



Our Lady's R.C. Primary School



## Progression in Physical Education

EYFS

Physical Development: Early Learning Goals

### Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

### Gross Motor Skills

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.

### 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. They handle equipment and tools effectively, including pencils for writing.

### Health and Self Care

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space

### W AFC Values

<b>Be Ambitious</b> work hard and never give up on their goals	<b>Be Inspiring</b> Set a great example to others	<b>Be Connected</b> work well with others and in a team	<b>Be Fair</b> treat people equally and think of others	<b>Be Active</b> give high energy within physical activities
<b>Physical Skills</b>		<b>Thinking Skills</b>		<b>Social and Emotional Skills</b>



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<p>Move freely using suitable spaces and speed. Use a range of equipment safely including balls, pens and scissors. Stop confidently and negotiate the space around them effectively. Show good control over their bodies when exploring different skills. Roll a ball or hoop. Throw a ball under hand. Stand on one foot and explore different ways of moving using equipment. Jump and land safely.</p>	<p>Begin to manage their own risks. Show an ability to persevere with a task. Focus and concentrate on a task for increasing durations of time. Understand the basic rules of some simple games.</p>	<p>Work individually and with others. Engage in cooperative physical activities Participate in team games. Understand the need for varied and healthy food.</p>
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**Core Vocabulary**

Warm up	Explore	Throw
Cool down	Stretch	Catch
Balance	Exercise	Pass
Move	Healthy	Roll
Jump	Safety	Bounce
Land	Space	Stop
High	Copy	Looking
Low	Watch	Stopping
Shape	Equipment	Team work
	Music	Big and small



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Key Stage One				
<b>National Curriculum Aims</b>				
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.				
They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.				
Pupils should be taught to:				
<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>				
W AFC Values				
<b>Be Ambitious</b>	<b>Be Inspiring</b>	<b>Be Connected</b>	<b>Be Fair</b>	<b>Be Active</b>
work hard and never give up on their goals	Set a great example to others	work well with others and in a team	treat people equally and think of others	give high energy within physical activities
W AFC Expectations				
<b>Physical Skills</b>	<b>Thinking Skills</b>	<b>Social and Emotional Skills</b>		
<ul style="list-style-type: none"> <li>➤ Develop fundamental movement skills, becoming increasingly confident and competent (i.e. movements such as running, jumping, throwing, catching, object manipulation)</li> <li>➤ Using skills techniques; develop balance, agility and coordination</li> <li>➤ Participate in team games.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Persevere with tasks and learn from mistakes to improve.</li> <li>➤ Become increasingly confident in a range of challenging situations (i.e. own decision making, risk taking)</li> <li>➤ Develop an understanding of simple rules and tactics to apply in competitive team games.</li> <li>➤ Focus, concentration and attention spans are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate how to work as part of a team by sharing equipment, resources and opportunities to participate.</li> <li>➤ Develop communication and language skills to help themselves and others participate in games and activities.</li> <li>➤ Identify and explain how to lead an active and healthy lifestyle.</li> </ul>		



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<ul style="list-style-type: none"> <li>➤ Physically active for sustained periods of time.</li> <li>➤ Perform dances using simple movement patterns</li> </ul>		<ul style="list-style-type: none"> <li>➤ Manage and regulate emotions in a controlled and positive way.</li> <li>➤ Build character and values such as fairness and respect.</li> </ul>
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**Year 1**

<p><u>Invasion Games</u></p> <p>Explore different ways of using, sending, retrieving and stopping a ball with different parts of the body.</p>	<p><u>Net and Wall</u></p> <p>Hit a ball with control using an appropriate object. Focus on throwing and catching.</p>	<p><u>Striking and fielding</u></p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p> <p>Throw a ball accurately underarm to a target using increasing control.</p>	<p><u>Gymnastics</u></p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p> <p>Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Explore making their body tense, relaxed, stretched and curled.</p>	<p><u>Dance</u></p> <p>Learn basic movements relating to feelings.</p> <p>Show that they have a clear starting and finishing position.</p> <p>Respond to different music showing a range of emotions.</p> <p>Perform dance movements and simple routines using simple movement patterns.</p>	<p><u>Athletics/multi-skills</u></p> <p>Develop the fundamental movement skills of balance, co-ordination and agility through activities such as bat and ball relay, throw, clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p>
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**Year 2**



