



## Progression of Skills - PESSPA



### Intent

At Holly Lodge Primary Academy, we aim to provide the highest possible standards of education for all of our pupils, within a caring, happy and safe environment, where all individuals who work in and with the school are equally valued. We recognise the important role that physical education plays in the social, physical and cognitive development of children. It provides the foundation of a healthy lifestyle and contributes to the all-round development of the child.

We strive for our PESSPA curriculum to be of high quality, inspires all our children to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for children to become physically confident whilst supporting their own health and fitness. It should also allow our children opportunities to compete in sports and other activities, whilst help build a child's character and help them to embed values such as fairness and respect.

### Implementation

A rich scope of proven, appropriate methods will be skilfully employed by the teachers to maximise the possibilities for the children in our care. Safety, participation, challenge, creativity, spontaneity, sensitivity, persistence, fun and enjoyment are all key features that we will focus on through:

- Acquiring and developing skills
- Selecting and applying skills
- Knowledge and understanding of fitness and health
- Evaluating and improving performance

Extra funding has been provided to make additional and sustainable improvements to the quality of PESSPA we offer at Holly Lodge Primary Academy. We are committed to ensuring that this invaluable source of funding is allotted to areas of the PE & Sports programme that guarantee the further raising of Subject Leader management and professional teaching standards; increased resourcing and learning opportunities for our pupils. We also want to build capacity and capability within our school to ensure that improvements are made which will benefit our pupils joining in future years.

Other outcomes that we wish to subsequently address also are:

- Evidence of healthier lifestyles
- Improved physical fitness levels
- Enhanced pupil confidence and application to other academic subjects



## Progression of Skills - PESSPA



### Impact

To achieve a self-sustaining improvement in the quality of PESSPA at Holly Lodge Primary Academy. The focus of our spending must therefore lead to a long-lasting impact against our vision. We expect to see an improvement against the 5 key PE and Sport Premium indicators set by the Department for Education.

1. The engagement of all pupils in regular physical activity - 60 minutes of physical activity a day, 30 minutes of which should be in school
2. The profile of PE and Sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff and PESSPA
4. Broader experience of a range of Sports and activities offered to all pupils
5. Increased participation in competitive Sport

All pupils leaving Holly Lodge Primary Academy should be physically literate, with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.



## Progression of Skills - PESSPA



	Dance	Gymnastics	Athletics	Games	Outdoor Activities	Swimming	Healthy Living	Evaluation
<b>KS1 Skills Year 1</b>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to a range of stimuli.</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Develops listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Demonstrates an understanding of how to stay safe.</p>		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p> <p>Self - Review Sheets - Termly</p>
	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>		<u>Key Vocab</u>	<u>Key Vocab</u>
	Core movement - Cognitive, perceptual, motor, perceptual motor Technique Control & Balance Coordination & Technique Space Mind & Body Etiquette Flex, Extend Form Routine	Static balance & Dynamic balance Complex Core movement - Cognitive, perceptual, motor, perceptual motor Space, Routine Effectiveness & Technique Coordination, Stability Aerobic Centre of gravity Bend, Form Body, Tone, Flex, Extend Composition	Space Agility Apply Hold Firm Balance Speed Target, Time Technique Effectiveness Control, Speed	Teamwork Sportsmanship Game Target Attack Defence Endurance Acceleration Send Receive Pass Dribble Jump Bend Squat Pivot, skip, slide Intensity Time	Space Fine motor skills Nature Adventure Look, Listen Observe Touch, Safety Smell Teamwork Seek, Under, Over Sensory		Fitness Muscle Body Tone Core Muscular Cardio Mind & Body Fine motor skills Eating	Analyse Apply Competent Progression Motivation Why How When Reason Observe



## Progression of Skills - PESSPA



		Flexibility		Agility Apply Space Goal Out of bounds Zone Offense Participation Respect & Fairness Control				
--	--	-------------	--	---	--	--	--	--



## Progression of Skills - PESSPA



	Dance	Gymnastics	Athletics	Games	Outdoor Activities	Swimming	Healthy Living	Evaluation
<b>KS1 Skills Year 2</b>	<p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Creates simple body shapes.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group and working on own.</p> <p>Demonstrates an understanding of how to stay safe.</p>		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p> <p>Self - Review Sheets - Termly</p>



