

| Year 4 – Physical Skills |   |
|--------------------------|---|
| Running                  | <ul style="list-style-type: none"> <li>Beginning to show an understanding of how to develop stamina</li> <li>Able to use the correct technique for running</li> <li>Beginning to adjust pace when running over longer distances</li> </ul>  |
| Jumping                  | <ul style="list-style-type: none"> <li>Able to perform a 'standing long jump' with control</li> <li>Beginning to refine their technique when jumping for distance</li> <li>Beginning to refine their technique when jumping for height</li> </ul>   |
| Throwing                 | <ul style="list-style-type: none"> <li>Throwing a bean bag/small ball using an underarm throw (One hand) with increasing accuracy</li> <li>Throwing a small ball using an overarm throw with increasing accuracy</li> <li>Able to perform a: Chest pass/ Bounce pass/ Overhead pass in basketball/ netball with good control and accuracy</li> <li>Able to throw a rugby ball with good accuracy</li> <li>Understands how to bowl effectively (rounders and cricket)</li> <li>Able to perform a 'push throw' in athletics with the correct technique and increasing power</li> </ul>        |
| Catching                 | <ul style="list-style-type: none"> <li>Able to catch a small ball or bean bag with two hands consistently</li> <li>Able to catch a small ball or bean bag with one hand</li> <li>Able to catch a bouncing basketball at various heights (above head/ to the side of body/ while bending knees)</li> <li>Able to catch a rugby ball while moving</li> <li>Able to retrieve a rolling ball effectively</li> <li>Able to pick up a rugby ball with correct hand placement when running at speed</li> <li>Able to dribble a basketball using one hand with good control and fluidity</li> </ul> |
| Kicking                  | <ul style="list-style-type: none"> <li>Able to kick a football using the side foot technique</li> <li>Able to pass a football to a target with some accuracy</li> <li>Able to kick a football over a longer distance</li> <li>Able to kick a football with increasing power</li> <li>Able to dribble a football using small touches with two feet with increasing fluidity</li> </ul>   |
| Agility                  | <ul style="list-style-type: none"> <li>Able to follow and respond quickly to more complex instructions when moving (e.g., change direction,</li> </ul>  |
| Balance                  |   |
| Co-ordination (Striking) | <ul style="list-style-type: none"> <li>Able to push a tennis ball along the floor to a partner with accuracy and correct forehand technique</li> <li>Able to push a tennis ball along the floor to a partner with accuracy and correct backhand technique</li> <li>Beginning to hit a bouncing tennis ball with some accuracy using the forehand technique</li> <li>Can dribble a ball using a hockey stick with control</li> <li>Able to use a hockey stick to pass a small ball to a stationary target with accuracy</li> </ul>   |
| Dance                    | <ul style="list-style-type: none"> <li>To gain a basic understanding of circus skills and perform key movements to fit in with the circus.</li> <li>To know and perform key circus movements, highlighting the key dynamics and shapes used.</li> <li>To know and perform a range of movements in the style of a variety of circus performers, demonstrating good use of action, shape and dynamics.</li> <li>To create and perform a short dance phase using different dynamics and expression to help communicate the theme.</li> </ul>   |
| Gymnastics               | <ul style="list-style-type: none"> <li>To use a combination of support shapes in a sequence.</li> <li>To change between different ways of travelling to make a sequence more exciting.</li> <li>To take off and land with control and precision.</li> <li>To select one or two balances from a wider range that can be used as part of a sequence</li> <li>To perform a range of rolls with increasing control and body tension</li> <li>To perform a backwards roll safely and with good control.</li> </ul>   |

