

Skills Assessed:

Year - Foundation

Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
<ul style="list-style-type: none"> <li>▲ Problem Solving</li> <li>▲ Focus &amp; Concentration</li> <li>▲ Decision Making</li> <li>▲ Creativity</li> </ul>	<ul style="list-style-type: none"> <li>▲ Kinaesthetic Awareness</li> <li>▲ Gross &amp; Fine Motor Skills</li> <li>▲ Balance &amp; Control</li> <li>▲ Coordination</li> <li>▲ Rhythm &amp; Timing</li> </ul>	<ul style="list-style-type: none"> <li>▲ Stamina</li> <li>▲ Speed</li> <li>▲ Core Stability &amp; Strength</li> <li>▲ Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▲ Motivation</li> <li>▲ Confidence</li> <li>▲ Determination</li> <li>▲ Leadership &amp; Responsibility</li> <li>▲ Communication</li> </ul>

Content

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>◦ Pupils move with imagination, confidence and safely</li> <li>◦ Pupils able to carry out simple instructions</li> <li>◦ Pupils able to watch other pupils perform</li> <li>◦ Pupils can describe what they have</li> </ul>	<ul style="list-style-type: none"> <li>◦ Exploring gymnastic shapes and actions</li> <li>◦ Develop balancing on 1-4 body parts</li> <li>◦ Pupils explore ways to travel and how this makes them feel</li> <li>◦ Explore movement patterns using different speeds</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand the changes in our bodies when we exercise</li> <li>◦ Pupils can hold basic balances</li> <li>◦ Copy commands and movements</li> <li>◦ Pupils demonstrate co-ordination when travelling</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils to work in pairs or sharing basic equipment</li> <li>◦ Pupils demonstrate an understanding for linking skills from weeks prior</li> <li>◦ Discussing what worked well and how the pupil can improve</li> </ul>
<b>Athletics / Multi-Skills</b>	<ul style="list-style-type: none"> <li>◦ Pupils can move safely and understand the space they are working within</li> <li>◦ Pupils can focus on small tasks</li> <li>◦ Pupils come to the lesson sensibly</li> </ul>	<ul style="list-style-type: none"> <li>◦ To travel in different directions (side to side, up and down) with control and fluency</li> <li>◦ Pupils able to demonstrate throw</li> <li>◦ Pupils able to understand static balance</li> <li>◦ Pupils can change direction moving</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils able to understand static balance</li> <li>◦ To practise ABC (agility, balance and co-ordination) at circuit stations.</li> <li>◦ Pupils can use varied speeds when travelling</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can follow instructions</li> <li>◦ Pupils can communicate how they feel before and after PE</li> <li>◦ Pupils can take turns on stations</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>◦ Pupils show good control over their bodies when exploring different skills</li> <li>◦ Pupils move freely using suitable spaces and speed</li> <li>◦ Pupils understand their own needs hunger/toilet/personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils able to move confidently negotiating the space around them effectively</li> <li>◦ Pupils can hop on both feet</li> <li>◦ Pupils can throw underarm</li> <li>◦ Pupils can explore balances</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games</li> <li>◦ Pupils can show intensity when working in teams</li> <li>◦ Pupils move freely using suitable</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can draw lines and circles</li> <li>◦ Pupils can hold a pen correctly</li> <li>◦ Pupils dress with support</li> <li>◦ Pupils know that equipment needs to be used safely</li> </ul>
<b>Net &amp; Wall</b>	<ul style="list-style-type: none"> <li>◦ Pupils demonstrate good control and co-ordination in large and small movements</li> <li>◦ Pupils can follow basic instructions</li> <li>◦ Pupils can concentrate on simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils demonstrate increasing control over objects</li> <li>◦ Pupils can hold a racket correctly</li> <li>◦ Pupils can throw and catch a shuttle and tennis ball</li> <li>◦ Pupils understand the movement of a bouncing ball</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils move confidently</li> <li>◦ Pupils can travel along court lines in control</li> <li>◦ Pupils can maintain intensity throughout a lesson</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils use safety measures without direct supervision</li> <li>◦ Pupils can take turns and share equipment</li> <li>◦ Pupils can challenge themselves</li> </ul>
<b>Striking &amp; Fielding</b>	<ul style="list-style-type: none"> <li>◦ Pupils can understand comparative language i.e. faster, longer, and be able to physically demonstrate</li> <li>◦ Pupils can copy simple striking movements</li> <li>◦ Pupils know how equipment is used correctly, wickets etc</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can move and stop, recognising both commands and acting upon them immediately</li> <li>◦ Pupils throw a ball underarm</li> <li>◦ Pupils can catch using Ws</li> <li>◦ Pupils can roll a ball at a target</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils move confidently throughout activities</li> <li>◦ Pupils can travel freely using suitable spaces and speed</li> <li>◦ Pupils can maintain intensity throughout lesson</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe</li> <li>◦ Pupils know that equipment needs to be used safely</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>◦ Pupils can understand and move safely within the space that they are working in.</li> <li>◦ Pupils can use imagery to move around in space</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can discover how singular body parts move to music</li> <li>◦ Pupils can discover how multiple body parts can move to music at the same times</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can understand a basic sequence of movements</li> <li>◦ Pupils can maintain the stamina throughout the entirety of a routine</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can understand the different ways to move with a partner</li> <li>◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance</li> </ul>

NOTES:

Please note here any information that is felt necessary for the school to be made aware of.  
 For example recognition of individuals who are outstanding, individuals in need of particular support, recommendations for the school concerning equipment/resources etc.

