PE Progression of Skills

Dance			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
I can create and perform imaginative movements to fit with different stimuli.	I can move in unison and in canon with a partner.	I can remember, practise and combine complex dance sequences.	I can respond to stimuli, improvising freely using a range of controlled movements.
I can link and combine movements to tell a narrative based on an image.	I can listen carefully to identify different sections of music.	I can explain what the term unison means.	I can demonstrate 3 dance techniques within my performance.
I can develop new actions whilst working in a small group.	I can improvise actions in response to music.	I can create movement patterns similar to a known dance.	I can perform a variety of dance techniques with accuracy and consistency.
I can include an interesting jumping movement in my dance motif.	I can show control and precision in my actions.	I can perform movements in canon and unison.	I can name and use a number of dance techniques in my performance.
I can include an interesting turning movement in my dance motif.	I can identify the tempo and the dynamics of different sections of music.	I can use repetition in a dance sequence	I can adapt and change my performance to represent a selected electrical component.
I can include movements performed at different speeds in my dance motif	I can match the dynamics of my actions to the music.	I can create a dance with a clear beginning and end.	I can work with a group to create appropriate dance movements to fit with musical stimuli.
I can show awareness of others when moving.	I can work in a group to compose a dance sequence in response to music.	I can design and perform movements to tell a story.	I can explain what is meant by the term stimuli.
I can describe what makes a good dance motif.	I can identify the rhythm of a piece of music.	I can link movements together.	I can represent objects and actions through a dance sequence.
I can use my body to create movements linked to different emotions.	I can use a range of dance vocabulary to describe and improve my dance sequence.	I can use different techniques such as unison, canon, repetition and dynamics.	I can suggest and make improvements to my group's dance sequence, based on peer feedback.
I can evaluate my own performance and suggest ways to improve it.	I can evaluate my own performance and suggest ways to improve it.	I can suggest and make improvements to my dance sequence.	I can transition from one dance motif to another to complete a dance sequence.

Athletics			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
I can run at fast, medium and slow speeds consistently and smoothly.	I can understand running techniques to run for a specific time (1 minute)	I can sustain my pace over longer distances, e.g. sprint for 10 seconds, run for 2/3 minutes	I can sustain my pace over longer distances, e.g. sprint for 20 seconds, run for up to 5 minutes.
I can begin to change direction while running.	I can change direction at different speeds whilst running.	I know and understand the basic principles of relay take-overs.	I can perform relay take-overs, following the basic principles.
I can take part in a relay, remembering mostly what to do and when.	I can take part in a relay, remembering what to do and when.	I can take part well in a relay event and begin show team spirit.	I can take part well in a relay event and show team spirit.
I can create and complete a short sequence of jumps. (standing long jump and standing triple jump)	I will begin to understand the steps to complete a running long jump and triple jump and begin to show control in my movements.	I can complete a long jump and triple jump showing increased control, consistency and accuracy.	I can complete a long jump and triple jump showing control, consistency and accuracy throughout the jump.
I can begin to use the correct technique to throw the discus.	I can throw the discus with some accuracy, while using the correct technique.	I can throw the discus with increasing consistency and accuracy, while using the correct technique.	I can throw the discus with greater consistency and accuracy, while using the correct technique.
I can begin to use the correct technique to throw the shot put.	I can begin to throw a shot put with accuracy.	I can throw a shot put with consistency and accuracy.	I can throw a shot put with greater consistency and accuracy and control.
I can begin to use the correct technique to throw a javelin.	I can begin throw a javelin with accuracy.	I can throw a javelin with consistency and accuracy.	I can throw a javelin with greater consistency, speed and accuracy.

