

PE Progression of Skills KS2

Skills	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectation (National Curriculum)
Evaluating and Improving	I can explain what is similar and different between others and myself. I can use observations to improve my work.	I can modify skills to improve my work. I can comment on what skills myself and others have used.	I can analyse and explain why I have used specific skills. I can create success criteria to evaluate.	I can compare my performance with previous ones. I can demonstrate improvement to achieve my personal best.	They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Dance	To improvise freely, translating ideas from a stimulus into movement. To create dance phrases that communicate ideas. To share and create dance phrases with a partner and in a small group. To repeat, remember and perform these phrases in a dance. To use dynamic, rhythmic and expressive qualities clearly and with control.	To respond imaginatively to a range of stimuli related to character and narrative. To use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. To refine, repeat and remember dance phrases and dances. To perform dances clearly and fluently. To show sensitivity to the dance idea and the accompaniment.	To compose motifs and plan dances creatively and collaboratively in groups. To adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. To perform different styles of dance clearly and fluently.	To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. To perform to an accompaniment expressively and sensitively. To perform dances fluently and with control. To warm up and cool down independently. To understand how dance helps to keep them healthy. To talk about dance with understanding, using	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Perform dances using a range of movement patterns.

	To recognise and talk about the movements used and the expressive qualities of dance.			appropriate language and terminology.	
Gymnastics	<p>To use a greater number of their own ideas for movements in response to a task.</p> <p>To choose and plan sequences of contrasting actions.</p> <p>To adapt sequences to suit different types of apparatus and their partner's ability.</p>	<p>To perform actions, balances, body shapes and agilities with control.</p> <p>To plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement.</p> <p>To adapt their own movements to include a partner in a sequence.</p> <p>To understand that strength and suppleness can be improved.</p> <p>To lead a partner through short warm-up routines.</p>	<p>To create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed.</p> <p>To choose actions, body shapes and balances from a wider range of themes and ideas.</p> <p>To adapt their performance to the demands of a task, using their knowledge of composition.</p> <p>To lead small groups in warm-up activities.</p>	<p>To make up longer, more complex sequences, including changes of direction, level and speed.</p> <p>To develop their own solutions to a task by choosing and applying a range of compositional principles.</p> <p>To combine and perform gymnastic actions, shapes and balances.</p> <p>To develop strength, flexibility and technique.</p> <p>To show clarity, fluency, accuracy and consistency in their movements.</p> <p>To in small groups, prepare a sequence to be performed to an audience.</p>	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
Striking and Fielding Games	To use a range of skills, e.g. throwing, striking, intercepting and stopping a	To choose and vary skills and tactics to suit the situation in a game.	<p>To strike a bowled ball.</p> <p>To use a range of fielding skills, e.g. catching,</p>	To use and apply the basic rules consistently and fairly.	They should enjoy communicating, collaborating and competing with each other.

	<p>ball, with some control and accuracy.</p> <p>To know rules and use them fairly to keep games going.</p>	<p>To carry out tactics successfully.</p> <p>To set up small games.</p>	<p>throwing, bowling, intercepting, with growing control and consistency.</p> <p>To work collaboratively in pairs, group activities and small-sided games.</p>	<p>To understand and implement a range of tactics in games.</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
Net Games	<p>To understand the point of the game.</p> <p>To keep rules effectively and fairly.</p> <p>To keep up a continuous game, using a range of throwing and catching skills and techniques.</p> <p>To use a small range of basic racket skills.</p>	<p>To choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent.</p> <p>To choose and use a range of simple tactics for defending their own court.</p> <p>To adapt and refine rules.</p> <p>To make up their own net games.</p>	<p>To understand the need for tactics.</p> <p>To use forehand, backhand and overhead shots increasingly well in the games they play.</p> <p>To play cooperatively with a partner.</p> <p>To apply rules consistently and fairly.</p> <p>To recognise how these games make their bodies work.</p>	<p>To use the volley in games where it is important.</p> <p>To use the skills they prefer with competence and consistency.</p> <p>To start to choose and use some tactics effectively.</p> <p>To identify appropriate exercises and activities for warming up.</p> <p>To pick out what they and others do well and suggest ideas for practices.</p>	
Invasion Games	<p>To throw and catch with control to keep possession and score 'goals'.</p> <p>To be aware of space and</p>	<p>To play games with some fluency and accuracy, using a range of throwing and catching techniques.</p>	<p>To pass, dribble and shoot with control in games.</p> <p>To identify and use tactics to help their team keep the ball and take it</p>	<p>To use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>To apply basic principles of</p>	