**TEAMTHEME KENT**

**Progression of Skills**

**Skills Assessed:**

**Year - 1**

Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
<ul style="list-style-type: none"> <li>▲ Problem Solving</li> <li>▲ Focus &amp; Concentration</li> <li>▲ Decision Making</li> <li>▲ Creativity</li> </ul>	<ul style="list-style-type: none"> <li>▲ Kinaesthetic Awareness</li> <li>▲ Gross &amp; Fine Motor Skills</li> <li>▲ Balance &amp; Control</li> <li>▲ Coordination</li> <li>▲ Rhythm &amp; Timing</li> </ul>	<ul style="list-style-type: none"> <li>▲ Stamina</li> <li>▲ Speed</li> <li>▲ Core Stability &amp; Strength</li> <li>▲ Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▲ Motivation</li> <li>▲ Confidence</li> <li>▲ Determination</li> <li>▲ Leadership &amp; Responsibility</li> <li>▲ Communication</li> </ul>

**Content**

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Pupils move with confidence and in creative patterns</li> <li>• Pupils able to follow and perform instructions on command</li> <li>• Pupils to work in pairs</li> <li>• Pupils can explain their movements and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand static Pike, Tuck and Straddle</li> <li>• Develop and holding balances on 1-4 body parts and copy other pupils</li> <li>• Pupils explore ways to travel across mats</li> <li>• Pupils can use simple compositional ideas by creating a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand the changes in our bodies when we exercise</li> <li>• Pupils can hold balances and be in control</li> <li>• Pupils can use upper body strength to hold balances</li> <li>• Pupils can hold Gymnastic shapes, Front support, Back Support, Dish and Beam</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to work in pairs or share ideas with class</li> <li>• Pupils can link patterns and movements from each lesson</li> <li>• Discussing their work in small groups</li> <li>• Recognise how their body feels when still and when exercising</li> </ul>
<b>Athletics / Multi-Skills</b>	<ul style="list-style-type: none"> <li>• Pupils can move with control and care</li> <li>• Pupils can concentrate on a challenge and repeat</li> <li>• Pupils have an understanding of safety</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can roll a variety of size balls</li> <li>• Pupils can change speeds, direction of movement and with control</li> <li>• Pupils explore jumping with change of direction and from 1 an 2 feet</li> <li>• Pupils can throw at a target</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can change speeds, direction of movement and with control</li> <li>• Pupils want to challenge themselves with greater speeds, distances and times</li> <li>• Pupils can sustain movement for a sustained period i.e. burpees 20secs</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe how their body feels before, during and after activity</li> <li>• Pupils can work in small teams and independently</li> <li>• Pupils can describe what they are learning and developing</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>• Pupils talk about what our bodies do during exercise e.g. breathing</li> <li>• Pupils can work within a team and develop the concept of the passing of a ball with either hands or feet</li> <li>• Pupils begin to discuss the importance of warming up</li> <li>• Pupils can discuss and apply to teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils retrieve and stop a ball using different parts of the body</li> <li>• Pupils explore and use skills, actions and ideas individually and in combination to suit the game that is being played</li> <li>• Pupils explore kicking and throwing in different ways with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand how to use equipment safely and can support in tidying equipment away</li> <li>• Pupils pass and receive a ball in different ways with increased control</li> <li>• Pupils choose the correct intensity of performance for skills in particular games</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can work in small groups and in pairs</li> <li>• Pupils understand basic scoring systems</li> <li>• Pupils are confident and keep themselves safe in the space in which an activity/game is being played</li> </ul>
<b>Net &amp; Wall</b>	<ul style="list-style-type: none"> <li>• Pupils can play games based on net games (like tennis and badminton).</li> <li>• Pupils have an opportunity to play 1v1, 1v2, and 1v3</li> <li>• Pupils can explain how practicing skills can help you feel warmer and why is it good to play and get out of breath</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can hold the racket correctly and balance a ball on strings</li> <li>• Pupils can play tennis hockey and use forearm and backhand</li> <li>• Pupils explore different bounces, ball sizes and throwing techniques</li> <li>• Pupils can strike a ball with control using a variety of rackets</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are aware of how exercise is important for a healthy lifestyle and mind</li> <li>• Pupils can adapt to a large and small court</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils play games based on net games (like tennis and badminton).</li> <li>• Pupils can take turns and share equipment</li> <li>• Pupils can challenge themselves</li> </ul>
<b>Striking &amp; Fielding</b>	<ul style="list-style-type: none"> <li>• Pupils explore and use skills, actions and ideas individually and in combination to suit the game they are playing</li> <li>• Pupils can copy simple striking movements</li> <li>• Pupils can develop basic rules and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can follow a variety of commands, stop, go, high knees, star jumps etc</li> <li>• Pupils throw a ball underarm confidently and explore the overarm throw</li> <li>• Pupils can catch using Ws with varied shaped balls</li> <li>• Pupils can throw a ball at a target</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils move confidently throughout activities and maintain concentration</li> <li>• Pupils can travel freely using suitable spaces and speed</li> <li>• Pupils explore SAQ movements</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can perform fielding techniques with increased control and co-ordination</li> <li>• Pupils know that equipment needs to be used safely</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Pupils can understand and move safely within the space that they are working in.</li> <li>• Pupils can use imagery to move around in a space</li> <li>• Pupils can experiment with different ways of movement</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can discover how singular body parts move to music</li> <li>• Pupils can discover how multiple body parts can move to music at the same times</li> <li>• Pupils can start to recognise a beat within music (Clapping/Stomping)</li> <li>• Pupils can start recognising different rhythms and tempos in the music</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can understand a basic sequence of movements</li> <li>• Pupils can maintain the stamina throughout the entirety of a routine</li> <li>• Developing flexibility and strength of movement</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can understand the different ways to move with a partner</li> <li>• Pupils are able to link their knowledge of what they have learnt, into their finale dance</li> <li>• Moving freely and increasing confidence in ways of moving</li> </ul>

