



Skills Progression for PE

Strand	Year one	Year Two	Year Three	Year Four	Year Five	Year Six	Greater Depth
Games	<p>In games, use basic underarm rolling and hitting skills accurately.</p> <p>Hit and kick a ball in a variety of ways.</p> <p>Track, intercept, stop and catch balls and small equipment consistently.</p> <p>Describe some basic rules, simple tactics and the way to score.</p> <p>Show good awareness of space and the actions of others.</p> <p>Compete in small sided games.</p> <p>Know playing games is good for them and describe what it feels like.</p> <p>Watch, describe and comment on what they have seen, sometimes with the use of ICT.</p>	<p>In games, perform basic techniques of catching and throwing to a good level of consistency when moving and standing still.</p> <p>Perform basic skills of rolling, striking and kicking with control.</p> <p>Use a variety of simple tactics in a small sided game.</p> <p>Show an awareness of opponents and team mates during games.</p> <p>Describe the differences in the way their body works and feels when playing different games.</p> <p>With some use of ICT, begin to watch others and focus on specific actions to improve own skills.</p>	<p>In games, throw and catch with control when under limited pressure to keep possession and score goals.</p> <p>Choose and use a simple range of tactics for defending and challenging their opponent for striking, fielding and net games.</p> <p>Use simple rules fairly and extend them to devise their own games.</p> <p>Identify that playing extended games improves their stamina.</p> <p>Recognise good performances in themselves and others' with some use of ICT and use what they have learned to improve their own work.</p> <p>Know and describe effects of different exercise activities on the body and how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p>	<p>In games, change pace, length and direction to outwit their opponent.</p> <p>Choose and use a range of ball skills with a good degree of accuracy.</p> <p>Use a variety of techniques and tactics to attack, keep possession and score.</p> <p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</p> <p>Understand how strength and stamina and speed can be improved by playing games.</p> <p>Identify good performances sometimes with the use of ICT and suggest ideas and suggest ideas for practices that will improve their play.</p>	<p>In games, use a small range of sending, receiving and travelling techniques in games, with varied control.</p> <p>Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control.</p> <p>Know and apply the basic strategic and tactical principles of various games and adapt them to different situations.</p> <p>Understand fully why exercise is good for their fitness, health and wellbeing.</p> <p>With help, devise warm up and cool down activities and justify their choices.</p> <p>In games, choose and use information and basic criteria to evaluate their own and others' work sometimes with the use of ICT.</p>	<p>Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Know the importance and types of fitness and how playing games contributes to a healthy lifestyle.</p> <p>Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.</p> <p>Develop their ability to evaluate their work and others' work in games with some use of ICT, and to suggest ways to improve it.</p>	<p>Know:</p> <p>Students explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme.</p>
Gym/Dance	<p>Explore gymnastic/dance actions and still shapes.</p> <p>Move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Copy or create and link movement phrases with beginnings, middles and ends.</p> <p>Performs movement phrases using a range of body actions and body parts.</p> <p>Know how to carry and place equipment.</p> <p>Recognise how their body feels when still and when exercising.</p> <p>In gymnastics/dance, watch, copy and describe what they and others have done sometimes with the use of ICT</p>	<p>In gymnastics/dance, remember, repeat and link combination of actions, body shapes and balances with control and precision.</p> <p>Choose, use and vary simple compositional ideas in their sequences they create and perform.</p> <p>Lift, move and place equipment safely.</p> <p>Improve their work using information they have gained by watching, listening and investigating, with use of ICT.</p>	<p>In gymnastics/dance, consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</p> <p>Improve their ability to select appropriate actions and simple compositional ideas.</p> <p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Know the importance of suppleness and strength.</p> <p>With some use of ICT, describe and evaluate the effectiveness and quality of a performance and how their performance has improved.</p>	<p>Develop the range of gymnastic/dance actions, body shapes and balances which include a performance.</p> <p>Perform skills and actions more accurately and consistently.</p> <p>Create gymnastic/dance sequences that meet a theme or set of conditions.</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction.</p> <p>Describes how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Sometimes with the use of ICT, describe their own work and others' work, making judgements about the quality of performances and suggesting ways they could be improved.</p>	<p>Perform gymnastic/dance actions, shapes and balances consistently and fluently in specific activities.</p> <p>Choose and apply basic compositional ideas to sequences they create, and adapt them to new situations.</p> <p>Know and understand the basic principles of warming up and why it is important for good quality performance.</p> <p>Choose and use information and basic criteria to evaluate their own and others' work sometimes with the use of ICT.</p>	<p>Combine and perform gymnastic/dance actions, shapes and balances more fluently and effectively across that activity areas.</p> <p>Develop their own gymnastic/dance sequences by understanding, choosing and applying a range of compositional principles.</p> <p>Understand why warming up and cooling down are important. Carry out warm ups safely and effectively.</p> <p>Evaluate their own and others' gymnastic/dance work with some use of ICT and suggest ways of making improvements.</p>	<p>Apply:</p> <p>Students select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. Students consistently show precision, control, fluency and originality. Drawing on what Students know of the principles of advanced tactics and compositional ideas, Students apply these in their own and others' work. Students modify them in response to changing circumstances and other performers.</p>
Athletics	<p>In athletics, improve running techniques and run for longer distances.</p> <p>Perform a combination of run and jump sequences.</p> <p>Develop an under and over the arm throwing action.</p> <p>Take part in a variety of team races using a variety of equipment.</p> <p>Know running, jumping and throwing is good for them and describes what it feels like.</p> <p>In athletics and with some use of ICT, watch, copy, describe and comment on what they have seen.</p>	<p>In athletics, run with a good technique at different speeds.</p> <p>Perform a two-footed jump.</p> <p>Show a good throwing technique and extend accuracy and distance.</p> <p>Compete in a range of team events.</p> <p>Describe the differences their body works and feels when trying athletic activities.</p> <p>Begin to watch others and focus on athletic actions to improve own skills sometimes with the use of ICT.</p>	<p>In athletics, select running speed for appropriate activity.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Take part in relay activities remembering when to run and what to do.</p> <p>Recognise when their body is warmer or cooler and when their heart beats faster and slower.</p> <p>With some use of ICT, recognise good athletic performances in themselves and others in order to improve their own</p>	<p>In athletics, show some control when using a range of basic running, jumping and throwing actions.</p> <p>Perform a range of jumps, showing contrasting techniques and sometimes using a short run up.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Work in cooperative groups to use different techniques, speed and effort to meet challenges.</p> <p>Relate different athletic activities to changes in heart rate, breathing and temperature.</p>	<p>In athletics, understand and demonstrate the differences between sprinting and distance running.</p> <p>Show control in take-off activities.</p> <p>Demonstrate a range of throwing actions using modified equipment with some accuracy and control.</p> <p>Predict how different activities will affect heart rate, temperature and performance.</p> <p>Watch partner's performance and identify strengths sometimes using ICT.</p>	<p>Choose the best pace for a running event, in order to sustain running and improve their personal target.</p> <p>Show control and power in take-off and landing activities.</p> <p>Show accuracy and good techniques when throwing for distance.</p> <p>Choose appropriate techniques for specific events.</p> <p>Organise and judge events and challenges well.</p> <p>Identify activities that help develop stamina or power and suggest how some can be used in other types of activities.</p>	<p>Understand</p> <p>Students explain the principles of practice and training, and apply them effectively. Students analyse and comment on their own and others' work as individuals and team members, showing that Students understand how skills, tactics or composition and fitness relate to the quality of the performance. Students plan ways to improve their own and others' performance</p>