I am beginning to recognise that there are different styles of running, jumping and throwing.	I can recognise that there are different styles of running, jumping and throwing, and I am beginning to know that I need to choose the best method.	I can recognise that there are different styles of running, jumping and throwing, and that I need to choose the best method and equipment for the challenge set.	I know that there are different styles of running, jumping and throwing, and I can choose the best method and equipment for the challenge set.
I understand why I need to pace my effort in different types of event so that I can keep going steadily and maintain the quality of my action.	I am beginning to pace my effort in different types of event so that I can keep going steadily and maintain the quality of my action.	I can increasingly pace my effort well in different types of event so that I can keep going steadily and maintain the quality of my action.	I can pace my effort well in different types of event so that I can keep going steadily and maintain the quality of my action.
I can say what I like and dislike about my performance and others.	I am beginning to be able to give feedback on my own and other's performances.	I am increasingly able to give feedback on my own and other's performances using topic specific vocabulary.	I can give feedback on my own and other's performances using topic specific vocabulary.
I can use other people's opinions to help make my performance better.	I am beginning to use constructive criticism to improve my performance.	I am increasingly able to use constructive criticism to improve my performance using specific proformas.	I can use constructive criticism to improve my performance using specific proformas.

Gymnastics			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
I am beginning to hold a balance.	I can hold a balance for a few seconds.	I can hold a balance for 5 seconds.	I can hold a balance for 5 seconds being completely still.
I am beginning to be able to extend my fingers and toes to create almost straight lines.	I can extend my fingers and toes to create almost straight lines.	I can extend my fingers and toes to create straight lines.	I can extend my fingers and toes to create straight lines in balances and transition between balances.
I am beginning to perform tuck jumps; pencil jumps and star jumps.	I can perform a range of jumps with increasing accuracy.	I can perform a range of jumps and rolls with accuracy and precision.	I can include a range of jumps and rolls within a performance.
I am beginning to be able to perform balances at different levels (floor, mid and on apparatus).	I can perform balances at different levels (floor, mid and on apparatus).	I can perform combinations of balances using actions and agilities that show a clear change of speed, level and direction.	I can perform fluently and with control, even when performing difficult combinations.
I am beginning to perform different rolls (pencil roll and teddy bear roll).	I can perform different rolls with increasing accuracy (pencil, teddy bear and forward roll).	I can perform actions, shapes and balances almost clearly, consistently and fluently, with good body tension.	I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension.
I am beginning to perform 2-point and 3-point balances.	I can perform 2, 3 and 4-point balances.	I can repeat accurately a longer sequence with more difficult actions, with an	I can perform combinations of balances using actions and agilities that show a clear change of speed, level and direction.

		emphasis on extension, clear body shape and changes in direction.	
I can show control when moving from balance to balance	I am beginning to perform counter balances (with a partner).	I can add counter balances into a short routine.	I can use planned variations and contrasts in actions and speed in their sequences.
I can create a short routine using different levels and speeds.	I can create a short routine using different levels and speeds.	I can adapt sequences to work with a small group.	I can adapt sequences to work with a larger group.
I can say what I like and dislike about my performance and others.	I am beginning to be able to give feedback on my own and other's performances.	I am increasingly able to give feedback on my own and other's performances.	I can vary direction, levels and pathways, to improve the look of a sequence.
I can use other people's opinions to help make my performance better.	I am beginning to use constructive criticism to improve my performance.	I am increasingly able to use constructive criticism to improve my performance.	I can give feedback on my own and other's performances.
			I can use constructive criticism to improve my performance.

Invasion Games

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can pass a ball with increasing accuracy.	I can throw and catch a ball with accuracy.	I can perform skills with increasing accuracy, confidence and control.	I can perform skills with accuracy, confidence and control.
I am beginning to be able to travel with the ball, keeping it under control.	I can strike a ball with control.	I know the difference between attacking skills and defending skills.	I can combine and perform skills with control, adapting them to meet the needs of the situation.
I am aware of space around me and use it to support my team.	I can travel with the ball, keeping it under control.	I can use attacking and defending skills within games.	I know the difference between attacking skills and defending skills and can use them to aid my team's performance.
I am beginning to be able to keep possession of the ball.	I can pass the ball accurately and keep possession when needed.	I can respond consistently in the games I play, choosing and using skills which meet the needs of the situation.	I can choose when to pass or dribble, so that I keep possession and make progress towards the goal.
I am beginning to follow the rules of a game.	I can follow the rules of a game.	I can choose positions in my team and know how to help when attacking.	I can use a variety of tactics to keep the ball, e.g. changing speed and direction.
I can create mini-games.	I am beginning to use attacking and defending skills in a game situation.	I am starting to use a variety of tactics to keep the ball, e.g. changing speed and direction.	I can choose and use different formations to suit the needs of the game.
I can say what I like and dislike about my performance and others.	I am beginning to be able to give feedback on my own and other's performances.	I am increasingly able to give feedback on my own and other's performances.	I can give feedback on my own and other's performances.
I can use other people's opinions to help make my performance better.	I am beginning to use constructive criticism to improve my performance.	I am increasingly able to use constructive criticism to improve my performance.	I can use constructive criticism to improve my performance.

