

PE Progression of Skills Document

Take statements from your getset4ed and include your own and fill in the gaps

Dance

	Head – Skills, strategies and tactics (I know how to)	Hands - motor competence (I can do it)	Heart - healthy participation (I want to do it)
NC statement:	Pupils should be taught to...perform dances using a range of movement patterns And compare their performances with previous ones and demonstrate improvement to achieve their personal best		
Year 3	<ul style="list-style-type: none"> • Introduce the words for the Elements of Dance and their meanings of: Actions, Dynamics, Space, Relationships • Use counts to keep in time with a partner and small group • Develop an understanding of how music affects the way we move • Continue to respond to a variety of stimuli to create movement 	<ul style="list-style-type: none"> • Create short dance phrases that communicate the 4 elements. • Dance moves should be performed with some level of control • Move their body in a variety of ways to demonstrate some words from the 4 elements of dance (ie: running / lightly / on a zigzag path / next to each other) • Create a start and ending position for you or your group that demonstrates a 	<ul style="list-style-type: none"> • Explore how working with other people can change how the dance and movements will look and learn how to use each others ideas • Re-work performances to achieve a personal / groups best version of the piece • Develop an understanding of how music affects the way we feel (and therefore changes how we move)

	<ul style="list-style-type: none"> • Be able to evaluate their own and each others work • Perform to an audience 	knowledge of beginning and end	
Year 4	<ul style="list-style-type: none"> • Begin to secure an understanding of words for the Elements of Dance and their meanings of: Actions, Dynamics, Space, Relationships • Use counts more confidently to keep in time with a partner and small group • Develop an understanding of how music affects the way we move and why • Respond more appropriately to a variety of stimuli to create a variety of well linked movements patterns • Begin to use the term choreography correctly • Be able to evaluate their own and each other's work using positive criticism statements • Have an awareness of the audience when performing 	<ul style="list-style-type: none"> • Create dance phrases of up to 16 beats that communicate the 4 elements with understanding of the differences. • Dance moves should be performed with good control • Begin to understand the importance of choosing an appropriate element for the dance which will reflect the story you are trying to tell • Move their body with increasing confidence in a variety of ways to demonstrate some words from the 4 elements of dance (ie: scramble / softly / on a curved path / one behind each each other in unison, whilst showing a variety of levels within your group) • Think about the formation your group might make at the beginning and ends of a piece 	<ul style="list-style-type: none"> • Explore how working with other people will change how the dance and movements look and learn how to work collaboratively to use each other's ideas • Re-work performances to achieve a personal / groups best version of the piece, using IT to record and watch back performances • Begin to secure an understanding of how music affects the way we feel (and therefore changes how we move and how we respond) •
Year 5	<ul style="list-style-type: none"> • Understand and be able to explain the words for the Elements of Dance and their meanings of: Actions, 	<ul style="list-style-type: none"> • Create dance phrases of up to 16 beats or more that communicate the 4 elements well with a good 	<ul style="list-style-type: none"> • Demonstrate a knowledge of how working with a variety of other people will change how the dance and movements look and learn

	<p>Dynamics, Space, Relationships</p> <ul style="list-style-type: none"> • Confidently use counts to keep in time with a group, and recognise when you are out of time and how to adjust that • Begin to secure an understanding of how music affects the way we move and why and suggest what kinds of music this might be • Respond appropriately to a variety of stimuli to create a variety of more varied and interesting movements patterns – also thinking about how the movements link and how the motifs flow from one to another • Use the term choreography correctly and with confidence • Be able to confidently evaluate their own and each other’s work using positive criticism statements and be able to make helpful suggestions for improvements • Have an awareness of the audience and how your dance piece may affect them 	<p>understanding of the differences.</p> <ul style="list-style-type: none"> • Dance moves should be performed with control, balance and expression • Understand the importance of choosing an appropriate element for the dance which reflects the story you are trying to tell or the mood or character you are trying to portray • Move their body with competence and confidence in a variety of ways to demonstrate the words from the 4 elements of dance – now using more advanced examples of vocabulary (ie: swoop / explosively / backwards and at a variety of levels / in cannon) • Explore a variety of group formations withing the piece 	<p>how to communicate ideas and work collaboratively to produce the dance piece</p> <ul style="list-style-type: none"> • Re-work performances across sessions to achieve a personal and groups best version of the piece, using IT to record and watch back and critically evaluate ready for a cohesive performance • Demonstrate an understanding of how music affects the way we feel (and therefore changes how we move and how we respond) and how we show this in within our performance •
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Year 6

