










HANDS, HEAD, HEART PROGRESSION KEY SKILLS

YEAR 5	HEALTH & FITNESS
HANDS 	Take part in a range of aerobic actions for sustained periods of time
	Demonstrate a range of exercise drills within a circuit
	Perform exercises with safe and controlled technique
HEAD 	Describe why some activities can improve strength, power or stamina
	Use parts of the body to describe effects of exercise
	Explore different ways to do the same task
	Explain why a performance/technique is good
HEART 	Provide a partner with effective feedback to improve their performance

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YEAR 5	GAMES
HANDS 	Change speed and direction easily whilst dribbling ball with hands, feet, stick.
	Pass and receive with accuracy, confidence and control in isolated situations and sometimes games
	Shoot accurately in a range of ways using different equipment
	Shoot from close range and distance
	Hit a ball accurately into space and in different parts of the playing area
	Gauge when to run after hitting a ball
	Bowl underarm and overarm
	Intercept and retrieve a ball quickly when fielding and throw accurately into play
	Play shots on both sides of the body and above head with reasonable accuracy
	Keep a rally going with a partner
	Position themselves well on court
	Make decisions when to pass and when to travel with a ball in games
	Use a variety of skills and tactics to keep possession
	Know how to mark and defend a goal
HEAD 	Position themselves well on court
	Make decisions when to pass and when to travel with a ball in games
	Explain why a performance is good
	Look for specific things in a game and explain how well they are being done i.e. marking an opponent
HEART 	Communicate tactics to team members to keep possession
	Recognise own and other strengths

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YEAR 5	DANCE
HANDS 	Remember and repeat a more challenging dance phrase with improved fluency
	Responds with imagination to a range of stimuli
HEAD 	Remember a more challenging dance phrase with improved fluency
	Responds with imagination to a range of stimuli
	Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances
	Recognise own and other strengths
	Explain why a performance is good
	Identify which aspects were performed accurately, fluently, clearly etc
HEART 	Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.
	Give effective feedback to partner or another group
	Perform with improved confidence in front of others
	Shows sensitivity to the dance idea/style by adapting the way they perform to suit

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HANDS, HEAD, HEART PROGRESSION KEY SKILLS

YEAR 5	GYMNASTICS
HANDS 	Choose and perform symmetrical and asymmetrical shapes and balances using different body parts on floor and apparatus showing control.
	Choose and perform matched and mirrored shapes and balances on floor and apparatus accurately.
	Choose and perform counter balance and counter tension with a partner using different body parts in contact on floor and apparatus with control.
	Use actions/balances to move into and out of rolls smoothly
	Practice backwards rolls
	Link a number of rolls smoothly showing control and changes of speed/direction.
	Squat onto apparatus and jump off higher agility tables still landing with control.
	Improved clarity of shape and body tension in the air.
	Repeat accurately a longer more difficult sequence showing smooth links, body tension and clarity of shape.
	Choose appropriate actions to link together smoothly in a contrasting sequence. (different actions/speeds/directions)
HEAD 	Choose appropriate actions to link together smoothly in a contrasting sequence. (different actions/speeds/directions)
	Identify which aspects were performed accurately, fluently, clearly etc
	Make suitable assessments using criteria and clearly justify your choices using appropriate language.
HEART 	Perform partner balances safely and with improved control and body tension on floor and apparatus
	Give effective feedback to a partner or another pair using improved language. Justifying feedback given.

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YEAR 5	ATHLETICS
HANDS 	Understand why pacing is important and uses knowledge when taking part in longer runs to judge their speed effectively.
	Reacts fast and shows speed when running short distance.
	Runs over hurdles at speed and often take off from their preferred leg
	Jumps are consistently controlled and accurate when jumping for distance and height
	Can link combination jumps smoothly together.
	Demonstrates accurate technique when throwing using push, pull and sling techniques along with power to generate good distance.
HEAD 	Explain what I need to do with my body to generate and maintain speed.
	Able to measure accurately.
	Identify which aspects were performed accurately, fluently, clearly etc
	Recognise own and other strengths
	Explain clearly why a performance is good using improved language
HEART	Cooperates well with team during relays at speed using efficient baton exchanges

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YEAR 5	OAA
HANDS 	Can use ordinal and cardinal directions to complete a task with success
	Follow co-ordinates with some success
HEAD 	Strategize as a team by deciding what approach to use to meet a challenge set.
	Quickly adapt and refine strategies when faced with challenges.
	To use a variety of verbal and non - verbal communication skills to answer a task and understand the importance of clear, precise instructions
	Plan the quickest and most efficient routes when orienteering.
	To adapt skills and understanding when moving from familiar to unfamiliar surroundings.
HEART 	Shares a variety of ideas with a partner to successfully complete most challenges
	Shares ideas with their group to have some success in tasks
	Strategize as a team by deciding what approach to use to meet a challenge set.
	Instructs larger team confidently

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