			performance.	Identify and describe different aspects of athletic styles and use to improve own performance, sometimes with the use of ICT.		With some use of ICT, identify parts of a partner's performance that need to be practised and refined and suggest improvements	
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Skills Progression for Outdoor Adventurous Activities

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Problem Solving	Discuss how to follow trails and solve problems. Select appropriate equipment for the task.	Discuss how to follow trails and solve problems. Select appropriate equipment for the task.	Select appropriate equipment/route/people to solve a problem successfully. Choose effective strategies and change ideas if not working.	Select appropriate equipment/route/people to solve a problem successfully. Choose effective strategies and change ideas if not working.	Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies	Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies	ORIENTEERING <ul style="list-style-type: none"> • Using Off-site locations: • Develop competence in the use of Orienteering maps - Thumb Map. • Score Event and Cross Country • Develop more advanced Orienteering techniques: <ul style="list-style-type: none"> • Hand rails • Aiming off • Use of catching features • Use of electronic controls • Sprint and relay races • Run an orienteering Festival on a school site • Develop risk management skills to support a Festival • By Year 6 be working individually as a competitor.
Communication	Begin to work co-operatively with others. Plan and share ideas.	Begin to work co-operatively with others. Plan and share ideas.	Co-operate and share roles within a group. Listen to each other's ideas when planning a task and adapt. Take responsibility for a role within the group. Recognise that some outdoor adventurous activities can be dangerous. Follow rules to keep self and others safe.	Co-operate and share roles within a group. Listen to each other's ideas when planning a task and adapt. Take responsibility for a role within the group. Recognise that some outdoor adventurous activities can be dangerous. Follow rules to keep self and others safe.	Plan and share roles within the group based on each other's strengths. Understand individuals' roles and responsibilities. Adapt roles or ideas if they are not working. Recognise and talk about the dangers of tasks. Recognise how to keep themselves and others safe.	Plan and share roles within the group based on each other's strengths. Understand individuals' roles and responsibilities. Adapt roles or ideas if they are not working. Recognise and talk about the dangers of tasks. Recognise how to keep themselves and others safe.	Lead Healthy Active Lives <ul style="list-style-type: none"> • Recognise that OAA is an activity that can be pursued out of school through competitions and a club structure. • OAA can suit a wide range of abilities and can contribute to a healthy lifestyle. • There are a number of roles that can be fulfilled within orienteering. • Why wearing appropriate clothing is important for health and safety • To warm up and prepare appropriately for different OAA activities
Orientation	Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom. Use simple maps and diagrams to follow a trail.	Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom. Use simple maps and diagrams to follow a trail.	Orientate simple maps and plans. Mark control points in correct position on map or plan. Find way back to a base point	Orientate simple maps and plans. Mark control points in correct position on map or plan. Find way back to a base point	Draw maps and plans and set trails for others to follow. Use the eight points of the compass to orientate.	Draw maps and plans and set trails for others to follow. Use the eight points of the compass to orientate.	TEAMBUILDING <ul style="list-style-type: none"> • Developing a range of personal learning and thinking skills to overcome problems and work effectively with others. • Develop strategies for solving problems – 'Plan – do – review. • Begin to take on different roles with the team. • Gives constructive support and feedback to the group, from both within and beyond. • Evaluation techniques beginning to inform future actions.