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| <ul style="list-style-type: none">• Understand and be able to explain with confidence – and be able to give examples for - the words for the Elements of Dance and their meanings of: Actions, Dynamics, Space, Relationships• Confidently use counts to keep in good time with a group, and recognise when you are out of time with each other and how to adjust that• Demonstrate a secure an understanding of how music affects the way we move and why and suggest what kinds of music this might be• Respond appropriately to a range of stimuli to create varied, creative, interesting and experimental movements patterns – also demonstrate an awareness of how the movements link and how the motifs flow from one to another in interesting ways• Use the term choreography with confidence and as part of a regular dance lesson vocabulary• Be able to confidently and competently evaluate their own and each other's work | <ul style="list-style-type: none">• Create dance phrases of 32 beats or more, that communicate the 4 elements well with a good understanding of the differences.• Dance moves should be performed with good control, balance and expression• Demonstrate a good knowledge of the importance of choosing an appropriate element for the dance which reflects the story you are trying to tell or the mood or character you are trying to portray• Move their body with clear competence and confidence in a variety of ways to demonstrate the words from the 4 elements of dance – now using more advanced examples of vocabulary (ie: slide and contract/ powerfully / in a spiral and at a variety of levels / showing differences between cannon and unison or action & reaction• Use a variety of group formations within the piece | <ul style="list-style-type: none">• Demonstrate a good knowledge of how working with a variety of other people will change how the dance and movements look and learn how to communicate ideas and work collaboratively to produce the dance piece• Re-work performances across sessions to achieve a personal and groups best version of the piece, using IT to record and watch back and critically evaluate ready for a cohesive performance• Demonstrate an understanding of how music affects the way we feel (and therefore changes how we move and how we respond) and how we show this in within our performance |
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	<p>using positive criticism statements and be able to make accurate and helpful suggestions for improvements</p> <ul style="list-style-type: none"> • Have a good awareness of the audience and how your dance piece may affect them 		
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Gymnastics

	Head – Skills, strategies and tactics (I know how to)	Hands - motor competence (I can do it)	Heart - healthy participation (I want to do it)
N.C statement:	Pupils should be taught to...develop flexibility, strength, technique, control and balance And compare their performances with previous ones and demonstrate improvement to achieve their personal best		
Year 3	<ul style="list-style-type: none"> • To recall and demonstrate the 5 basic shapes (pike, straddle, star, tuck, straight) • Demonstrate flexibility and strength within a given shape • Showing a sense of creativity in the shapes I make and the way I demonstrate them • To understand that there are ways to travel in a creative way within a sequence 	<ul style="list-style-type: none"> • To be able to hold key shapes for up to 5 seconds showing some control • Staying firm and stable in my shape and being able to correct it if I loose balance • Link 5 key shapes both on and off apparatus and beginning to show some fluidity with this 	<ul style="list-style-type: none"> • To work collaboratively with a partner or groups of 3 when creating shapes and sequences • To develop confidence in performing sequences

	<ul style="list-style-type: none"> • Know how to give simple feedback to a partner 	<ul style="list-style-type: none"> • To perform simple contrasting balances with a partner • Be able to make shapes at low, medium and high levels • Demonstrate a roll with some control (log roll, tuck, teddybear) 	
Year 4	<ul style="list-style-type: none"> • To demonstrate with control and tension the 5 basic shapes (pike, straddle, star, tuck, straight) • Demonstrate increased flexibility, strength and control within a given shape • Showing a sense of creativity and technique in the shapes I make and the way I demonstrate them - with and without a partner • To show an increased understanding that there are ways to travel in a creative way within a sequence • Choosing an appropriate way to travel and link movements so that the sequence shows a further sense of continuity 	<ul style="list-style-type: none"> • To be able to hold key shapes for at least 5 seconds showing control • Staying firm and stable and strong in my shape • Attempt more advanced shapes such as shoulder stand and front and back support • Link 5 key shapes both on and off apparatus and show fluidity within this • Show clear start and end positions • To jump and land with control • To perform balances with a partner that involve taking own or others weight • Be able to make shapes at low, medium and high levels and travel in a variety of direction • Demonstrate a roll with control (log roll, tuck, teddybear) 	<ul style="list-style-type: none"> • To communicate and work collaboratively with a partner or groups of 3 or 4 when creating shapes and sequences • To develop confidence in planning and performing sequences • Evaluate own and others performances