Net and Wall

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I am beginning to throw the ball and catch with some accuracy, using the 'W' hand position.	I can throw the ball and catch with increasing accurately, using the 'W' hand position.	I can throw the ball and catch accurately, using the 'W' hand position.	I can throw the ball and catch accurately, using the 'W' hand position.
I can hold the racket correctly.	I can control the ball using a racket.	I can hit the ball with purpose, varying the speed, height and direction.	I can hit the ball with purpose, varying the speed, height and direction.
I can send the ball in different ways to make it difficult for my opponents.	I can return the ball using the forehand shot.	I can play shots on both sides of my body and above my heads in practices and when the opportunity arises in a game.	I can play shots on both sides of my body and above my heads in practices and when the opportunity arises in a game.
I am beginning to use tactics to win a game.	I can return the ball using the backhand shot.	I can make sure I am in a correct position on the court.	I can spot the spaces in my opponent's court and try to hit the ball towards them.
I can work with team mates to get to the ball to the net.	I can make sure I am in a correct position on the court.	I can use tactics to win a game.	I can direct the ball reasonably well towards my opponent's court or target area.
I can create mini games based on rules learnt.	I can use tactics to win a game.	I can work with team mates to get the ball to the net.	I can use team tactics to win a game.
	I can work with team mates to get to the ball to the net.	I can create mini games based on rules learnt.	I can create mini games based on rules learnt.
I can say what I like and dislike about my performance and others.	I can create mini games based on rules learnt.	I am increasingly able to give feedback on my own and other's performances.	I can give feedback on my own and other's performances.
I can use other people's opinions to help make my performance better.	I am beginning to use constructive criticism to improve my performance.	I am increasingly able to use constructive criticism to improve my performance.	I can use constructive criticism to improve my performance.

Outdoor and Adventure			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
I can understand the purpose of an activity and plan my actions to be successful.	I can sometimes use problem solving skills to solve simple problems and challenges.	I can use problem solving skills to solve problems and challenges.	I can use problem solving skills to solve increasingly difficult problems and challenges.
I am beginning to recognise where I am on a diagram or plan (map).	I can relate pictures and symbols to a diagram.	I can read simple maps and plans accurately, recognising symbols and features.	I can read a variety of maps and plans accurately, recognising symbols and features.
I am beginning to work well in a team to solve problems.	I can work well in a team to solve problems.	I can sometimes use physical and teamwork skills well in a variety of different challenges.	I can use physical and teamwork skills well in a variety of different challenges.
I can travel successfully to and from locations on the ground.	I can listen to other pupil's ideas and build on them.	I can mostly successfully apply my skills and understanding to new challenges and environments.	I can successfully apply my skills and understanding to new challenges and environments.
I can say what I like and dislike about my performance and others.	I am beginning to be able to give feedback on my own and other's performances.	I can listen to other pupil's ideas and build on them for a positive outcome.	I can recognise similarities between challenges and choose efficient approaches to new ones.
I can use other people's opinions to help make my performance better.	I am beginning to use constructive criticism to improve my performance.	I am increasingly able to give feedback on my own and other's performances.	I can listen to other pupil's ideas and build on them to create a successful outcome.
		I am increasingly able to use constructive criticism to improve my performance.	I can give feedback on my own and other's performances.
			I can use constructive criticism to improve my performance.