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**TEAMTHEME KENT**

**Progression of Skills**

**Skills Assessed:**

**Year - 2**

Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
<ul style="list-style-type: none"> <li>▲ Problem Solving</li> <li>▲ Focus &amp; Concentration</li> <li>▲ Decision Making</li> <li>▲ Creativity</li> </ul>	<ul style="list-style-type: none"> <li>▲ Kinaesthetic Awareness</li> <li>▲ Gross &amp; Fine Motor Skills</li> <li>▲ Balance &amp; Control</li> <li>▲ Coordination</li> <li>▲ Rhythm &amp; Timing</li> </ul>	<ul style="list-style-type: none"> <li>▲ Stamina</li> <li>▲ Speed</li> <li>▲ Core Stability &amp; Strength</li> <li>▲ Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▲ Motivation</li> <li>▲ Confidence</li> <li>▲ Determination</li> <li>▲ Leadership &amp; Responsibility</li> <li>▲ Communication</li> </ul>

**Content**

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>◦ Pupils lift, move and place equipment safely</li> <li>◦ Pupils able to follow and perform instructions on command</li> <li>◦ Pupils to work in small groups</li> <li>◦ Pupils improve their work using information they have gained by watching, listening and investigating</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand Pike, Tuck and Straddle on floor and small apparatus</li> <li>◦ Pupils repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</li> <li>◦ Pupils are able to use gymnastics shapes when jumping from floor</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils use speed in routines to execute precision in shapes, rolls and jumps</li> <li>◦ Pupils can use upper body strength to hold balances</li> <li>◦ Pupils can hold Gymnastic shapes, Front support, Back Support, Dish and Doom.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils to work in pairs or share ideas with class</li> <li>◦ Pupils can constructively discuss other pupils work</li> <li>◦ Discussing their work in small groups</li> <li>◦ Recognise good quality in performance</li> </ul>
<b>Athletics / Multi-Skills</b>	<ul style="list-style-type: none"> <li>◦ Pupils can copy and build on actions</li> <li>◦ Pupils can explain what their body needs to stay healthy</li> <li>◦ Pupils can choose a partner to work with who is a similar ability</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can roll and throw a variety of size balls</li> <li>◦ Pupils can run short and long distances and show an understanding for pace keeping</li> <li>◦ Pupils explore jumping techniques</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand stamina</li> <li>◦ Pupils want to challenge themselves with greater speeds, distances and times</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can describe how their body feels before, during and after activity</li> <li>◦ Pupils can work in small teams and independently</li> <li>◦ Pupils can compete in small teams</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>◦ Pupils recognise the best ways to score points and stop points being scored</li> <li>◦ Pupils take part in games where there is an opposition</li> <li>◦ Pupils understand the importance of warm up and cool down</li> <li>◦ Pupils can discuss and apply teamwork</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand how to intercept a moving ball</li> <li>◦ Pupils can catch and control a ball in movement working with a partner or in a small group</li> <li>◦ Pupils can run with a ball in a game scenario</li> <li>◦ Pupils be able to pass and stop a ball to a team mate accurately</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary</li> <li>◦ Pupils pass and receive a ball in different ways with increased control</li> <li>◦ Pupils able to reflect on and develop skills to improve</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils recognise how they work best with their partner and can work with each pupil in the class</li> <li>◦ Pupils understand the role of an attacker and defender</li> <li>◦ Pupils can engage in competitive physical activities (both against self and against others)</li> </ul>
<b>Net &amp; Wall</b>	<ul style="list-style-type: none"> <li>◦ Pupils can play games based on net games (like tennis and badminton).</li> <li>◦ Pupils have an opportunity to play 1v1, 1v2, and 1v3</li> <li>◦ Pupils can explain how practicing skills can help you feel warmer and why is it good to play and get out of breath</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can hold the racket correctly and balance a ball on strings whilst moving and performing simple instructions, high/low/turn etc</li> <li>◦ Pupils can choose and apply simple tactics</li> <li>◦ Pupils can strike a ball with control using a variety of rackets</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can increase racket head speed with control</li> <li>◦ Pupils can adapt to a large and small net</li> <li>◦ Pupils can be agile and move across court</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils play games based on net games (like tennis and badminton).</li> <li>◦ Pupils can take turns and play a small tournament</li> <li>◦ Pupils can challenge themselves and increase difficulty each session</li> </ul>
<b>Striking &amp; Fielding</b>	<ul style="list-style-type: none"> <li>◦ Pupils can take part in games where there is an opposition</li> <li>◦ Pupils can develop basic rules and explain</li> <li>◦ Pupils can pass and receive a ball in different ways with control and increased accuracy</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can follow a variety of commands, stop, go, high knees, star jumps etc</li> <li>◦ Pupils bowl underarm and explore the overarm bowl</li> <li>◦ Pupils can catch using Ws with varied shaped balls and distances</li> <li>◦ Pupils can throw a ball at partner/wickets</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils move confidently throughout activities and maintain concentration</li> <li>◦ Pupils are able to hit a ball accurately using a bat/racket</li> <li>◦ Pupils explore SAQ movements</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can perform fielding techniques with increased control and co-ordination</li> <li>◦ Pupils begin to lead others in a simple team game</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>◦ Pupils can understand and move safely within the space that they are working in.</li> <li>◦ Pupils can use imagery to move around in space</li> <li>◦ Pupils can work with a partner to come up with a new connective shapes</li> <li>◦ Pupils can experiment with different ways of movement</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can discover how singular body parts move to music</li> <li>◦ Pupils can discover how multiple body parts can move to music at the same times</li> <li>◦ Pupils can start to recognise a beat within music (Clapping/Stomping)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can understand a basic sequence of movements</li> <li>◦ Pupils can maintain the stamina throughout the entirety of a routine</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can understand the different ways to move with a partner</li> <li>◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance</li> </ul>