<p>Year 5</p>	<ul style="list-style-type: none"> • To demonstrate with control, tension and flair the 5 basic shapes (pike, straddle, star, tuck, straight) on higher apparatus • Demonstrate good flexibility, strength and control within a given advanced shape and know how to it • Know how to create and perform more complex sequences – with a number of aspects – and work on and improve the sequence • Show a sense of synchronisation when performing • Showing a good sense of creativity and technique in the shapes I make and the way I demonstrate them - with a partner or within a group • To show and explain that there are several creative ways to travel within a sequence and give examples • Choosing an appropriate way to travel which links movements so that the sequence shows a further sense of continuity and add in a choice of pathways 	<ul style="list-style-type: none"> • To be able to hold key shapes for at least 5 seconds showing control • Staying firm and stable and strong in my shape • Consolidate performing more advanced shapes such as shoulder stand and front and back support and dish and arch shapes • Link 5 key shapes both on and off apparatus and show fluidity within this • To perform balances with a partner that involve taking own or others weight • Be able to make shapes at a variety of levels and travel in a variety of direction and incorporate symmetry and asymmetry • Demonstrate a roll with good control (log roll, tuck, teddybear) • Use jumps to link shapes and understand that this will add interest to my sequence • Be able to incorporate - if ready – hand held apparatus (ie: soft ball / ribbon / hoop) 	<ul style="list-style-type: none"> • To communicate and work collaboratively with a group of at least 3 or 4 or sometimes 5 people when creating shapes and sequences • To show a level of confidence in planning, performing and re-working sequences • Offer critical evaluation for own and others performances
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<p>Year 6</p>	<ul style="list-style-type: none"> • To demonstrate with control, tension and flair the 5 key shapes (pike, straddle, star, tuck, straight) on higher apparatus with a good level of fluency • Demonstrate good flexibility, strength and control within a given advanced shape and know how to explain and evaluate with a partner • Know how to create and perform more complex sequences – with a number of aspects – and work on and improve the sequence further and with precision • Show a sense of synchronisation and canon when performing – and understanding the difference • Showing a good sense of creativity and effective technique in the shapes I choose to make and the way I demonstrate and perform them - within a group • To show and explain that there is a wide range of creative and varied ways to 	<ul style="list-style-type: none"> • Staying firm and stable and strong in my shape • Consolidate performing with confidence key shapes and more advanced shapes such as shoulder stand and front and back support and dish and arch shapes and – if ready – bridge shape too • Perform expressive sequences both on and off apparatus and show good fluency within this • To perform balances with a group that involve taking own or others weight with confidence and competence • In partners create balances which demonstrate counter balance and counter tension • Be able to confidently and competently make shapes at a variety of levels, in a variety of direction and incorporating symmetry and asymmetry and showing a change in formation • Confidently and competently incorporate rolls with good control and spatial awareness 	<ul style="list-style-type: none"> • To communicate and work collaboratively with a group of at least 4 or sometimes 5 or 6 people when creating more complex shapes and sequences • To be confident in planning, performing and re-working sequences which show a wide range of skills • To be able to give critical evaluation for own and others performances, including use of IT where possible • Be able to demonstrate good improvement to achieve their personal best – for themselves and for their group

	<p>travel within a sequence and give clear examples</p> <ul style="list-style-type: none"> • Choosing an appropriate way to travel which links movements so that the sequence shows a further sense of continuity and add in a choice of pathways and direction 	<p>(log roll, tuck, teddybear) as part of a group routine</p> <ul style="list-style-type: none"> • Use jumps to link shapes and movements and understand that height provides an additional dynamic that adds interest to a sequence • To all be able to incorporate a piece of hand held apparatus (ie: soft ball / ribbon / hoop) as part of a sequence 	
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Games & Athletics

	Head – Skills, strategies and tactics (I know how to)	Hands - motor competence (I can do it)	Heart - healthy participation (I want to do it)
N.C statement:	Pupils should be taught to...use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending And		

	compare their performances with previous ones and demonstrate improvement to achieve their personal best		
Year 3	<ul style="list-style-type: none"> • To dribble a ball with one hand/one foot with some control in a game situation • To use a variety of throwing techniques • To be able to kick a ball to a partner • Receive a ball using different parts of the foot 	<ul style="list-style-type: none"> • Be able to strike a ball with a variety of techniques • Begin to use simple tactics in game situations • Begin to change direction with increasing speed in a game situation 	<ul style="list-style-type: none"> • Be able to work with a partner to complete passes • Be able to begin to apply simple rules of a game
Year 4	<ul style="list-style-type: none"> • Begin to dribble a ball with one hand/one foot with some control in a game situation with increasing control • To use a variety of throwing techniques within a game situation • To be able to kick a ball within a game situation with increased success • Receive a ball using different parts of the foot under pressure • To create and use space with some success in a game situation 	<ul style="list-style-type: none"> • Be able to strike a ball with a variety of techniques with increasing accuracy • Use simple tactics in game situations to score points or gain possess • Begin to change direction with increasing speed in a game situation to lose an opponent • Begin to develop defending through intercepting an opponent 	<ul style="list-style-type: none"> • Be able to complete passes successfully in teams of 2-4 children • Be able to apply rules of a game to manage a game • Begin to recognise when to make a pass in a game situation
Year 5	<ul style="list-style-type: none"> • To be able to use dribbling to change the direction of play with some control under pressure 	<ul style="list-style-type: none"> • Be able to strike a ball with a variety of techniques with increasing accuracy and control 	<ul style="list-style-type: none"> • Be able to complete passes successfully in teams of 4-6 children