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<u>Invasion Games</u>	<u>Net and Wall</u>	<u>Striking and fielding</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Athletics/multi-skills</u>
<p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.</p> <p>Develop basic tactics such as attacking or defending in simple team games and use them appropriately to score points and prevent the opposition from scoring.</p> <p>Use and understand different rules and tactics for invasion games so that they may begin leading others in a simple game.</p> <p>Be able to pass and stop a ball to a team mate accurately showing an understanding of how to intercept a moving ball.</p>	<p>Use their skills to play end to end games, games over a barrier and fielding games.</p> <p>Solve simple problems and make decisions.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Develop hand to eye co-ordination so that they can receive and send balls using equipment if appropriate.</p>	<p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise good quality in performance and use this information to improve their work.</p> <p>Catch, control and hit the ball accurately.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to lead others in a simple team game</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</p> <p>Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</p> <p>Create routines which have a clear beginning and ending.</p> <p>Work with a partner sharing ideas and creating a simple sequence.</p>	<p>Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance.</p> <p>Consider changes of rhythm, speed, level and direction.</p> <p>Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p>Develop the fundamental movement skills of balance, co-ordination and agility through activities such as bat and ball relay, throw, clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p> <p>Explore movement techniques with increased control.</p> <p>Learn how to run, throw and jump with increased control and co-ordination</p>
<p><b>Key Stage One Vocabulary</b></p>					



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Games	Gymnastics	Dance
Actions Receive Dribble Hit control target aiming Warm up Cool down Calling Rules team work	Forwards Backwards Sideways Stretch Wide Bounce Curled Spin Flexible Leap Linking push pull step spring crawl Narrow	Stillness Direction Body parts Levels Speeds Routine Movement Spinning Turning Performance Tension Control Spring Slide Rhythm Pattern

**Key Stage Two**

**National Curriculum Aims**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- 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.



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<ul style="list-style-type: none"> <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>					
<b>WAFC Values</b>					
<b>Be Ambitious</b>	<b>Be Inspiring</b>	<b>Be Connected</b>	<b>Be Fair</b>	<b>Be Active</b>	
work hard and never give up on their goals	Set a great example to others	work well with others and in a team	treat people equally and think of others	give high energy within physical activities	
<b>Lower Key Stage Two WAFC Expectations</b>					
<b>Physical Skills</b>		<b>Thinking Skills</b>		<b>Social and Emotional Skills</b>	
<ul style="list-style-type: none"> <li>➤ Refine and master the range of physical literacy skills - balance, coordination, agility, locomotor, running, jumping, throwing, catching, object control/manipulation, rhythm, posture and fluency of movement.</li> <li>➤ Learn how to use skills in different ways linking them to make actions and sequences of movement (i.e. flexibility, strength, technique, control and balance)</li> <li>➤ Play competitive games modified where appropriate.</li> <li>➤ Physically active for sustained periods of time.</li> <li>➤ Perform more complex dance movements and routines with control and coordination</li> <li>➤ Take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Compare performances from previous ones and demonstrate improvement to achieve personal best</li> <li>➤ Identify, explain and learn to apply principles suitable for attacking and defending in small sided games</li> <li>➤ Develop an understanding of how to improve in different physical activities and sports.</li> <li>➤ Taking ownership and responsibility for own learning through effective decision making skills.</li> <li>➤ Develop the confidence to participate in a range of increasingly challenging games and activities.</li> <li>➤ Develop the resilience to react positively to difficult situations and not give in easily.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Enjoy communicating, collaborating and competing with each other and within a team.</li> <li>➤ Recognise the strengths in others, supporting and including all.</li> <li>➤ Inspire others through setting an example and role modelling.</li> <li>➤ Demonstrates good sports-personship qualities - win, lose or draw.</li> <li>➤ Build character and values such as fairness, honesty, integrity and respect for teammates, opponents and officials.</li> </ul>	
<b>Year 3</b>					
<u>Invasion Games</u>	<u>Net and Wall</u>	<u>Striking and fielding</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Athletics/multi-skills</u>



