ I can throw with speed, accuracy, distance and height.
Orienteering	I can use physical and team work skills in a variety of different challenges such as 'Den making' and 'Team Challenge' I can identify parts of the performance (Individual or team) that need to be practised and refined and can suggest improvements.
Fitness Training	I can devise a personal training programme with a view to improving my own physical fitness and skill level.
Swimming	I can confidently swim 25 metres using either front crawl, back crawl or breast stroke.