	<ul style="list-style-type: none"> • To dribble with feet under pressure with some control • To use a variety of throwing techniques within a game situation under increasing pressure • To be able to kick a ball within a game situation with increased success • To use a variety of kicking techniques with some control under pressure • Receive a ball using different parts of the foot under pressure • Begin to strike a ball with a wider range of skills under some pressure • To create and use space for self and others with some success 	<ul style="list-style-type: none"> • To understand the need for tactics and begin to identify when to use them in different situations • Begin to change direction with increasing speed in a game situation to lose an opponent • Begin to develop marking and tracking with increased success in a game situation 	<ul style="list-style-type: none"> • Be able to apply rules of a game to manage a game and officiate a game • Begin to recognise that not having a defender between myself and a ball carrier enables me to send and receive a ball with better control
Year 6	<ul style="list-style-type: none"> • To be able to use dribbling to change the direction of play with some under pressure • To use a variety of dribbling techniques to maintain possession under pressure • To use a variety of throwing techniques 	<ul style="list-style-type: none"> • Be able to strike a ball with appropriate technique and control • To be able to work as a team to create and evaluate tactics • Begin to change direction with increasing speed in a game situation to lose an opponent 	<ul style="list-style-type: none"> • Be able to complete passes successfully in teams 6 or more children • To apply rules of a game to manage a game and officiate a game consistently • Use a variety of defending skills in game situations • Consistently use a variety of passing and receiving techniques in a game situation

	<p>including fake passes to outwit an opponent</p> <ul style="list-style-type: none">• To be able to kick a ball within a game situation with increased success• To use a variety of kicking techniques with control under pressure• Receive a ball using different parts of the foot under pressure• To strike a ball with a wider range of skills under increased pressure• Effectively create and use space to outwit an opponent	<ul style="list-style-type: none">• To be able to receive a ball and consider the next move in a game situation	
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OAA

	Head – Skills, strategies and tactics (I know how to)	Hands - motor competence (I can do it)	Heart - healthy participation (I want to do it)
N.C statement:	Pupils should be taught to...take part in outdoor and adventurous activity challenges both individually and within a team		
Year 3	<ul style="list-style-type: none"> • To follow and give simple instructions • To work collaboratively with a partner or in a small group • Plan and attempt strategies to solve problems • To be able to orientate and follow a simple diagram or map • Begin to reflect on when and why problems were solved 	<ul style="list-style-type: none"> • Begin to understand that problem solving involves trying out different ideas • Begin take turns within a small group 	<ul style="list-style-type: none"> • To be able to share my ideas and listen to those of others • To be able to hold a map
Year 4	<ul style="list-style-type: none"> • To accurately follow instructions and give clear instructions • To confidently discuss ideas and listen to others before deciding on the best solution 	<ul style="list-style-type: none"> • To understand that problem solving involves trying out different ideas • Begin to reflect on why problems were solved/not solved effectively 	<ul style="list-style-type: none"> • To be able to follow a route • To be able to use a key and navigational points on a map • To confidently communicate ideas and listens to others

	<ul style="list-style-type: none"> • Plan and apply strategies to solve problems • To be able identify key symbols on a map and navigate around a grid • Evaluate the effectiveness of a strategy and discuss improvements 	<ul style="list-style-type: none"> • To be to plan solutions independently and in small groups 	
Year 5	<ul style="list-style-type: none"> • To use clear communication when working in a group and take on different roles • To begin to lead others, giving clear instructions • Plan and apply strategies to solve more complex problems • To be able to orientate a map confidently around a course • To be able to explain why a strategy worked and change method to improve solution 	<ul style="list-style-type: none"> • To be able to be concise and descriptive in instructions • To be able to recognise that there may be more than one solution to a problem 	<ul style="list-style-type: none"> • To use a key to identify objects and locations • To use a variety of communication methods with increasing success
Year 6	<ul style="list-style-type: none"> • To use clear communication when working in a group and when under pressure • To confidently lead others, giving clear instructions • Plan and apply strategies to solve more complex 	<ul style="list-style-type: none"> • To recognise good communication skills are key to solving problems • To understand how to discuss a variety of ideas before deciding within a group what the best approach to a problem should be 	<ul style="list-style-type: none"> • To understand solving problems is an important life skill • To understand the importance of good navigational skills

	<p>problems using critical thinking to decide on the best course of action</p> <ul style="list-style-type: none"> • To be able to orientate a map confidently around a course • Accurately reflect on why a strategy worked and change method to improve solution 		
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KS1 NC statement:

(where have we come from?)

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns