

Skills Progression in PE

| Year 3 | Year 4 | Year 5 | Year 6 |
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| Gymnastics | | | |
| <ul style="list-style-type: none"> -Develop and perform actions. -Link different balances moving in and out of positions of stillness. -Use actions on floor and over, through, across and along apparatus. | <ul style="list-style-type: none"> - Devise, perform and repeat sequences that include travel, body shapes and balances. - Include changes of dynamics (pathways). - Adapt their sequences to include apparatus and to suit partner or small group. | <ul style="list-style-type: none"> - Explore range of symmetric and asymmetric actions, shapes and balances. - Control actions and combine them fluently. - Move from floor to apparatus, change levels and move safely. | <ul style="list-style-type: none"> - Make up a sequence and adapt it to different apparatus layouts. - Use combinations of dynamics (pathways) to use space effectively. - Use contrasts and variation in shape, speed, level, timing and actions. |
| Dance | | | |
| <ul style="list-style-type: none"> - Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. - Keep up an activity over a period of time and know what they need to warm up and cool down for dance. -Think about what went well in a performance and what could be improved. | <ul style="list-style-type: none"> - Explore and create characters and narratives in response to a range of stimuli. - Understand the importance and reasons for warming up and cooling down for a dance. -Describe, interpret and evaluate their own and others' dances. | <ul style="list-style-type: none"> - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Organise their own warm up and cool down activities to suit the dance. -Evaluate and refine their own and others' work. | <ul style="list-style-type: none"> - Explore, improvise and combine movement ideas fluently and effectively. - Understand how a dance is formed and performed. - Organise their own warm up and cool down activities to suit the dance. -Evaluate, refine and develop their own and others' work. |
| Striking and fielding | | | |
| <ul style="list-style-type: none"> -Consolidate and develop the range and consistency of their skills in striking and fielding games. | <ul style="list-style-type: none"> -Consolidate and develop the range and consistency of their skills in striking and fielding games. | <ul style="list-style-type: none"> -Consolidate the range and consistency of their skills, especially in specific striking and fielding games. | <ul style="list-style-type: none"> -Consolidate the range and consistency of their skills, especially in specific striking and fielding games. |

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| -Recognise how specific activities affect their bodies. | -Understand the importance of warming up. -Choose and use a range of simple tactics and strategies. -Keep and make rules for striking and fielding games. | -Can understand and explain the importance of warming up. -Choose and use a range of rules, strategies and tactics for striking and fielding games. | -Can understand and explain the importance of warming up and know how to do this. -Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. |
| Net and wall games | | | |
| -Practise throwing and catching with a variety of different balls and using different types of throwing. -Hit the ball with a racket and use different shots. -Play games using throwing and catching skills. -Stand when receiving. | -Play games using throwing and catching skills. -Vary strength, length and direction of throw. -Hit the ball with a racket and use different shots. -Understand where to stand when receiving. -Understand attack and defence tactics. -Understand rules about the games. | -Hold and swing racket and know where to stand on the court when hitting, catching and receiving. -Use different types of shots during a game. -Improve accuracy. -Understand and begin to use attack and defence tactics. -Understand and begin to develop rules about games. | -Hit the ball in the court away from opponent, know how to outwit them using speed height and direction of ball. -Know where to stand when attacking and defending. -Understand practices to help with precision and consistency and speed about the court. -Devise a scoring system. |
| Invasion games | | | |
| -Practise passing to a partner using a number of sending and receiving techniques. -Improve accuracy of passes and use space to keep possession better. | -Choose and adapt their techniques to keep possession and give their team chance to shoot. -Play 3vs1 and 4vs1 and how to use the space and help each other. | -Show ways to keep ball away from defenders and shield the ball. -Change speed and direction with the ball to get away from a defender. | -Understand different ways/tactics to attack and defend. -Understand different ways of attacking and encourage them to use positions for their team carefully. |

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| <ul style="list-style-type: none"> -Remain in control of ball while travelling. -Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. | <ul style="list-style-type: none"> -Plan ideas and tactics similar across invasion games. -Know what rules are needed to make games fair. | <ul style="list-style-type: none"> -Shoot accurately in a variety of ways. -Mark an opponent. -Identify parts of the game that are going well and parts that need improving. | <ul style="list-style-type: none"> -Understand that when team has ball they are attacking and when they haven't they are defending. -Watch and evaluate the success of the games they play in and adapt their performance accordingly. |
| Athletics | | | |
| <ul style="list-style-type: none"> -Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. -Recognise and describe what their bodies feel like during different types of activity. -Describe what happens to their heart, breathing and temperature during different types of athletic activity. | <ul style="list-style-type: none"> -Run for short distances and times, and for longer distances and times. -Keep a steady pace. -Combine basic actions and form simple jump combinations. -Describe and evaluate the effectiveness of their performance and recognise aspects that need improving. | <ul style="list-style-type: none"> -Choose their favourite ways of running, jumping and throwing. -Know how to plan a run so they pace themselves evenly or unevenly. -Mark a run up for jumping and throwing. -Identify parts of the performance that need to be practised and refined, and suggest improvements. | <ul style="list-style-type: none"> -Sustain pace over longer distances. -Perform a range of jumps showing power, control and consistency at both take off and landing. -Throw with greater control, accuracy and efficiency. -Identify and explain parts of the performance that need to be practised and refined, suggest improvements and adapt performance accordingly. |
| Swimming | | | |
| <ul style="list-style-type: none"> -Follow basic safety knowledge for the pool. -Develop confidence in the water. | <ul style="list-style-type: none"> -Demonstrate basic safety knowledge for the pool. -Begin to develop confidence/skills in the water through games. | <ul style="list-style-type: none"> - Demonstrate safety knowledge for the pool. -Develop confidence/skills in the water through games. | <ul style="list-style-type: none"> -Demonstrate and explain safety knowledge for the pool. -Show confidence and skill in the water in game situations. |

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| <ul style="list-style-type: none"> -Begin to float, push and glide and perform basic stroke actions with support. - Begin to recognise their own strengths and weaknesses in developing skills. | <ul style="list-style-type: none"> - Begin to float, push and glide and perform basic stroke actions. -Recognise their own strengths and weaknesses in developing skills. | <ul style="list-style-type: none"> -Perform a range of floats, strokes and push and glide actions. - Recognise their own and others strengths and weaknesses in developing skills. <p>Catch up sessions only</p> | <ul style="list-style-type: none"> -Perform with confidence and skill a range of floats, strokes and push and glide actions. - Recognise their own strengths and weaknesses in developing skills and suggest ways to improve. <p>Catch up sessions only</p> |
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