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**TEAMTHEME KENT**

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**Progression of Skills**

**Skills Assessed:**

**Year - 3**

Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
<ul style="list-style-type: none"> <li>▲ Problem Solving</li> <li>▲ Focus &amp; Concentration</li> <li>▲ Decision Making</li> <li>▲ Creativity</li> </ul>	<ul style="list-style-type: none"> <li>▲ Kinaesthetic Awareness</li> <li>▲ Gross &amp; Fine Motor Skills</li> <li>▲ Balance &amp; Control</li> <li>▲ Coordination</li> <li>▲ Rhythm &amp; Timing</li> </ul>	<ul style="list-style-type: none"> <li>▲ Stamina</li> <li>▲ Speed</li> <li>▲ Core Stability &amp; Strength</li> <li>▲ Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▲ Motivation</li> <li>▲ Confidence</li> <li>▲ Determination</li> <li>▲ Leadership &amp; Responsibility</li> <li>▲ Communication</li> </ul>

**Content**

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Pupils improve their ability to select appropriate actions and use simple compositional ideas</li> <li>• Pupils able plan a routine comprising roll, jumps and balances</li> <li>• Pupils to work in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</li> <li>• Pupils can explore rolls, teddy, log, forward and backward</li> <li>• Pupils are able to use gymnastics shapes when jumping from small apparatus and low heights</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can counter balance</li> <li>• Pupils can hold Gymnastic shapes, Front support, Back Support, Dish and Doom in pairs and for a sustained time period</li> <li>• Pupils can recognise how specific movements affect their bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to work in pairs or share ideas with class</li> <li>• Pupils recognise how their own performance has improved and other pupils</li> <li>• Discuss and plan their work in small groups</li> <li>• Recognise good quality in performance</li> </ul>
<b>Athletics / Multi-Skills</b>	<ul style="list-style-type: none"> <li>• Pupils explore breathing whilst exercising</li> <li>• Pupils can explain what their body needs to stay healthy</li> <li>• Pupils can choose a partner to work with who is a similar ability and challenge each other</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can apply good sprinting techniques</li> <li>• Pupils practice and develop standing long jump</li> <li>• Pupils develop stride length</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop distance and height when jumping</li> <li>• Pupils want to challenge themselves with greater speeds, distances and times</li> <li>• Pupils can sustain a pace over 400m</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils motivate/encourage others and can lead a small team</li> <li>• Pupils can communicate clearly the progression in activities</li> <li>• Pupils can describe how their body feels before, during and after activity</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>• Pupils recognise the best ways to score points and stop points being scored</li> <li>• Pupils know how to find space to receive and support</li> <li>• Pupils improve accuracy of passes and use space to keep possession better</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games</li> <li>• Pupils practise passing to a partner using a number of sending and receiving techniques</li> <li>• Pupils can run with a ball in a game scenario and decide when an where is best to shoot/pass</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary</li> <li>• Pupils pass and receive a ball in different ways with increased control</li> <li>• Pupils able to reflect on and develop skills to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils recognise how they work best with their partner and can work with each pupil in the class</li> <li>• Pupils understand patterns of play- if ball is in a certain position where should players be</li> <li>• Pupils use communication skills to help others know where they are going</li> </ul>
<b>Net &amp; Wall</b>	<ul style="list-style-type: none"> <li>• Pupils can identify when they are successful and the next steps in their learning</li> <li>• Pupils understand stance</li> <li>• Pupils can demonstrate good activator games and lead</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can return a ball to a partner with and without a net</li> <li>• Pupils can play a range of basic shots forehand, backhand, drop</li> <li>• Pupils can vary strength, length and direction of shot</li> <li>• Pupils can underarm serve</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can move across the court effectively and understand the importance of stance and starting positioning when playing a shot</li> <li>• Pupils understand the rules and can follow for each game</li> <li>• Pupils can play 1v1 with a suitable partner</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can give examples of when they could demonstrate the skills practiced during a game situation</li> <li>• Pupils know how they can make it difficult for their opponent to receive ball</li> </ul>
<b>Striking &amp; Fielding</b>	<ul style="list-style-type: none"> <li>• Pupils consolidate and develop the range and consistency of their skills in striking and fielding games</li> <li>• Pupils recognise how specific activities affect their bodies and can explain the benefits</li> <li>• Pupils explore sport specific activators</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show an intensity and engagement from the start of each session</li> <li>• Pupils can bowl overarm at a large target with once bounce</li> <li>• Pupils can use both Pom and Aussie catch</li> <li>• Pupils have consistent throwing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils move confidently throughout activities and maintain concentration</li> <li>• Pupils are able to hit a ball accurately using a bat/racket with targets added</li> <li>• Pupils explore SAQ movements</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can perform fielding techniques with increased control and co-ordination</li> <li>• Pupils begin to lead others in a simple team game</li> <li>• Pupils can use tactics effectively in a competitive situation</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Pupils can move safely within an area they are working in</li> <li>• Pupils are able use imagery to explore deifferent ideas od dance</li> <li>• Pupils are able to take pre-made patterns of movements, combine them with their own, to make a sequence</li> <li>• Pupils can experiment with different ways of movement</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can discover how singular/Multiple body parts move to music</li> <li>• Pupils can start to apply the terms 'Mirror' and 'Cannon'</li> <li>• Pupils can start to recognise a beat within music (Clapping/Stomping)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can understand a basic sequence of movements</li> <li>• Pupils can maintain the stamina throughout the entirety of a routine</li> <li>• Pupils start to have a basic understanding of timing between movement of body to the music</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can work with a partner whilst remaining connected or 'mirroring'.</li> <li>• Pupils are able to link their knowledge of what they have learnt, into their finale dance</li> <li>• Pupils are able to confidently perform their final dance with out help from teacher/coach</li> <li>• Pupils can understand the terms 'Mirror' and 'Cannon'</li> </ul>