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<p>Move with a ball towards goals with increasing control.</p> <p>Understand their role as an attacker and as a defender.</p> <p>Move into space to help support a team and communicate this movement to their team mates.</p> <p>Defend an opponent and try to win the ball.</p> <p>Increasing range of passes which are used accurately to keep possession.</p>	<p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Hit the ball with a racket.</p> <p>Use different shots to vary the length, strength and direction.</p> <p>Play games using throwing and catching skills.</p> <p>Know how they can make it difficult for opponent to receive ball.</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Begin to strike a bowled ball after a bounce.</p> <p>Bowl a ball towards a target.</p>	<p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor as well as over, through, across and along apparatus.</p> <p>Use a greater number of their own ideas for movements in response to a task.</p> <p>Choose and plan simple sequences of contrasting actions.</p> <p>Complete actions with increasing balance and control.</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.</p> <p>Keep up an activity over a period of time and know what they need to warm up and cool down for dance.</p> <p>Repeat, remember and perform simple phrases in a dance.</p> <p>Begin to include dynamic and expressive qualities whilst counting to keep in time with a group and the music.</p>	<p>Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing</p> <p>Use different take off and landings when jumping for distance and height.</p>
<b>Year 4</b>					
<p><u>Invasion Games</u></p> <p>Pass, receive and shoot the ball with increasing control.</p>	<p><u>Net and Wall</u></p>	<p><u>Striking and fielding</u></p> <p>Choose and use a range of simple tactics and strategies.</p>	<p><u>Gymnastics</u></p> <p>Devise, perform and repeat sequences that include</p>	<p><u>Dance</u></p> <p>Explore and create characters and narratives in</p>	<p><u>Athletics/multi-skills</u></p> <p>Demonstrate the difference between sprinting and</p>



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<p>Work as part of a team to keep possession and score goals when attacking.</p> <p>Defend one on one and know when and how to win the ball.</p> <p>Use simple tactics to help a team score or gain possession.</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p>	<p>Use a range of basic racket skills and variety of shots in different areas of the court.</p> <p>Demonstrate good footwork on the court.</p> <p>Return to the ready position to defend their own court.</p> <p>Understand and talk about how they can make it difficult for opponent to receive a ball.</p>	<p>Keep, adapt and make rules for striking and fielding games.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use overarm and underarm throwing, and catching skills with increasing accuracy. Strike a bowl and ball after a bounce.</p> <p>Bowl a ball with some accuracy, and consistency.</p>	<p>travel, body shapes and balances.</p> <p>Safely perform balances individually and with a partner.</p> <p>Understand how body tension can improve the control and quality of their movements.</p> <p>Watch, describe and suggest possible improvements to a performance</p>	<p>response to a range of stimuli.</p> <p>Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>Use formation, canon and unison to develop a dance.</p> <p>Refine, repeat and remember dance phrases and dances. Perform dances clearly and fluently</p>	<p>running over varying distances.</p> <p>Demonstrate different throwing techniques.</p> <p>Jump for distance and height with control and balance.</p> <p>Throw with some accuracy and power into a target area.</p>
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**Lower Key Stage Two Vocabulary**

<p><b>Games</b></p> <p>Attackers and defenders          Signalling          Send          Scoring          Tactics          Opponent          Feed          Striking          Over and under arm</p>	<p><b>Gymnastics</b></p> <p>Curled          Levels          Speeds          Sequence          Contrasting          Acceleration          Deceleration          Symmetrical          Bunny hop</p>	<p><b>Dance</b></p> <p>Repetition          Action and reaction          Gesture          Express          Mime and mimic          Transition          Bouncy          Choreograph          Mirroring</p>
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Fielding Barrier Bounce pass Dodging	Cart-wheel Twisting Turning Co-ordination Even and un-even Tension Strong	Beat Audience
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Upper Key Stage Two WAFC Expectations					
<p><b>Physical Skills</b></p> <ul style="list-style-type: none"> <li>➤ Combine, link and apply the broad range of physical skills acquired to excel in a range of competitive small sided games and physical activities.</li> <li>➤ Continue to learn how to use skills in different ways linking them to make actions and sequences of movement (i.e. flexibility, strength, technique, control and balance).</li> <li>➤ Play competitive games modified where appropriate.</li> <li>➤ Physically active for sustained periods of time.</li> <li>➤ Compose and perform dances using a range of creative and imaginative movement patterns and sequences.</li> </ul>		<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>➤ Assess and analyse own performance and receive positive feedback from others to strive to achieve personal best.</li> <li>➤ Select appropriate tactical strategies in games, applying the principles for attacking and defending and make independent effective decisions.</li> <li>➤ Develop problem solving skills in a range of challenging activities</li> <li>➤ Demonstrate positive character traits and role modelling</li> </ul>		<p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>➤ Enjoy communicating, collaborating and competing with each other and within a team.</li> <li>➤ Use a range of communication methods, styles and language appropriate to the context.</li> <li>➤ Improve self-esteem by developing own sense of worth and appreciation through positive contributions and participation.</li> <li>➤ Effectively manage own emotional intelligence - empathy, self-awareness, belief, growth mindset, support for others and discipline.</li> <li>➤ Continue to build character and values such as fairness, honesty, integrity and respect for teammates, opponents and officials.</li> </ul>	
Year 5					
<u>Invasion Games</u>	<u>Net and Wall</u>	<u>Striking and fielding</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Athletics/multi-skills</u>



