



KS2 PE Progression of Skills.

The document below has been designed to show how we will cover all of the relevant PE knowledge and skills across our school. Children that are working at the expected level should be able to complete the skills below. GD children should have mastered them all and then be able to use them in competitive games completed during their lessons.

<u>Year 3</u>					
<p><u>Dance</u></p> <ul style="list-style-type: none"> •Beginning to improvise independently to create a simple dance. •Beginning to improvise with a partner to create a simple dance. •Translates ideas from stimuli into a movement with support. •Beginning to compare and adapt movements and motifs to create a larger sequence. •Uses simple dance vocabulary to compare and improve work. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To explore jumping techniques and to link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task. • To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Understands tactics and composition by starting to vary how they respond. •Vary skills, actions and ideas and link these in ways that suit the activity of the game. •Beginning to communicate with others during game situations. •Uses skills with coordination and control. Develops own rules for new games. •Makes imaginative pathways using the equipment. •Works well in a group to develop various games. •Beginning to understand how to compete with each other in a controlled manner. •Beginning to select resources independently to carry out different skills. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> •Develops listening skills. •Creates simple body shapes. •Listens to instructions from a partner/ adult. •Beginning to think activities through and problem solve. •Discuss and work with others in a group. •Demonstrates an understanding of how to stay safe. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> •Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country. •Can perform a running jump with some accuracy. •Performs a variety of throws using a selection of equipment. •Can use equipment safely and with good control. 	<p><u>Swimming</u></p>
<u>Year 4</u>					
<p><u>Dance</u></p> <ul style="list-style-type: none"> •Confidently improvises with a partner or on their own. •Beginning to create longer dance sequences in a larger group. •Demonstrating precision and some control in response to stimuli. •Beginning to vary dynamics and develop actions and motifs. •Demonstrates rhythm and spatial awareness. •Modifies parts of a sequence as a result of self-evaluation. •Uses simple dance vocabulary to compare and improve work. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To identify and practise body shapes. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. 	<p><u>Games</u></p> <ul style="list-style-type: none"> •Vary skills, actions and ideas and link these in ways that suit the activity of the game. •Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking. •Uses skills with coordination, control and fluency. •Takes part in competitive games with a strong understanding of tactics and composition. •Can create their own games using knowledge and skills. Works well in a group to develop various games. •Compares and comments on skills to support the creation of new games. •Can make suggestions as to what resources can be used to differentiate a game. •Apply basic skills for attacking and defending. •Uses running, jumping, throwing and catching in isolation and combination. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> •Develops strong listening skills. •Uses simple maps. •Beginning to think activities through and problem solve. •Choose and apply strategies to solve problems with support. •Discuss and work with others in a group. •Demonstrates an understanding of how to stay safe. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> •Beginning to build a variety of running techniques and use with confidence. •Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). •Demonstrates accuracy in throwing and catching activities. •Describes good athletic performance using correct vocabulary. •Can use equipment safely and with good control. 	<p><u>Swimming</u></p>

Year 5

<p><u>Dance</u></p> <ul style="list-style-type: none"> •Beginning to exaggerate dance movements and motifs (using expression when moving). •Demonstrates strong movements throughout a dance sequence. •Combines flexibility, techniques and movements to create a fluent sequence. •Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. •Beginning to show a change of pace and timing in their movements. •Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. •Modifies parts of a sequence as a result of self and peer evaluation. •Uses more complex dance vocabulary to compare and improve work. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> •Select and combine their skills, techniques and ideas. •Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. •Draw on what they know about strategy, tactics and composition when performing and evaluating. •Analyse and comment on skills and techniques and how these are applied in their own and others' work. •Uses more complex gym vocabulary to describe how to improve and refine performances. •Develops strength, technique and flexibility throughout performances. •Links skills with control, technique, coordination and fluency. •Understands composition by performing more complex sequences. 	<p><u>Games</u></p> <ul style="list-style-type: none"> •Vary skills, actions and ideas and link these in ways that suit the activity of the game. •Shows confidence in using ball skills in various ways, and can link these together. •Uses skills with coordination, control and fluency. •Takes part in competitive games with a strong understanding of tactics and composition. •Can create their own games using knowledge and skills. •Can make suggestions as to what resources can be used to differentiate a game. •Apply basic skills for attacking and defending. •Uses running, jumping, throwing and catching in isolation and combination. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> •Develops strong listening skills. •Uses and interprets simple maps. •Think activities through and problem solve using general knowledge. •Choose and apply strategies to solve problems with support. •Discuss and work with others in a group. •Demonstrates an understanding of how to stay safe. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> •Beginning to build a variety of running techniques and use with confidence. •Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). •Beginning to record peers performances, and evaluate these. •Demonstrates accuracy and confidence in throwing and catching activities. •Describes good athletic performance using correct vocabulary. •Can use equipment safely and with good control. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> •To develop basic pool safety skills and confidence in water. •To develop travel in vertical or horizontal position and introduce floats. •To develop push and glides, any kick action on front and back with or without support aids. •To develop entry and exit, travel further, float and submerge. •To develop balance, link activities and travel further on whole stroke. •To show breath control. Introduction to deeper water. Treading water.
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Year 6

<p><u>Dance</u></p> <ul style="list-style-type: none"> •Exaggerate dance movements and motifs (using expression when moving). •Performs with confidence, using a range of movement patterns. •Demonstrates a strong imagination when creating own dance sequences and motifs. •Demonstrates strong movements throughout a dance sequence. •Combines flexibility, techniques and movements to create a fluent sequence. •Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. •Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. •Improvises with confidence, still demonstrating fluency across their sequence. •Dances with fluency, linking all movements and ensuring they flow. •Demonstrates consistent precision when performing dance sequences. •Modifies parts of a sequence as a result of self and peer evaluation. •Uses more complex dance vocabulary to compare. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> •Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. •Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. •Adapts sequences to include a partner or a small group. •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. •Draw on what they know about strategy, tactics and composition when performing and evaluating. •Analyse and comment on skills and techniques and how these are applied in their own and others' work. •Uses more complex gym vocabulary to describe how to improve and refine performances. •Develops strength, technique and flexibility throughout performances. 	<p><u>Games</u></p> <ul style="list-style-type: none"> •Vary skills, actions and ideas and link these in ways that suit the activity of the game. •Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking. •Keeps possession of balls during games situations. •Consistently uses skills with coordination, control and fluency. •Takes part in competitive games with a strong understanding of tactics and composition. •Can create their own games using knowledge and skills. •Modifies competitive games. •Compares and comments on skills to support the creation of new games. •Can make suggestions as to what resources can be used to differentiate a game. •Apply knowledge of skills for attacking and defending. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> •Develops strong listening skills. •Uses and interprets simple maps. •Think activities through and problem solve using general knowledge. •Choose and apply strategies to solve problems with support. •Discuss and work with others in a group. •Demonstrates an understanding of how to stay safe. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> •Beginning to build a variety of running techniques and use with confidence. •Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). •Beginning to record peers performances, and evaluate these. •Demonstrates accuracy and confidence in throwing and catching activities. •Describes good athletic performance using correct vocabulary. •Can use equipment safely and with good control. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> •To develop basic pool safety skills and confidence in water. •To develop travel in vertical or horizontal position and introduce floats. •To develop push and glides, any kick action on front and back with or without support aids. •To develop entry and exit, travel further, float and submerge. •To develop balance, link activities and travel further on whole stroke. •To show breath control. •Introduction to deeper water. •Treading water.
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