<b>NOTES:</b>	Please note here any information that is felt necessary for the school to be made aware of. <i>For example recognition of individuals who are outstanding, individuals in need of particular support, recommendations for the school concerning equipment/resources etc.</i>

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**Progression of Skills**

**Skills Assessed:**

**Year - 4**

Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
<ul style="list-style-type: none"> <li>▲ Problem Solving</li> <li>▲ Focus &amp; Concentration</li> <li>▲ Decision Making</li> <li>▲ Creativity</li> </ul>	<ul style="list-style-type: none"> <li>▲ Kinaesthetic Awareness</li> <li>▲ Gross &amp; Fine Motor Skills</li> <li>▲ Balance &amp; Control</li> <li>▲ Coordination</li> <li>▲ Rhythm &amp; Timing</li> </ul>	<ul style="list-style-type: none"> <li>▲ Stamina</li> <li>▲ Speed</li> <li>▲ Core Stability &amp; Strength</li> <li>▲ Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▲ Motivation</li> <li>▲ Confidence</li> <li>▲ Determination</li> <li>▲ Leadership &amp; Responsibility</li> <li>▲ Communication</li> </ul>

**Content**

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>◦ Pupils can identify muscle groups used in gymnastic activities</li> <li>◦ Pupils can adapt their sequences to include apparatus and to suit partner or small groups</li> <li>◦ Pupils can critic other pupils/group work</li> </ul>	<ul style="list-style-type: none"> <li>◦ Create and perform a simple sequence on the floor using mats of up to four elements</li> <li>◦ Pupils can balance and hold shapes on apparatus and wall mobiles</li> <li>◦ Pupils show clear starting and finishing positions and move smoothly between shapes and actions</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can select and use the most appropriate skills, actions or ideas</li> <li>◦ Pupils can incorporate counterbalances into sequences</li> <li>◦ Pupils can perform in unison</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils identify ways to use equipment to enhance their sequences, rolls, shapes and jumps</li> <li>◦ Pupils perform and evaluate own and others' sequences.</li> </ul>
<b>Athletics / Multi-Skills</b>	<ul style="list-style-type: none"> <li>◦ Pupils can explain what their body needs to stay healthy</li> <li>◦ Pupils can choose a partner to work with who is a similar ability and challenge each other</li> <li>◦ Pupils develop basic tactics</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can apply both sprinting/distance running techniques</li> <li>◦ Pupils practice and develop standing long jump and increase distance</li> <li>◦ Pupils can throw a javelin understanding start and finish position</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils develop distance and height when jumping</li> <li>◦ Pupils want to challenge themselves with greater speeds, distances and times</li> <li>◦ Pupils can sustain a pace over 400m</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils motivate/encourage others and can lead a small team</li> <li>◦ Pupils can explain how their work is similar and different from that of others</li> <li>◦ Pupils can use observations to improve their work</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>◦ Pupils can lead and organise a team with basic tactics</li> <li>◦ Pupils understand simple patterns of play</li> <li>◦ Pupils can choose and adapt their techniques to keep possession</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can pass, receive and shoot the ball with increasing control</li> <li>◦ Pupils can defend one on one and know when and how to win the ball</li> <li>◦ Pupils score more regularly</li> <li>◦ Pupils develop positional awareness and understand specific roles on the field of play</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can plan ideas and tactics similar across invasion games and</li> <li>◦ Pupils know what they need to improve their game and what they need to practice</li> <li>◦ Pupils able to reflect on and develop skills to improve</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand patterns of play- if ball is in a certain position where should players be</li> <li>◦ Pupils can 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</li> </ul>
