










HANDS, HEAD, HEART PROGRESSION KEY SKILLS

YEAR 6	HEALTH & FITNESS
HANDS 	Perform muscular endurance activities for a sustained period of time
	Improve performance based on what someone else tells me
	Show good energy and able to change speeds smoothly and sustain performance levels over a period of time
	Repeatedly perform methods of speed, agility and quickness training accurately and with control
HEAD 	Know some different components of fitness and why they are important
	Identify sports that require good muscular endurance
	Know what interval training is and why it can be effective
	Identify key muscles groups used in a circuit training activity
	Compare one performance to another and help make it better
	Devise own fitness session using knowledge learnt
HEART 	Show perseverance to beat personal bests
	Evaluate own and other's performances using appropriate terminology to describe technique




Find Us:

YEAR 6	GAMES
HANDS 	Change speed and direction easily whilst dribbling ball with hands, feet, stick keeping ball in close control
	Use dribbling to successfully progress a ball forward in games
	Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games
	Shoot accurately in a range of ways using different equipment
	Shoot from close range successfully and sometimes from different angles and distance
	Hit a ball with purpose
	Able to vary the speed, direction and height to avoid fielders
	Gauge when to run after hitting a ball
	Bowl underarm and overarm with increasing accuracy and speed
	Intercept and retrieve a moving ball quickly when fielding
	Throw a ball effectively when fielding
	Play shots on both sides of the body and above head with accuracy
	Keep a rally going that is non cooperative
	Move to the centre of the court after each shot
	Use a variety of skills and tactics to keep possession
HEAD 	Choose when to pass and when to travel with a ball in games to progress the ball forward
	Know how to mark and defend their goal successfully
	Recognise and describe the best points in an individual's and team performance
	Identify areas for improvement and suggest how they would improve them
	Look for specific things in a game and explain how well they are being done using improved language i.e. marking an opponent
	Use a range of marking tactics in games (ball, player, space, goal)
HEART 	Act as a good role model within a team, taking a lead role when required
	Evaluate own and other's performances using appropriate terminology to describe technique and tactics




Find Us:

YEAR 6	DANCE
HANDS 	Repeat more challenging movement phrases showing fluency, accurate timing and expression
HEAD 	Uses appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology
	Compose motifs and structure simple dances
	Include a range of dynamic qualities to improve the fluidity and appearance of the dance
HEART 	Evaluate own and other's performances using appropriate terminology to describe technique and composition
	Perform with expression and emotion in response to different stimuli
	Act as a good role model within a group, taking a lead role when required
	Show sensitivity to other people's ideas and expression in dance




Find Us:

YEAR 6	GYMNASTICS
HANDS 	Move into and out of symmetrical and asymmetrical shapes using different actions on different levels
	Improved quality of rolls in isolation and as part of a sequence; forward roll, backward roll, teddy roll
	Use rolls to smoothly link shapes/balances within longer sequences
	Vaulting – squat onto apparatus and jump off higher agility tables with improved control and quality of shape
	Choose appropriate contrasting actions to create longer more challenging sequences remaining controlled on floor and apparatus
HEAD 	Vary the composition of sequences to improve the overall look or fluidity.
	Explain how a sequence is formed using appropriate terminology to describe technique and composition.
	Evaluate own and other’s performances using appropriate terminology to describe technique and composition
HEART 	Synchronise actions with a partner
	Evaluate own and other’s performances using appropriate terminology to describe technique and composition

Find Us:

YEAR 6	ATHLETICS
HANDS 	Accurately mark a sprint start and use it to gain power
	React quickly and sprint confidently using effective technique
	Consistently pass the baton accurately using the specified method to ensure smooth changeovers
	Good rhythm and speed when hurdling
	Shows good control, speed and power when jumping
	When combination jumping show control through each element and uses body effectively to generate height and distance
	Push, pull and sling with improved technique and power
	Uses a run up in javelin effectively and a shift in shot put
HEAD 	Chooses the best pace to sustain their running when taking part in longer runs
	Gives partner accurate feedback to improve their performance
	Able to adapt skills and techniques according to the task set
	Identify and explain why certain techniques are more successful and why
HEART 	Gives partner accurate feedback to improve their performance
	Show improved team work skills when working on pace judgement activities

Find Us:

YEAR 6	OAA
HANDS 	To further develop and refine orienteering skills when working in groups to include more challenging routes, plans and grid references
HEAD 	Evaluate strategies as a team and decide the most effective approach to use to meet a challenge set
	Improve ability to quickly adapt and refine strategies when faced with difficult challenges
	Evaluate the quickest and most efficient routes when orienteering
	To adapt skills and understanding quickly and efficiently when moving from familiar to unfamiliar surroundings
HEART 	Evaluate strategies as a team and decide the most effective approach to use to meet a challenge set.
	Improve our ability to give precise instructions and lead a partner and small group
	Act as a good role model within a team, taking a lead role when required

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