	<p>use it to support team-mates and cause problems for the opposition.</p> <p>To know and use rules fairly to keep games going.</p> <p>To keep possession with some success when using equipment that is not used for throwing and catching skills.</p>	<p>To find ways of attacking successfully when using other skills.</p> <p>To use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.</p> <p>To know the rules of the games.</p> <p>To understand that they need to defend as well as attack.</p> <p>To lead a partner through short warm-up routines.</p>	<p>towards the opposition's goal.</p> <p>To mark opponents and help each other in defence.</p> <p>To know and carry out warm-up activities that use exercises helpful for invasion games.</p>	<p>team play to keep possession of the ball.</p> <p>To use marking, tackling and/or interception to improve their defence.</p> <p>To play effectively as part of a team.</p> <p>To know what position they are playing in and how to contribute when attacking and defending.</p>	
Health and Fitness Circuits	<p>To identify some muscle groups used in gymnastic activities.</p> <p>To explain what they need to do to get ready to play games.</p> <p>To carry out warm ups with care and an awareness of what is happening to their bodies.</p> <p>To recognise when their heart rate,</p>	<p>To recognise how net games make the body work.</p> <p>To show a clear understanding of how to warm up and cool down safely.</p> <p>To understand how strength, stamina and speed can be improved by playing invasion games.</p>	<p>To understand the need for warming up and working on body strength, tone and flexibility.</p> <p>To recognise the activities and exercises that need including in a warm up.</p> <p>To show an understanding of safe exercising.</p> <p>To understand how stamina and power help people to</p>	<p>To understand the importance of warming up and cooling down.</p> <p>To say, in simple terms, why activity is good for their health, fitness and well-being.</p> <p>To plan practices and warm ups to get ready for playing safely.</p> <p>To understand how stamina and power help</p>	

	temperature and breathing rate have changed.	To relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.	perform well in different athletic activities.	people to perform well in different athletic activities.	
Athletics	<p>To run at fast, medium and slow speeds, changing speed and direction.</p> <p>To link running and jumping activities with some fluency, control and consistency.</p> <p>To make up and repeat a short sequence of linked jumps.</p> <p>To take part in a relay activity, remembering when to run and what to do.</p> <p>To throw a variety of objects, changing their action for accuracy and distance.</p>	<p>To understand and demonstrate the difference between sprinting and running for sustained periods.</p> <p>To know and demonstrate a range of throwing techniques.</p> <p>To throw with some accuracy and power into a target area.</p> <p>To perform a range of jumps, showing consistent technique and sometimes using a short run-up.</p> <p>To take on different roles in small groups.</p>	<p>To choose the best pace for a running event, so that they can sustain their running and improve on a personal target.</p> <p>To show control at take-off in jumping activities.</p> <p>To show accuracy and good technique when throwing for distance.</p> <p>To organise and manage an athletic event well.</p>	<p>To choose the best pace for a running event, so that they can sustain their running and improve on a personal target.</p> <p>To show control at take-off in jumping activities.</p> <p>To show accuracy and good technique when throwing for distance.</p> <p>To organise and manage an athletic event well.</p>	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
OAA	<p>To work as part of a team to complete challenges.</p> <p>Children to take part in problem solving or survival</p>	<p>To follow an orienteering course.</p> <p>Children to acquire and develop skill in map reading using more complex keys</p>	<p>To use a map / diagrams to navigate others and myself around the school ground.</p> <p>Children to competently and confidently</p>	<p>To follow a map / diagram and identify features on the map and able to adapt to different settings.</p>	Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve.

	<p>activities promoting and developing teamwork.</p> <p>Children to develop and Acquire skills in map reading, basic symbols and to gain confidence and competence in using maps and diagrams to orientate around school (out doors or indoors)</p>	<p>and symbols to navigate (in pairs or small groups/teams) around a small course.</p> <p>To develop teamwork through problem solving/adventure. Games specifically the use of non-verbal communication, non-contact, reduced hearing/sight exercises.</p> <p>Children can competently and confidently construct a basic shelter in a safe environment.</p> <p>Children to develop and acquire basic knowledge in rope tying skills.</p>	<p>plan and organise a simple orienteering trail using a variety of map reading and compass skills.</p> <p>To acquire, develop and apply the skills and safety requirements for outdoor survival.</p> <p>Children to become confident and competent in emergency first aid in and outdoor environment.</p> <p>Children to gain and acquire skills in basic fire maintenance and water purification.</p>		<p>Children to acquire and develop advanced skills in rope tying, fire maintenance and shelter building.</p> <p>Children can plan and navigate a variety of orientation challenges as an individual, pair or small group/team.</p> <p>Children have the competence and confidence to participate in a competition in the sport of orienteering.</p>
Swimming	<p>To develop basic pool safety and confidence in water.</p> <p>To develop push and glides, any kick action front or back.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To show breath control.</p> <p>Introduction to deep water.</p> <p>Treading water.</p> <p>Can swim at least 25 metres.</p> <p>Can use different strokes when swimming on my front or back.</p>			<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	