## Progression of Skills - PESSPA



<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>		<u>Key Vocab</u>	<u>Key Vocab</u>
Core movement - Cognitive, perceptual, motor, perceptual motor Technique Control & Balance Coordination & Technique Space Mind & Body Etiquette Flex, Extend Form Routine	Static balance & Dynamic balance Complex Core movement - Cognitive, perceptual, motor, perceptual motor Space, Routine Effectiveness & Technique Coordination, Stability Aerobic Centre of gravity Bend, Form Body, Tone, Flex, Extend Composition Flexibility	Space Agility Apply Hold Firm Balance Speed Target, Time Technique Effectiveness Control, Speed	Teamwork Sportsmanship Game Target Attack Defence Endurance Acceleration Send Receive Pass Dribble Jump Bend Squat Pivot, skip, slide Intensity Time Agility Apply Space Goal Out of bounds Zone Offense Participation Respect & Fairness Control	Space Fine motor skills Nature Adventure Look, Listen Observe Touch, Safety Smell Teamwork Seek, Under, Over Sensory		Fitness Muscle Body Tone Core Muscular Cardio Mind & Body Fine motor skills Eating	Analyse Apply Competent Progression Motivation Why How When Reason Observe



## Progression of Skills - PESSPA



	Dance	Gymnastics	Athletics	Games	Outdoor Activities	Swimming	Healthy Living	Evaluation
<b>KS2 Lower Skills Year 3</b>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Continued listening skills.</p> <p>Maintaining simple body shapes.</p> <p>On-going understanding of instructions from a partner/ adult.</p> <p>On-going activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to always stay safe.</p>		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work,</p>



## Progression of Skills - PESSPA



	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>		<u>Key Vocab</u>	<u>Key Vocab</u>
	Core movement - Cognitive, perceptual, motor, perceptual motor Technique Control & Balance Coordination & Technique Space Mind & Body Etiquette Flex, Extend Form Routine	Static balance & Dynamic balance Complex Core movement - Cognitive, perceptual, motor, perceptual motor Space, Routine Effectiveness & Technique Coordination, Stability Aerobic Centre of gravity Bend, Form Body, Tone, Flex, Extend Composition Flexibility	Space Agility Apply Hold Firm Balance Speed Target, Time Technique Effectiveness Control, Speed	Teamwork Sportsmanship Game Target Attack Defence Endurance Acceleration Send Receive Pass Dribble Jump Bend Squat Pivot, skip, slide Intensity Time Agility Apply Space Goal Out of bounds Zone Offense Participation Respect & Fairness Control	Space Fine motor skills Nature Adventure Look, Listen Observe Touch, Safety Smell Teamwork Seek, Under, Over Sensory		Fitness Muscle Body Tone Core Muscular Cardio Mind & Body Fine motor skills Eating	Analyse Apply Competent Progression Motivation Why How When Reason Observe



## Progression of Skills - PESSPA



	Dance	Gymnastics	Athletics	Games	Outdoor Activities	Swimming	Healthy Living	Evaluation
<b>KS2 Lower Skills Year 4</b>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Beginning to build a variety of running techniques and use it with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding</p>		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work,</p>



## Progression of Skills - PESSPA



				isolation and combination.				
	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>		<u>Key Vocab</u>	<u>Key Vocab</u>
	Core movement - Cognitive, perceptual, motor, perceptual motor Technique Control & Balance Coordination & Technique Space Mind & Body Etiquette Flex, Extend Form Routine	Static balance & Dynamic balance Complex Core movement - Cognitive, perceptual, motor, perceptual motor Space, Routine Effectiveness & Technique Coordination, Stability Aerobic Centre of gravity Bend, Form Body, Tone, Flex, Extend Composition Flexibility	Space Agility Apply Hold Firm Balance Speed Target, Time Technique Effectiveness Control, Speed	Teamwork Sportsmanship Game Target Attack Defence Endurance Acceleration Send Receive Pass Dribble Jump Bend Squat Pivot, skip, slide Intensity Time Agility Apply Space Goal Out of bounds Zone Offense Participation Respect & Fairness Control	Space Fine motor skills Nature Adventure Look, Listen Observe Touch, Safety Smell Teamwork Seek, Under, Over Sensory		Fitness Muscle Body Tone Core Muscular Cardio Mind & Body Fine motor skills Eating	Analyse Apply Competent Progression Motivation Why How When Reason Observe



## Progression of Skills - PESSPA



	Dance	Gymnastics	Athletics	Games	Outdoor Activities	Swimming	Healthy Living	Evaluation
<p><b>KS2 Upper Skills Year 5</b></p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know 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>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Beginning to build a variety of running techniques and use it with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Develops strong listening skills.</p> <p>Use s and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>



