



Progression of Skills in P.E.

	Year 3	Year 4	Year 5	Year 6
<u>Invasion Games</u>	<ul style="list-style-type: none"> use a range of skills to help them keep possession and control of the ball pass, receive and dribble the ball, keeping control and possession consistently use a range of skills to keep possession and make progress towards a goal, on their own and with others to know and use rules fairly weigh up the options and often make good decisions about what to do know how to use space in games recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel explain how to keep possession and describe how they and others have achieved it recognise players who play well in games and give some reasons why 	<ul style="list-style-type: none"> use a range of techniques when passing, e.g. high, low, bounced, fast, slow change direction and speed when moving the ball show growing consistency and control in games play with greater speed and flow keep and use rules they are given and suggest improvements use a range of tactics to keep possession of the ball and get into positions to shoot or score use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing know and explain the tactics and skills that they are confident with and use well in games and choose ways to practise these describe the help they need to improve their play 	<ul style="list-style-type: none"> perform skills with accuracy, confidence and control know the difference between attacking skills and defending skills respond consistently in the games they play, choosing and using skills which meet the needs of the situation choose positions in their teams and know how to help when attacking find and use space to help their team use a variety of tactics to keep the ball, changing speed and direction know and find ways to get the ball towards their opponents' goal and defend their goal suggest ideas for warming up, explaining their choice and understanding those to help strength and stamina explain why performances are good, how well it is being done and identify points for improvement 	<ul style="list-style-type: none"> combine and perform skills with control, adapting them to meet the needs of the situation perform skills with greater speed choose when to pass or dribble, so that they keep possession and make progress towards the goal use attacking and defending skills appropriately in games choose and use different formations to suit the needs of the game know the importance of being fit, and what types of fitness are most important for games understand how playing games can contribute to a healthy lifestyle recognise and describe the best points in an individual's and a team's performance identify aspects of their own and others' performances that need improvements and suggest how to make them
<u>Gymnastics</u>	<ul style="list-style-type: none"> explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement performing actions on their own and with a partner devise and perform a gymnastic sequence, showing a clear beginning, middle and end adapt a sequence to include different levels, speeds or directions work well on their own and contribute to pair sequences understand the importance of warming up identifying when their body is warm and stretched ready for gymnastic activity understand that strength and suppleness are important parts of fitness explain the differences between two performances and comment on their quality understand what is involved in the process of improving a performance 	<ul style="list-style-type: none"> perform a range of actions and abilities with consistency, fluency and clarity of movement make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner combine actions to make sequences with changes of speed, level and direction, and clarity of shape gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement understand that strength and suppleness are key features of gymnastic performance and devise routines of stretching exercises that prepare them for their gymnastic work make simple assessments of performance based on a criterion given by the teacher and use this to modify and refine their sequences and others' work offer constructive ideas when working with a partner 	<ul style="list-style-type: none"> perform combinations of actions and abilities that show clear differences between levels, speeds, directions perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction adapt sequences to include a partner or small group take more responsibility for warm ups know how muscles work, how to stretch, and how to carry out strengthening exercises safely understanding why strength and suppleness are important watch and comment on the quality of movements, shapes and balances, and the way apparatus is used identify which aspects were performed consistently, accurately, fluently and clearly suggesting improvements 	<ul style="list-style-type: none"> perform fluently and with control, even when performing difficult combinations work well with a partner or a small group to practise and refine their work make up longer sequences and perform them with fluency and clarity of movement vary direction, levels and pathways, to improve the look of a sequence use planned variations and contrasts in actions and speed in their sequences understand what it is important to include in a warm up for gymnastic activity recognise that a cool down is important understand how gymnastic activity helps their overall health know how to improve their own health and fitness
<u>Dance</u>	<ul style="list-style-type: none"> show an imaginative response to different stimuli through their use of language and choice of movement incorporate different qualities and dynamics into their movement explore and develop new actions while working with a partner or a small group link actions to make dance phrases, working with a partner and in a small group perform short dances with expression, showing an awareness of others when moving describe what makes a good dance phrase in simple language, explain why they need to warm up and cool down sustain their effort in their dances use a range of expressive language to describe dance recognise unison and canon and suggest improvements 	<ul style="list-style-type: none"> think about character and narrative ideas created by the stimulus, and respond through movement experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer remember, practise and combine longer, more complex dance phrases communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others 	<ul style="list-style-type: none"> explore, improvise and choose appropriate material to create new motifs in a chosen dance style perform specific skills and movement patterns for different dance styles with accuracy compose, develop and adapt motifs to make dance phrases and use these in longer dances warm up and cool down independently use exercises that stretch and tone their bodies and help them prepare for their dance use appropriate dance terminology to discuss their own and others' dances talk about the relationship between the dance and its accompaniment suggest ways to develop their technique and composition 	<ul style="list-style-type: none"> respond to a range of stimuli, improvising freely using a range of controlled movements and patterns explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship select and use a range of compositional ideas to create motifs that demonstrate their dance idea perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group identify what types of exercise they need to do to help their dancing use appropriate language/terminology to describe, interpret and evaluate their own and others' work comment on what works well and why recognising how costume, music and set can help performance