<b>Net &amp; Wall</b>	<ul style="list-style-type: none"> <li>◦ Pupils understand attack and defence tactics when playing racket sports</li> <li>◦ Pupils understand and can deliver a basic sport specific warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can hit the ball on both sides of the body and above head</li> <li>◦ Pupils can serve using a large landing area</li> <li>◦ Pupils can strike the ball at the centre of the racket</li> <li>◦ Pupils can manipulate the ball, one bounce 2 bounces, ball keep ups etc</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils demonstrate good footwork to cover a court space in a game situation</li> <li>◦ Pupils can develop SAQ activities to develop their weaker skills</li> <li>◦ Pupils design and run activities</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils talk about how to change the court to make it easier/harder</li> <li>◦ Pupils can explain what they do and what they find hard</li> <li>◦ Pupils can play 1v1 and 2v2</li> <li>◦ Pupils know what they need to practice and can explain the reasons</li> </ul>
<b>Striking &amp; Fielding</b>	<ul style="list-style-type: none"> <li>◦ Pupils can choose and use simple tactics for different situations</li> <li>◦ Pupils can keep, adapt and make rules for striking and fielding games</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can use overarm and underarm throwing, and catching skills with increasing accuracy and distance this can include a single bounce</li> <li>◦ Pupils can strike a bowled ball with movement towards the ball.</li> <li>◦ Pupils can strike the ball at targets with increased success</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can maintain a high level of intensity</li> <li>◦ Pupils can show an understanding for adapting across the positions and disciplines</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can organise fielders and change to suit batter</li> <li>◦ Pupils recognise good performance and identify the parts of a performance that need improving</li> <li>◦ Pupils can play and score clock cricket and</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>◦ Pupils can move safely within an area they are working in</li> <li>◦ Pupils are able to use imagery to explore different ideas of dance</li> <li>◦ Pupils are able to take pre-made patterns of movements, combine them with their own, to make a sequence</li> <li>◦ Pupils can experiment with different ways of movement</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can discover how singular/Multiple body parts move to music</li> <li>◦ Pupils can apply the terms 'Mirror' and 'Cannon'</li> <li>◦ Pupils can start to recognise a beat within music (Clapping/Stomping)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can understand a basic sequence of movements with and without music</li> <li>◦ Pupils can maintain the stamina throughout the entirety of a routine</li> <li>◦ Pupils start to have a basic understanding of timing between movement of body to the music</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can work with a partner whilst remaining connected or 'mirroring'.</li> <li>◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance</li> <li>◦ Pupils are able to confidently perform their final dance with out help from teacher/coach</li> <li>◦ Pupils can understand the terms 'Mirror' and 'Cannon'</li> </ul>

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**Progression of Skills**

**Skills Assessed:**

**Year - 5**

Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
<ul style="list-style-type: none"> <li>▲ Problem Solving</li> <li>▲ Focus &amp; Concentration</li> <li>▲ Decision Making</li> <li>▲ Creativity</li> </ul>	<ul style="list-style-type: none"> <li>▲ Kinaesthetic Awareness</li> <li>▲ Gross &amp; Fine Motor Skills</li> <li>▲ Balance &amp; Control</li> <li>▲ Coordination</li> <li>▲ Rhythm &amp; Timing</li> </ul>	<ul style="list-style-type: none"> <li>▲ Stamina</li> <li>▲ Speed</li> <li>▲ Core Stability &amp; Strength</li> <li>▲ Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▲ Motivation</li> <li>▲ Confidence</li> <li>▲ Determination</li> <li>▲ Leadership &amp; Responsibility</li> <li>▲ Communication</li> </ul>