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<p>Understand and deploy various skills involving speed, direction and shielding successfully in different situations.</p> <p>Move into space to help a team.</p> <p>Play in a range of positions and know how to contribute when attacking and defending.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p>	<p>Hold and swing a racket so that they are able to hit a ball on both sides of the body as well as overhead.</p> <p>Select and apply preferred skills with increasing consistency.</p> <p>Stand in an appropriate position with throwing and receiving a ball.</p> <p>Understand the need for tactics and make decisions about when best to use them.</p> <p>Play cooperatively with a partner.</p> <p>Demonstrate good footwork to cover a court space in a game situation.</p>	<p>Develop a wider range of skills and apply these more consistently, especially in specific striking and fielding games.</p> <p>Deploy their skills under pressure in a game situation.</p> <p>Use tactics effectively in a competitive situation.</p>	<p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use strength, flexibility and body tension to improve the quality of a performance.</p>	<p>Adapt and refine actions, dynamics and relationships in a dance.</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people's work</p>	<p>Choose the best pace for a running event.</p> <p>Perform a range of jumps showing some technique and control at take-off.</p> <p>Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Lead a partner through short warm-up routines</p>
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**Year 6**

<u>Invasion Games</u>	<u>Net and Wall</u>	<u>Striking and fielding</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Athletics/multi-skills</u>
Pass, receive and shoot the ball with increasing control under pressure.	Use a wider range of skills in game situations.	Strike a bowled ball with increasing consistency.	Understand what counter balance and counter tension	Work creatively and imaginatively individually, with a partner and in a group	Select and apply the best pace for a running event.



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<p>Understand different ways of attacking and how to use positions for their team carefully. Create and use space to help a team.</p> <p>Select and apply different movement skills to lose a defender.</p> <p>Use marking, and/or interception to improve defending.</p>	<p>Play cooperatively with a partner / in a team.</p> <p>Demonstrate good decision making when taking shots within a game.</p> <p>Identify and use a variety of tactics such as hitting the ball away from opponents or outwitting them using changes of speed, height and direction.</p>	<p>Use their knowledge of rules and strategies to develop basic tactics in the game as a batter, bowler and fielder.</p> <p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</p>	<p>is and show examples with a partner.</p> <p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform longer sequences using compositional devices to improve the quality.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)</p> <p>Suggest changes and use feedback to improve a sequence.</p>	<p>to choreograph motifs and structure simple dances.</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>Choreograph a dance using props.</p> <p>Perform routines fluently and with control.</p> <p>Use appropriate language to evaluate and refine their own and others' work.</p>	<p>Exchange a baton with success. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance.</p> <p>Lead a small group through a short warm-up routine.</p> <p>Understand why exercise is good for fitness, health and wellbeing</p>
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**Upper Key Stage Two Vocabulary**

<p><b>Games</b></p> <p>Agility Chasing Fitness Tactical Bowling Technique Marking</p>	<p><b>Gymnastics</b></p> <p>Muscles Joints Symmetrical/asymmetrical Rotation Landing Take-off Flight</p>	<p><b>Dance</b></p> <p>Dance styles e.g. robotic Technique Variation Canon Structure Motif Improvise</p>
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Shooting Support Dribbling Possession	Performance/evaluation Synchronise Axis Clockwise/ anti-clockwise	Stillness Combine Unison
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