**Year 4 Progression Overviews**  
Physical – Thinking – Social and Emotional

| Year 3 Thinking Skills  |   |
|-------------------------|---|
| Self - Reflection       | <ul style="list-style-type: none"> <li>To recognise what they have done well and how to improve upon their own and others technique.</li> <li>To describe the correct way a skill should be performed and suggest ways control could be improved.</li> <li>To identify whether they have used the correct pass at the correct time.</li> <li>To evaluate the accuracy of their passing or shooting and suggest ways of improving it.</li> <li>To describe and evaluate how effective their individual and team performance has been within a game.</li> <li>To explain what they need to practise to help their team improve.</li> </ul>  |
| Collaboration           | <ul style="list-style-type: none"> <li>To know how to improve their own and others technique.</li> <li>To describe the correct technique for the rugby passes, and use knowledge to help others improve</li> </ul>  |
| Attacking and Defending | <ul style="list-style-type: none"> <li>To describe the correct technique for the different types of passes and use knowledge to help others improve.</li> <li>To describe how creating space has affected their ability to keep possession as a team.</li> <li>To understand when to use the underarm and overarm throw.</li> <li>To understand their role and explain how to improve their skills when their team have possession (attacking) and when the opposition have possession (defending).</li> <li>To use basic tactics, including identifying space, to keep possession of the ball in a team game.</li> <li>To understand how creating space has affected their ability to keep possession as a team.</li> <li>To identify when they are in the correct position to receive the ball.</li> <li>To use their knowledge of the rules and techniques to make simple tactical decisions.</li> <li>To explain what skills and tactics they can use to help their team keep possession of the ball</li> </ul> |
| Game Based Learning     | <ul style="list-style-type: none"> <li>To understand how and why to move their body to increase chances of successfully catching the ball.</li> <li>To describe how children retrieve the ball, suggesting ways this can be improved.</li> <li>To understand the importance of a READY position before striking the ball/shuttle.</li> <li>To understand how to control the direction of the ball using the racket</li> <li>To know when to use the forehand and backhand depending upon the position of the ball/ shuttle.</li> <li>To know how to adapt the rules and games if necessary and describe how their team can improve their chances of scoring.</li> </ul>   |
| Creativity              | <ul style="list-style-type: none"> <li>To practise and refine the set piece, focusing on timing and unison.</li> <li>To describe the movements included in their routine and how canon, was used using descriptive language.</li> <li>To identify the different speeds used in the dance, stating how they made the action better or more dramatic.</li> <li>To evaluate how another group has used relationships to help tell a story, making basic suggestions on how this could be improved.</li> <li>To improve the quality of their own and others performance by focusing on one aspect at a time.</li> </ul>   |
|                         | <ul style="list-style-type: none"> <li>To compare different performances and comment on similarities.</li> <li>To describe how two performances are different.</li> <li>To watch a range of performances and comment on which they like best and why</li> <li>To make simple suggestions to help improve a performance.</li> <li>To discuss how they have improved their own performance.</li> <li>To use appropriate gymnastic language when describing and evaluating the roll.</li> <li>To use appropriate gymnastic language.</li> </ul>  |

| Year 3 – Social and Emotional Skills  |   |   |       |                             |           |
|---|---|---|-------|-----------------------------|-----------|
| Linking Actions   | Gymnastics  | Keeping Possession  | Dance | Sending and Receiving       | Athletics |
| Being a Critical Thinker  |   | Achieving Success   |       | Being a Responsible Learner |           |
| <ul style="list-style-type: none"> <li>To compare their performance to others' and give reasons as to which was more successful</li> <li>To identify the skills needed to improve across the whole class</li> <li>To begin to anticipate what might happen next in a game or situation</li> </ul> | <ul style="list-style-type: none"> <li>To be able to identify what they have done well and give possible reasons as to why</li> <li>To be able to identify skills which they need to improve</li> <li>To be able to think of their own activities which will develop identified skills</li> </ul> | <ul style="list-style-type: none"> <li>To identify where resilience has been shown by themselves and others</li> <li>To understand how resilience can lead to success</li> <li>To identify their strengths and how these can help a team</li> </ul>   |       |                             |           |
| Healthy Active Lifestyles   |   |   |       |                             |           |
| Body awareness  |   | <ul style="list-style-type: none"> <li>To understand how a warm up is to prepare the body for exercise.</li> <li>To know when the body is cool, warm and hot and to know what the terms Heart Rate, Breathing Rate and Temperature Control mean.</li> <li>To compare and comment on heart rates when resting and during activity.</li> <li>To know why heart rate, breathing rate and temperature change during exercise.</li> <li>To know the immediate effects of exercise on the body.</li> <li>To know the effects that a cool down can have on the body and mind and notice how a cool down changes their heart rate</li> <li>To understand which parts of the body are particularly important for a given activity</li> </ul> |       |                             |           |
| Knowledge and Understanding   |   | <ul style="list-style-type: none"> <li>To know what the term agility means and why it is needed in games.</li> <li>To know what the term speed means and why it is needed in games.</li> <li>To know what the term stamina means and why it is needed in games.</li> <li>To know how to develop stamina and fitness and how games can help with this.</li> <li>To understand why improving strength and flexibility will help improve their performance.</li> <li>To work safely and effectively on their own and with a partner</li> <li>To identify fast and slow periods in the game, giving some examples.</li> </ul>   |       |                             |           |