## Progression of Skills - PESSPA



	<p>fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>							
	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Core movement - Cognitive, perceptual, motor, perceptual motor Technique Control &amp; Balance Coordination &amp; Technique Space Mind &amp; Body Etiquette Flex, Extend Form Routine</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Static balance &amp; Dynamic balance Complex Core movement - Cognitive, perceptual, motor, perceptual motor Space, Routine Effectiveness &amp; Technique Coordination, Stability Aerobic Centre of gravity Bend, Form Body, Tone, Flex, Extend Composition Flexibility</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Space Agility Apply Hold Firm Balance Speed Target, Time Technique Effectiveness Control, Speed</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Teamwork Sportsmanship Game Target Attack Defence Endurance Acceleration Send Receive Pass Dribble Jump Bend Squat Pivot, skip, slide Intensity Time Agility Apply Space Goal Out of bounds Zone Offense Participation Respect &amp; Fairness</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Space Fine motor skills Nature Adventure Look, Listen Observe Touch, Safety Smell Teamwork Seek, Under, Over Sensory</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Safety Water Steps Jump Turn Breaststroke Front Crawl Butterfly Back Crawl Underwater Breathe Float Deep Breath Metres Slide Glide Push off Towards Backwaters</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Fitness Muscle Body Tone Core Muscular Cardio Mind &amp; Body Fine motor skills Eating</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Analyse Apply Competent Progression Motivation Why How When Reason Observe</p>



# Progression of Skills - PESSPA



				Control				
--	--	--	--	---------	--	--	--	--



## Progression of Skills - PESSPA



	Dance	Gymnastics	Athletics	Games	Outdoor Activities	Swimming	Healthy Living	Evaluation
<b>KS2 Upper Skills Year 6</b>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know 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>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>	<p>Beginning to build a variety of running techniques and use it with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p><b>Any child in Year 6 who has not met the necessary swimming requirements will attend extra lessons to reach a water safe level in swimming</b></p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>



## Progression of Skills - PESSPA



	<p>and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>			<p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>				
<p><u>Key Vocab</u></p> <p>Core movement - Cognitive, perceptual, motor, perceptual motor</p> <p>Technique</p> <p>Control &amp; Balance</p>	<p><u>Key Vocab</u></p> <p>Static balance &amp; Dynamic balance</p> <p>Complex Core movement - Cognitive, perceptual, motor, perceptual motor</p> <p>Space, Routine</p> <p>Effectiveness &amp; Technique</p>	<p><u>Key Vocab</u></p> <p>Space</p> <p>Agility</p> <p>Apply</p> <p>Hold</p> <p>Firm</p> <p>Balance</p> <p>Speed</p> <p>Target, Time</p> <p>Technique</p>	<p><u>Key Vocab</u></p> <p>Teamwork</p> <p>Sportsmanship</p> <p>Game</p> <p>Target</p> <p>Attack</p> <p>Defence</p> <p>Endurance</p> <p>Acceleration</p> <p>Send</p>	<p><u>Key Vocab</u></p> <p>Space</p> <p>Fine motor skills</p> <p>Nature</p> <p>Adventure</p> <p>Look, Listen</p> <p>Observe</p> <p>Touch, Safety</p> <p>Smell</p>			<p><u>Key Vocab</u></p> <p>Fitness</p> <p>Muscle</p> <p>Body</p> <p>Tone</p> <p>Core</p> <p>Muscular</p> <p>Cardio</p> <p>Mind &amp; Body</p>	<p><u>Key Vocab</u></p> <p>Analyse</p> <p>Apply</p> <p>Competent</p> <p>Progression</p> <p>Motivation</p> <p>Why</p> <p>How</p> <p>When</p> <p>Reason</p>



## Progression of Skills - PESSPA



	Coordination & Technique Space Mind & Body Etiquette Flex, Extend Form Routine	Coordination, Stability Aerobic Centre of gravity Bend, Form Body, Tone, Flex, Extend Composition Flexibility	Effectiveness Control, Speed	Receive Pass Dribble Jump Bend Squat Pivot, skip, slide Intensity Time Agility Apply Space Goal Out of bounds Zone Offense Participation Respect & Fairness Control	Teamwork Seek, Under, Over Sensory		Fine motor skills Eating	Observe
--	--	--	---------------------------------	---	---	--	-----------------------------	---------

### Key Vocabulary Link

<https://www.sgcs.k12.in.us/userfiles/-5/my%20files/hs%20pe%20maps.pdf?id=208>