**Content**

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>◦ Pupils can identify muscle groups and exceeding pupils can lead warm up/ cool down</li> <li>◦ Pupils can adapt their sequences to include apparatus and to suit partner or small groups</li> <li>◦ Pupils can critic other pupils/group work</li> <li>◦ Pupils can move all apparatus safely</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils identify and practise symmetrical and asymmetrical body shapes.</li> <li>◦ Pupils use and refine the following skills: flexibility, strength, balance, power and mental focus</li> <li>◦ Pupils develop skills for movement, including rolling, bridging and dynamic movement</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils aware of extension, body tension and control.</li> <li>◦ Pupils can incorporate counterbalances into sequences in groups of 4 or more.</li> <li>◦ Pupils can take weight on hands</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils identify ways to use equipment to enhance their sequences, rolls, shapes and jumps</li> <li>◦ Pupils can practice and reform sequences</li> <li>◦ Pupils understand and select more relevant actions showing continuity when linking movement</li> </ul>
<b>Athletics / Multi-Skills</b>	<ul style="list-style-type: none"> <li>◦ Pupils can work in small groups and create ways to develop their techniques across all Athletic disciplines</li> <li>◦ Pupils apply tactics for races</li> <li>◦ Pupils can discuss and understand teamwork when competing</li> <li>◦ Pupils understand the process of warming up and cooling down</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can apply tactics and technique for both sprinting/long distance races</li> <li>◦ Pupils explore triple jump, high jump and long jump</li> <li>◦ Pupils can throw a javelin, shotput and discuss understanding start and finish position</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils develop distance and height when jumping and can understand why these are improving</li> <li>◦ Pupils want to challenge themselves with greater speeds, distances and times</li> <li>◦ Pupils can sustain a pace over 600m</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils motivate/encourage others and can lead a small team</li> <li>◦ Pupils can explain how their work is similar and different from that of others</li> <li>◦ Pupils can organise and run their own station/event</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>◦ Pupils can lead and organise a team with basic tactics</li> <li>◦ Pupils understand simple patterns of play in full sided games</li> <li>◦ Pupils can change the pitch size to make games better for their game</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can demonstrate ways to keep ball away from defenders</li> <li>◦ Pupils know how to shield the ball</li> <li>◦ Pupils can shoot accurately in a variety of ways</li> <li>◦ Pupils mark an opponent</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can change speed, direction with a ball to get away from defender/s</li> <li>◦ Pupils know what they need to improve their game and what they need to practice</li> <li>◦ Pupils able to reflect on and develop skills to improve</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils identify parts of the game that are going well and parts that need improving</li> <li>◦ Pupils can watch and evaluate the success of the games they play in</li> <li>◦ Pupils explain how confident they feel in different positions</li> </ul>
<b>Net &amp; Wall</b>	<ul style="list-style-type: none"> <li>◦ Pupils can select and apply preferred skills with increasing consistency</li> <li>◦ Pupils understand practices to help with precision and consistency and speed about the court</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can hit the ball on both sides of the body and above head</li> <li>◦ Pupils can serve</li> <li>◦ Pupils can explain the range of shots and when they are best played</li> <li>◦ Pupils can manipulate the ball, one bounce 2 bounces, ball keep ups etc</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils demonstrate good footwork to cover a court space in a game situation</li> <li>◦ Pupils can develop SAQ activities to develop their weaker skills</li> <li>◦ Pupils design and run activities</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can play cooperatively with a partner</li> <li>◦ Pupils can explain why they or others are playing well in the games</li> <li>◦ Pupils can play 2v1</li> <li>◦ Pupils know what they need to practice and can explain the reasons</li> </ul>
<b>Striking &amp; Fielding</b>	<ul style="list-style-type: none"> <li>◦ Pupils can choose and use simple tactics for different situations</li> <li>◦ Pupils know how to warm up and cool down with pupils leading</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can use overarm and underarm throwing, and catching skills with increasing accuracy and distance this can include a single bounce</li> <li>◦ Pupils can strike the ball into spaces and over fielders</li> <li>◦ Pupils can bowl the ball consistently at a small target</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand why exercise is good for their fitness, health and well-being</li> <li>◦ Pupils can run between wickets/bases effectively</li> <li>◦ Pupils show strength in upper body when batting</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can organise fielders and change to suit batter</li> <li>◦ Pupils can play and score clock cricket and score</li> <li>◦ Pupils can play a competitive Cricket tournament and self officiate</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>◦ Pupils can confidently lead a group activity after learning a new choreographic device</li> <li>◦ Pupils can safely move around an area that they are working in</li> <li>◦ Pupils develop the confidence to improvise to different kinds of music</li> <li>◦ Pupils can experiment with different ways of movement</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can discover how singular/Multiple body parts move to music in different directions</li> <li>◦ Pupils can apply the terms 'Mirror' and 'Cannon' to different scenarios</li> <li>◦ Pupils can recognise a beat within music with different tempos (Clapping/Stomping)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can discover how singular/Multiple body parts move to music in different directions</li> <li>◦ Pupils understand the terms 'Mirror' and 'Cannon' and apply them to different scenarios</li> <li>◦ Pupils can recognise a beat within music with different tempos (Clapping/Stomping)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can critic/help other pupils during their movements to help development</li> <li>◦ Pupils can confidently perform their final dance without the help of the coach/teacher</li> <li>◦ Pupils can help teach their classmates the final dance with correct timing to music                             <ul style="list-style-type: none"> <li>◦ Pupils can understand the terms 'Mirror' and 'Cannon'</li> </ul> </li> </ul>

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**Progression of Skills**

**Skills Assessed:**

**Year - 6**

Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
<ul style="list-style-type: none"> <li>▲ Problem Solving</li> <li>▲ Focus &amp; Concentration</li> <li>▲ Decision Making</li> <li>▲ Creativity</li> </ul>	<ul style="list-style-type: none"> <li>▲ Kinaesthetic Awareness</li> <li>▲ Gross &amp; Fine Motor Skills</li> <li>▲ Balance &amp; Control</li> <li>▲ Coordination</li> <li>▲ Rhythm &amp; Timing</li> </ul>	<ul style="list-style-type: none"> <li>▲ Stamina</li> <li>▲ Speed</li> <li>▲ Core Stability &amp; Strength</li> <li>▲ Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▲ Motivation</li> <li>▲ Confidence</li> <li>▲ Determination</li> <li>▲ Leadership &amp; Responsibility</li> <li>▲ Communication</li> </ul>

