

LKS2 PE Progression of Skills

	Fundamentals	Healthy Lifestyles	Games	Gym	Dance	Athletics	Outdoor Adventurous Activities	Swimming	Evaluation
Year 3	<p>Run at the appropriate speed.</p> <p>Sprint over a short distance.</p> <p>Throw in a range of ways appropriate to the activity (E.G. bowling, passing).</p> <p>Take a running jump appropriate to the activity (E.G. high, long, and triple).</p> <p>Catch a ball with one hand.</p> <p>Move with a ball.</p> <p>Control a ball with movement (E.G. stopping a pass). Pass to a team mate</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the needs to warm up and cool down.</p> <p>Uses age appropriate vocabulary when giving feedback.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. (See fundamentals)</p> <p>Uses skills with co-ordination and control.</p> <p>Begins to communicate with others during game situation.</p> <p>Understands tactics and composition by starting to vary how they respond.</p> <p>Develops own rules for new games.</p> <p>Works well in a group to develop various games.</p>	<p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing and using equipment.</p> <p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Begins to notice similarities and differences</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve.</p>	<p>Beginning to run at speeds appropriate for the distance. (E.G. Sprinting and Cross Country).</p> <p>Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Develops good listening skills.</p> <p>Listens to instructions from a partner/adult.</p> <p>Begins to understand non-verbal forms to follow. (E.G. Simple Maps)</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe outdoors.</p>		<p>Watch and describe a performance performed by others accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Take steps to improve own performance (time, score, balance etc.).</p> <p>Uses age appropriate</p>

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	accurately (from standing).			between sequences. Describes own work using simple gym vocabulary.					language when giving feedback.
Year 4	<p>Improved running technique for endurance.</p> <p>Improved running technique for speed.</p> <p>Throw accurately in a range of ways.</p> <p>Perform Jumps accurately in a range of ways.</p> <p>Pass accurately while moving.</p> <p>Control and move with a ball against opposing players.</p>	<p>Describes the effect exercise has on the body with confidence.</p> <p>Explains the importance of exercise and nutrition to ensure a healthy lifestyle.</p> <p>Understands the need to warm up and cool down on the body.</p> <p>Uses age appropriate vocabulary when giving feedback.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. (See fundamentals)</p> <p>Shows confidence in using various ball skills and can link some together. (E.G. dribbling, bouncing, kicking)</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Apply basic skills for attacking and defending.</p> <p>Communicates and works well with others in a game situation.</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Confidently improvises independently or with a partner.</p> <p>Beginning to create longer dance sequences, and in large group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence</p>	<p>Beginning to build a variety of running techniques and use these with confidence</p> <p>Can perform a running jump with more than one component (E.G. hop skip jump-triple jump).</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</p> <p>Describes good athletic performance</p>	<p>Develops strong listening skills.</p> <p>Follow a sketch map.</p> <p>Use plans and diagrams to move around.</p> <p>Gives suggestions as part of a team.</p> <p>Follows a leader within a team.</p> <p>Leads a team.</p> <p>Face new activities with positivity.</p> <p>Think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems</p>	<p>Swim between 10-20 metres unaided in shallow water, using their arms and legs to propel themselves.</p> <p>Use one basic method to swim the distance, making sure they breathe.</p> <p>Using floats, swim over longer distances and periods of time with a more controlled leg kick.</p> <p>Explore freely how to move in and under water.</p>	<p>Watches and describes performance accurately.</p> <p>Think carefully about how to improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Take steps to improve own performance (time, score, balance etc.).</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Makes suggestions as</p>

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	<p>Accurately use forehand in racquet games.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>		<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create games on their own and in groups, using knowledge and skills.</p>	<p>Beginning to use Gymnastic vocabulary to describe how to improve and refine performances.</p>	<p>as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>using correct vocabulary.</p>	<p>with some support.</p> <p>Demonstrate and understanding of how to stay safe and work safely.</p>	<p>Recognise the effects on their temperature.</p> <p>Identify and describe the difference between leg and arm actions.</p>	<p>to what resources can be used to differentiate a game.</p> <p>Uses age appropriate language when giving feedback.</p>
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