



Hill View Progression Map – Year 5

<p align="center"><u>Thinking</u></p> 	<p align="center"><u>Emotional Intelligence</u></p> 
<p>Show resilience when faced with new actions</p> <p>Takes part in competitive games with an increasingly strong understanding of tactics</p> <p>Know and apply the rules to a variety of games</p> <p>Change speed and direction to improve performance</p> <p>Begin to make decisions to outwit the opponent</p> <p>Can think creatively to adapt a game/scoring system</p> <p>Understand how to track and slow down an opponent</p> <p>Make intelligent decisions that prevent attackers from scoring</p> <p>Know what position they are playing in and how to contribute when attacking and defending</p> <p>Move into a space to support a teammate</p> <p>Learn to work as a defensive unit</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances</p>	<p>Make suggestions as to how to make an activity easier or more challenging</p> <p>Communicate with members of their team</p> <p>Confidence – know how to be safe when doing gymnastics. Can show and tell you how to land safely</p> <p>Begin to demonstrate effective communication as part of positional play</p> <p>Draw on knowledge about strategy, tactics and composition when performing and evaluating</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work</p> <p>Introduce honesty and integrity when scoring</p> <p>Know the importance of trying your best</p> <p>Collaborate as part of a team and be an effective team player</p> <p>Provide feedback that encourages and builds confidence</p> <p>Discuss why wearing appropriate clothing and being hygienic is good for their health and safety</p> <p>Show compassion for children's emotions during an activity</p> <p>Identify what makes a performance effective</p> <p>Act as a positive role model</p> <p>Show respect for a referee</p>

Practical Skills

<u>Games</u>	<u>Gymnastics</u>	<u>Dance</u>
Show confidence in using ball skills in various ways, and can link these together	Understands composition by performing more complex sequences	Show spatial awareness when dancing near others
Make effective decisions on when to try to intercept a ball	To be able to perform a range of rolls, including backwards roll, with control and fluency	Confidently and imaginatively explore and experiment with different actions in response to dance ideas.
Understand how to keep possession of the ball while being pressurised by an opponent	Make similar or contrasting shapes on the floor and apparatus when working with a partner	Use compositional devices such as unison, canon, reposition and contrast
Pass a ball accurately to a partner over a variety of distances and using a range of techniques (high, low, bounced, fast, slow)	Displaying increasing confidence working with others in a small group, demonstrating good collaboration and communications skills	Start to show clear beginnings, middles and endings
Travel with a ball showing changes of speed and directions using either foot or hand	Evaluate own and partner's performance and suggest ways to improve	Discuss emotional response to stimuli
Perform underarm and overarm throws with control and coordination.	Show flexibility in movements which enables them to show more defined shapes.	Perform expressively using movement with a range of dynamic qualities
Develop consistency and control in dribbling	Links movement and balances with control, technique, co-ordination and fluency	Perform increasingly long dance sequences with a sense of audience
Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency	Understands composition by performing more complex sequences with increasingly smooth transitions	Explore and create movement with varying body parts, levels and directions
Strike a cricket/rounders ball with intent and throw it more accurately when fielding	Create sequences that demonstrate change of level, direction, speed and clarity of shape	Perform a range of actions with control, coordination and body tension
Perform a range of rolling, throwing, striking, kicking,	Beginning to use gym vocabulary to describe how to	Perform, evaluate and improve short dance routines with a partner or a group
		Respond to feedback and know how to improve performance.
		Understand that dance has many forms and styles

<p>catching, gathering skills with control</p> <p>Begin to run at speeds appropriate for the distance. e.g. sprinting and cross country</p> <p>Develop technique for jumping distance and height</p> <p>In net/wall games, play short competitive points and demonstrate an awareness of tactical play</p> <p>In net/wall games consider how to make things difficult for an opponent by directing the ball/shuttle into space at different speeds and heights</p> <p>Identify a running pace that they can maintain Show resilience and determination when running for a longer period of time.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Developing a range of throwing techniques (e.g. foam javelin)</p> <p>Show good technique when throwing for distance</p> <p>Communicate with teammates to exchange a baton with success</p>	<p>improve and refine performances</p> <p>Develops strength, technique and flexibility throughout performances</p> <p>Combines equipment with movement to create sequences</p> <p>Demonstrate accurate footwork when landing a jump</p>	<p>Work collaboratively with a partner, in small groups and some larger groups</p> <p>Think about character and narrative ideas created by the stimulus and respond through movement</p>
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