**Content**

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>◦ Pupils can identify muscle groups and exceeding pupils can lead warm up/ cool down</li> <li>◦ Pupils can adapt their sequences to include apparatus and to suit partner or small groups</li> <li>◦ Pupils can move all apparatus safely and develop routines using</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils identify and practise symmetrical and asymmetrical body shapes in pairs</li> <li>◦ Pupils can use the full range of apparatus effectively</li> <li>◦ Pupils can include 5-8 movements in a sequence with considered transitions</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand core stability and strength</li> <li>◦ Pupils can incorporate counterbalances into sequences in groups of 4 or more.</li> <li>◦ Pupils can take weight on hands</li> <li>◦ Pupils are confident when rolling</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils identify ways to use equipment to enhance their sequences, rolls, shapes and jumps</li> <li>◦ Pupils plan, practice, improve and refine performance</li> <li>◦ Pupils understand and select more relevant actions showing continuity when linking movement</li> </ul>
<b>Athletics / Multi-Skills</b>	<ul style="list-style-type: none"> <li>◦ Pupils can say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity</li> <li>◦ Pupils can create their own success criteria for evaluating</li> <li>◦ Pupils understand the process of warming up and cooling down and can lead</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can apply tactics and technique for both sprinting/long distance races</li> <li>◦ Pupils develop and execute triple jump, high jump and long jump increasing height and distance</li> <li>◦ Pupils can throw with greater control, accuracy and efficiency</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils develop distance and height when jumping and can understand why these are improving</li> <li>◦ Pupils want to challenge themselves with greater speeds, distances and times</li> <li>◦ Pupils can sustain a pace over 800m</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can make a team plan and communicate it to their group</li> <li>◦ Pupils can apply all skills, techniques and ideas consistently</li> <li>◦ Pupils can organise and run their own station/event</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>◦ Pupils can choose the current formations and tactics for attack and defence</li> <li>◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully</li> <li>◦ Pupils understand the strengths required to fulfil certain playing positions</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully</li> <li>◦ Pupils can play sports with full squad sizes 11v11, 7v7 etc</li> <li>◦ Pupils can move into space to help support a team</li> <li>◦ Pupils can defend an opponent and try to win the ball</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can demonstrate flexibility at saving a moving ball</li> <li>◦ Pupils understand what makes a good warm up and can lead</li> <li>◦ Pupils know how to check playing area for health and safety</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils Understand there are different skills for different situations and can apply them across sports</li> <li>◦ Pupils can explain why they or others are playing well in a variety of areas in attack and defend</li> <li>◦ Pupils can organise and officiate a tournament</li> </ul>
<b>Net &amp; Wall</b>	<ul style="list-style-type: none"> <li>◦ Pupils can control a racket whilst asked to perform tasks</li> <li>◦ Pupils demonstrate control and discipline in their racket speed</li> <li>◦ Pupils can move anticipate their opponent</li> <li>◦ Pupils demonstrate good footwork to cover a court space in a game situation</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can serve effectively</li> <li>◦ Pupils understand the full range of shots and the most suitable time to use in a game</li> <li>◦ Pupils can serve overarm</li> <li>◦ Pupils can move effectively around the court at speed</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can adapt to court size</li> <li>◦ Pupils know where to stand when attacking and defending</li> <li>◦ Pupils show an intensity of performance to match playing partner</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can play doubles and communicate effectively</li> <li>◦ Pupils can devise a scoring system</li> <li>◦ Pupils understand how to change court to facilitate development</li> <li>◦ Pupils can play doubles</li> </ul>
<b>Striking &amp; Fielding</b>	<ul style="list-style-type: none"> <li>◦ Pupils develop an understanding of tactics and begin to use them in game situations</li> <li>◦ Pupils can concentrate fully whilst in the fielding zones</li> <li>◦ Pupils understand the rules fully and can score</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can bowl overarm with a run up</li> <li>◦ Pupils can throw a tennis ball at a target with consistent accuracy</li> <li>◦ Pupils are confident in bowling both underarm for Rounders and overarm cricket (with a controlled single bounce)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can attack the ball with and without aggression</li> <li>◦ Pupils can select the correct position in the fielding zone</li> <li>◦ Pupils understand the intensity needed for fielding</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding</li> <li>◦ Pupils evaluate strengths and weaknesses in their own and others' performances and suggest improvements</li> <li>◦ Pupils can play a competitive Cricket tournament and self officiate</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>◦ Pupils can confidently lead a group activity after learning a new choreographic device</li> <li>◦ Pupils can safely move around an area that they are working in</li> <li>◦ Pupils can experiment with different ways of movement</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can discover how singular/Multiple body parts move to music in different directions</li> <li>◦ Pupils can apply the terms 'Mirror' and 'Cannon' to different scenarios</li> <li>◦ Pupils can recognise a beat within music with different tempos (Clapping/Stomping)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can discover how singular/Multiple body parts move to music in different directions</li> <li>◦ Pupils understand the terms 'Mirror' and 'Cannon' and apply them to different scenarios</li> <li>◦ Pupils can recognise a beat within music with different tempos (Clapping/Stomping)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Pupils can critic/help other pupils during their movements to help development</li> <li>◦ Pupils can confidently perform their final dance without the help of the coach/teacher</li> <li>◦ Pupils can help teach their classmates the final dance with correct timing to music</li> <li>◦ Pupils can understand</li> </ul>

<b>NOTES:</b>	Please note here any information that is felt necessary for the school to be made aware of. For example recognition of individuals who are outstanding, individuals in need of particular support, recommendations for the school concerning equipment/resources etc.

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