

## Progression of Skills and Knowledge

### P.E

Dance	Gym	Games	Athletics	Outdoor Adventurous Activities	Swimming	Evaluation	Healthy Lifestyle
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Year Group	Skills and Knowledge
Year 3	<ul style="list-style-type: none"> <li>Beginning to improvise independently to create a simple dance.</li> <li>Beginning to improvise with a partner to create a simple dance.</li> <li>Translates ideas from stimuli into movement with support.</li> <li>Beginning to compare and adapt movements and motifs to create a larger sequence.</li> <li>Uses simple dance vocabulary to compare and improve work.</li> </ul>
	<ul style="list-style-type: none"> <li>Applies compositional ideas independently and with others to create a sequence.</li> <li>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</li> <li>Describes their own work using simple gym vocabulary.</li> <li>Beginning to notice similarities and differences between sequences.</li> <li>Uses turns whilst travelling in a variety of ways.</li> <li>Beginning to show flexibility in movements</li> <li>Beginning to develop good technique when travelling, balancing, using equipment etc</li> </ul>
	<ul style="list-style-type: none"> <li>Understands tactics and composition by starting to vary how they respond.</li> <li>Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>Beginning to communicate with others during game situations.</li> <li>Uses skills with co-ordination and control.</li> <li>Develops own rules for new games.</li> <li>Makes imaginative pathways using equipment.</li> <li>Works well in a group to develop various games.</li> <li>Beginning to understand how to compete with each other in a controlled manner.</li> <li>Beginning to select resources independently to carry out different skills</li> </ul>
	<ul style="list-style-type: none"> <li>Beginning to run at speeds appropriate for the distance.</li> <li>e.g. sprinting and cross country</li> <li>Can perform a running jump with some accuracy</li> <li>Performs a variety of throws using a selection of equipment.</li> <li>Can use equipment safely and with good control.</li> </ul>
	<ul style="list-style-type: none"> <li>Develops listening skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Creates simple body shapes.</li> <li>• Listens to instructions from a partner/ adult.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>
	<ul style="list-style-type: none"> <li>• Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Performs safe self-rescue in different water-based situations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Watches and describes performances accurately.</li> <li>• Beginning to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Confidently improvises with a partner or on their own.</li> <li>• Beginning to create longer dance sequences in a larger group.</li> <li>• Demonstrating precision and some control in response to stimuli.</li> <li>• Beginning to vary dynamics and develop actions and motifs.</li> <li>• Demonstrates rhythm and spatial awareness.</li> <li>• Modifies parts of a sequence as a result of self-evaluation.</li> <li>• Uses simple dance vocabulary to compare and improve work</li> </ul>
	<ul style="list-style-type: none"> <li>• Links skills with control, technique, co-ordination and fluency.</li> <li>• Understands composition by performing more complex sequences.</li> <li>• Beginning to use gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> <li>• Creates sequences using various body shapes and equipment.</li> <li>• Combines equipment with movement to create sequences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• e.g. dribbling, bouncing, kicking</li> <li>• Uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Works well in a group to develop various games.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>
	<ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component.</li> <li>• e.g. hop skip jump (triple jump)</li> <li>• Demonstrates accuracy in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Uses simple maps.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>
	<ul style="list-style-type: none"> <li>• Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Performs safe self-rescue in different water-based situations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Watches and describes performances accurately.</li> <li>• Beginning to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Beginning to exaggerate dance movements and motifs (using expression when moving)</li> <li>• Demonstrates strong movements throughout a dance sequence.</li> <li>• Combines flexibility, techniques and movements to create a fluent sequence.</li> <li>• Moves appropriately and with the required style in relation to the stimulus.</li> <li>• e.g using various levels, ways of travelling and motifs.</li> <li>• Beginning to show a change of pace and timing in their movements.</li> <li>• Uses the space provided to his maximum potential.</li> <li>• Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>• Modifies parts of a sequence as a result of self and peer evaluation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses more complex dance vocabulary to compare and improve work</li> </ul>
	<ul style="list-style-type: none"> <li>• Select and combine their skills, techniques and ideas.</li> <li>• Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> <li>• Links skills with control, technique, co-ordination and fluency.</li> <li>• Understands composition by performing more complex sequences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• Uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> <li>• Can use ball skills confidently under pressure – e.g. 2 v 1</li> </ul>
	<ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component.</li> <li>• e.g. hop skip jump (triple jump)</li> <li>• Beginning to record peers performances, and evaluate these.</li> <li>• Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Use s and interprets simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>
	<ul style="list-style-type: none"> <li>• Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Performs safe self-rescue in different water-based situations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Watches and describes performances accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn from others how they can improve their skills.</li> <li>• Comment on tactics and techniques to help improve performances.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Exaggerate dance movements and motifs (using expression when moving)</li> <li>• Performs with confidence, using a range of movement patterns.</li> <li>• Demonstrates a strong imagination when creating own dance sequences and motifs.</li> <li>• Demonstrates strong movements throughout a dance sequence.</li> <li>• Combines flexibility, techniques and movements to create a fluent sequence.</li> <li>• Moves appropriately and with the required style in relation to the stimulus.</li> <li>• e.g using various levels, ways of travelling and motifs.</li> <li>• Beginning to show a change of pace and timing in their movements.</li> <li>• Is able to move to the beat accurately in dance sequences.</li> <li>• Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>• Dances with fluency, linking all movements and ensuring they flow.</li> <li>• Demonstrates consistent precision when performing dance sequences.</li> <li>• Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>• Uses more complex dance vocabulary to compare and improve work.</li> </ul>
	<ul style="list-style-type: none"> <li>• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</li> <li>• Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>• Adapts sequences to include a partner or a small group.</li> <li>• 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.</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> </ul>
	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together effectively.</li> <li>• e.g. dribbling, bouncing, kicking</li> <li>• Can use ball skills confidently under pressure – e.g. 2 v 2</li> <li>• Keeps possession of balls during games situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consistently uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul>
	<ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component.</li> <li>• e.g. hop skip jump (triple jump)</li> <li>• Beginning to record peers performances, and evaluate these.</li> <li>• Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>
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