<p><u>Athletics</u></p>	<ul style="list-style-type: none"> demonstrate the five basic jumps on their own e.g. a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take-off and landing run continuously for about one minute and, when required, show the difference between running at speed and jogging throw with increasing accuracy and coordination into targets set at different distances demonstrate a range of throwing actions using a variety of games equipment use different techniques, speeds and effort to meet challenges set for running, jumping and throwing describe what happens to their heart, breathing and temperature during different types of athletic activity identify and describe different running, jumping and throwing actions explain what is successful 	<ul style="list-style-type: none"> run consistently and smoothly at different speeds demonstrate different combinations of jumps, showing control, coordination and consistency throw a range of implements into a target area with consistency and accuracy recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action identify and record when their body is cool, warm and hot recognise and record that their body works differently in different types of challenge and event carry out stretching and warm-up activities safely watch and describe specific aspects of running, jumping and throwing styles suggest, with guidance, a target for improving distance or height 	<ul style="list-style-type: none"> sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes throw with greater control, accuracy and efficiency using push, pull, sling techniques perform a range of jumps showing power, control and consistency at both take-off and landing organise themselves in small groups safely, and take turns and different roles know and understand the basic principles of relay take-overs and take part in a relay event perform a range of warm-up activities explaining how warming up can affect their performance say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other activities watch a partner's athletic performance and identify strengths identify parts of the performance that need to be practised and refined, and suggest improvements 	<ul style="list-style-type: none"> sustain their pace over longer distances, e.g. sprint for ten seconds, run for three or four minutes keeping a steady pace throughout throw further with greater control, accuracy and efficiency choosing appropriate technique for the equipment being used perform a range of jumps, marking their own run up, showing power, control and consistency with increasing distance organise themselves in groups safely, and take turns and different roles apply relay take overs to competitive races perform a wider range of warm-up activities explaining how warming up can affect their performance say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in specific activities watch a partner's athletic performance and identify strengths identify parts of the performance that need to be practised and refined, suggest improvements and check they are applied
<p><u>Striking and Fielding</u></p>	<ul style="list-style-type: none"> use a range of skills eg striking, bowling and fielding with increasing control and accuracy intercept and stop the ball with consistency, and sometimes catch the ball return the ball quickly and accurately choose and use batting or throwing skills to make the game hard for their opponents judge how far they can run to score points choose where to stand as a fielder to make it hard for the batter work well as a team to make it hard for the batter are familiar with and use the rules set, and keep games going without disputes know the demands that specific activities make on their bodies and the importance of warming up describe what is successful in their own and others' play identify parts of their performance that need improvement, and suggest how to achieve this 		<ul style="list-style-type: none"> use different ways of bowling - bowl underarm accurately, vary how they bowl bat effectively, using different types of shot field with increased accuracy throw overarm with accuracy and for a good distance hit the ball from both sides of the body direct the ball away from fielders, using different angles and speeds plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding gauge when to run after hitting the ball use tactics which involve bowlers and fielders working together make up their own warm up and explain how it is organised know the importance of particular types of fitness to the game recognise their own and others' strengths and identify what they need to improve in their performance suggesting how they could do this 	
<p><u>Net and Wall</u></p>		<ul style="list-style-type: none"> perform the basic skills needed for the games with control and consistency keep a game going using a range of different ways of throwing vary the speed and direction of the ball play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots choose good places to stand when receiving, and give reasons for their choice try to make things difficult for their opponent by directing the ball to space, at different speeds and heights use the rules and keep games going without disputes identify what activities and exercises they could use in a warm up recognise what happens to their bodies when playing the games 		<ul style="list-style-type: none"> play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game direct the ball reasonably well towards their opponent's court or target area show good backswing, follow through and feet positioning hit the ball with purpose, varying the speed, height and direction explain what they are trying to do and why it is a good idea spot the spaces in their opponent's court and try to hit the ball towards them position themselves well on court carry out warm-up activities carefully and thoroughly give good explanations of how warm-up activities affect the body and understand why warming up is important to help them play better know the types of exercise they should

		<ul style="list-style-type: none"> • know why warming up is important • describe what is successful in their own and others' play • identify aspects of their game that need improving, and say how and where they could go about improving them 		<ul style="list-style-type: none"> • concentrate on eg speed and flexibility • know what they are successful at and what they need to practise more • try things out and ask for help to perform better • work well with others, adapting their play to suit their own and others' strengths
Swimming	•	<ul style="list-style-type: none"> • swim on their front and back, using arm and leg actions together with smooth coordination • control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke • use personal survival techniques, including floating, sculling and surface diving • swim for more than 45 seconds and further than 50 metres • use a variety of strokes and personal survival skills to suit the needs of a task • plan how to meet set challenges on their own and in groups • recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully • describe why swimming helps them to be fit and healthy • explain why their body reacts differently to swimming different distances and times • describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming • use a range of language to describe what they see and give concise explanations of what they do well • identify aspects of their work that need improvement and suggest ways to practise • realise that smooth swimming demands concentration and good control of arms, legs and breathing 	<ul style="list-style-type: none"> • swim on their front and back, using arm and leg actions together with smooth coordination • control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke • use personal survival techniques, including floating, sculling and surface diving • swim for more than 45 seconds and further than 50 metres • use a variety of strokes and personal survival skills to suit the needs of a task • plan how to meet set challenges on their own and in groups • recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully • describe why swimming helps them to be fit and healthy • explain why their body reacts differently to swimming different distances and times • describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming • use a range of language to describe what they see and give concise explanations of what they do well • identify aspects of their work that need improvement and suggest ways to practise • realise that smooth swimming demands concentration and good control of arms, legs and breathing 	•