Striking and fielding

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can throw a ball to the striker with increasing accuracy.	I can strike a ball with intent and throw it more accurately when bowling and/or fielding.	I can use different ways of bowling.	I can vary how I bowl depending on the desired outcome.
I can try to catch the ball and throw it back to the bowler.	I can intercept and stop the ball with consistency and sometimes catch the ball.	I can bowl underarm accurately.	I can bat effectively, using different types of shots.
I can try to hit the ball as far as possible away from the fielders.	I can return the ball quickly and accurately.	I can hit the ball from both sides of the body.	I can field with increased accuracy.
I can create small games based on skills learnt.	I can choose and use batting or throwing skills to make the game hard for my opponents.	I can direct the ball away from fielders, using different angles and speeds.	I can throw over-arm with accuracy and for a good distance.
I know the rules and use them fairly to keep games going.	I can judge how far I need to run to score points.	I can field with increased accuracy.	I can plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding.
I can use teamwork to beat the opposition, developing leadership and communication.	I can choose where to stand as a fielder to make it hard for the batter.	I can gauge when to run after hitting the ball.	I can gauge when to run after hitting the ball.
I can say what I like and dislike about my performance and others.	I can work well as a team to make it hard for the other team.	I can create mini games using the skills I have.	I can use tactics which involve bowlers and fielders working together.
I can use other people's opinions to help make my performance better.	I am beginning to be able to give feedback on my own and other's performances.	I am familiar with and use the rules set, and keep games going without disputes.	I can create mini games using the skills I have learnt.

	I am beginning to use constructive criticism to improve my performance.	I am increasingly able to give feedback on my own and other's performances.	I can give feedback on my own and other's performances.
		I am increasingly able to use constructive criticism to improve my performance.	I can use constructive criticism to improve my performance.

Swimming

Stage 1 (can be assesses with or without a floatation aid)	**Stage 2 (any travel must be assessed without a floatation aid)**	**Stage 3 (must be assessed without a floatation aid)**	**Stage 4**
Enter the water safely.	Jump in from poolside safely with a minimum depth of 1.0 metres.	Jump in from poolside safely with a minimum depth of 1.0 metres.	Perform a sequence of changing shapes (at least 3) whilst floating on the surface and demonstrate an understanding of floating.
Move forward for a distance of 5 metres. (feet on or off the floor)	Blow bubbles for a minimum of three times rhythmically, with nose and mouth submerged.	Sink, push away from wall and maintain a streamline position.	Push and glide from the wall towards to pool floor.
Move backwards for a distance of 5 metres. (feet on or off the floor)	Move from a flat floating position on the back and return to standing without support.	Push and glide on the front with arms extended and log roll onto the back.	Kick 10 metres backstroke (one item of equipment optional)
Move sideways for a distance of 5 metres. (feet on or off the floor)	Move from a flat floating position on the front and return to standing without support.	Push and glide on the back with arms extended and log roll onto the front.	Kick 10 metres front crawl (one item of equipment optional)
Scoop the water and wash the face.	Push from a wall and glide on the back – arms can be by the side or above the head.	Travel 5 metres on the front, perform a tuck roll and return on the back.	Kick 10 metres butterfly on the front or the back.
Be comfortable with water showered from overhead.	Push from the wall and glide on the front with arms extended.	Fully submerge to pick up an object.	Kick 10 metres breaststroke on the front (one item of equipment optional)
Move from flat floating position on back and return to standing.	Travel using a recognised leg action with feet off the pool floor on the back without floatation aids.	Correctly identify 3 of the 4 key water safety messages.	Perform a head-first sculling action for 5 metres in a flat position on the back.
Move from flat floating position on front and return to standing.	Travel using a recognised leg action with feet off the pool floor on the front without floatation aids.	Push and glide and travel for 10 metres on the back.	Travel on back and log roll in one continuous movement onto front.

Push and glide from a flat position on the front from a wall.	Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.	Push and glide and travel for 10 metres on the front.	Travel on the front and log roll in one continuous movement onto the back.
Push and glide from a flat position on the back from a wall.	Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.	Perform a tuck float and hold for 3 seconds.	Push and glide and swim for 10 metres – choice of stroke optional.
Give examples of two pool rules.	Perform a log roll from the back to the front.	Exit the water without using the steps.	
Exit the water safely.	Perform a log roll from the front to the back.		
	Exit the water without support.		

By the end of year 6 can the pupil:

- Swim 25 metres
- Use a range of strokes effectively (front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations