







HANDS, HEAD, HEART PROGRESSION KEY SKILLS

YEAR 4	HEALTH & FITNESS
HANDS 	Copy and repeat pulse raising activities for sustained periods of time
	Copy and repeat flexibility activities with improved coordination
	Take part in a range of sport specific activities following instructions and demonstrations given by peers
HEAD 	Describe why warming up is important
	Devise an activity to warm up heart muscles or brain to prepare them for exercise
	Talk confidently about the effect exercise has on their body
	Talk confidently about why we need to exercise to stay fit and healthy
	Explain choices made
	Know some muscle names we use when exercising
HEART 	Cooperate in a group to devise and create an effective warm up
	Give another group effective feedback regarding their warm up to help improve it.
	Talk about how different warm ups make your body feel and why they might be important.
	Demonstrate how a particular warm up works to my peers




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YEAR 4	GAMES
HANDS 	Dodge to change direction easily
	Travel with an object whilst running (dribbling with hands, feet, stick and ball) looking forward and keeping ball under close control.
	Use a range of passes and techniques to send and receive accurately
	Shoot a ball into targets (hoop, basket, net) often accurately
	Throw 1 handed and 2 handed in different directions and at different heights with accuracy and some power.
	Hit a ball from a tee accurately.
	Stop a smaller ball and throw back to partner or into a fielder quickly and accurately.
	Hit and ball with racket using varying techniques; (forehand, backhand, hard, soft)
	Use different tactics to keep possession and get into positions to shoot.
	Attempt to outwit an opponent by directing a ball into space/different speeds/heights
	Able to mark a player closely
	Able to mark a space with some effect
HEAD 	Use different tactics to keep possession and get into positions to shoot.
	Make good decisions when and where to pass and run.
	Explain how they and others have kept possession successfully.
	Choose effective places to stand as a fielder to make it difficult for a batter.
	Keep and use rules given and make suggestions to improve the game.
	Identify aspects of their game that need improving and say how they will go about improving them
HEART 	Be confident to analyse and comment on what they see.
	Work cooperatively in a team to keep possession




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YEAR 4	DANCE
HANDS 	Remember and repeat a dance phrase with improved clarity and accuracy.
	Respond imaginatively to a range of stimuli.
	Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups.
HEAD 	Remember and repeat a dance phrase with improved clarity and accuracy.
	Relate character and narrative effectively.
	Shows sensitivity to the dance idea/style by adapting the way they perform to suit.
	Describe and interpret a dance that they see using appropriate language.
	Identify aspects of their performance which need improving and state how they are going to improve it
HEART 	Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups.
	Shows sensitivity to the dance idea/style by adapting the way they perform to suit.
	Be confident to analyse and comment on what they see.




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YEAR 4	GYMNASTICS
HANDS 	Take weight on hands and feet safely when squatting onto apparatus.
	Clarity of all shapes on different levels showing body tension.
	Take body weight safely on different body parts inc; bottom, head and hands
	Perform controlled partner balances taking some body weight
	Link different balances on different levels.
	Link balances with rolls i.e. front support into log roll, arabesque into forward roll
	Improved control and quality when performing all sideways rolls, forward roll, teddy/circle roll.
	Begin backward roll progressions.
	Use rolls effectively within sequences to link balances or to change direction
	Vaulting - Squat onto apparatus (hands then feet) shaped jumps from apparatus. Clarity of shape, controlled landings.
	Increase length of sequence to include perform and remember 4+ actions showing clear beginning, middle and end.
HEAD 	Include and adapt sequences to include changes of level, speed and direction individually and with a partner on floor and apparatus.
	Use rolls effectively within sequences to link balances or to change direction
	Explain the difference between 2 performances.
HEART 	Make assessments from given criteria justifying your choice.
	Use assessments to modify and refine their own sequences and others
	Be confident to analyse and comment on what they see.
	Work safely and with improved control when performing partner balances
	Show good awareness and sensitivity of others when working on apparatus
	Adapt sequences effectively to include others

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YEAR 4	ATHLETICS
HANDS 	Understands and clearly demonstrates the difference between sprinting and running for sustained periods.
	Reacts quickly demonstrating improved sprinting technique.
	Able to pace themselves more accurately when taking part in longer runs.
	Shows a good understanding of different relays and beginning to think more tactically to support their team.
	Performs a range of jumps for height and distance, showing consistent technique and sometimes using a short run-up.
	Know and demonstrate a range of throwing techniques; inc 1 handed pull (javelin) 1 handed push (shot) underarm sling (discus) Throws with improved accuracy and power into a target area.
HEAD 	Shows a good understanding of different relays and beginning to think more tactically to support their team.
	Able to compare and contrast performances using appropriate language.
	Explain the difference between 2 jumps, throws or runs
	Identify aspects of their actions/performance that need improvement and describe how they will do so
HEART 	Be confident to analyse and comment on what they see.
	Support my team during relay activities by giving ideas to improve performance

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YEAR 4	OAA
HANDS 	Respond when the task or environment changes and the challenge increases.
	Use compass directions to complete a task
	Use maps and diagrams to orientate themselves accurately and to travel around a simple course at increasing speed.
HEAD 	Use maps and diagrams to orientate themselves accurately and to travel around a simple course at increasing speed.
	Plan suitable responses to physical challenges
HEART 	Start to plan suitable responses to physical challenges by talking and working cooperatively with others.
	Shares ideas with a partner to successfully complete most challenges
	Make judgements on performance and discuss collaboratively strategy changes needed to overcome new situations
	Be confident to analyse and comment on what they see.

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