

UKS2 PE Progression of Skills

	Fundamentals	Healthy Lifestyles	Games	Gym	Dance	Athletics	Outdoor Adventurous Activities	Swimming	Evaluation
Year 5	<p>Demonstrates good stamina when running.</p> <p>Combines running and jumping well.</p> <p>Uses good control when throwing, running or jumping, in isolation and combination.</p> <p>Can move with a ball in a controlled manner against an opposition.</p> <p>Pass accurately during an opposed game.</p> <p>Strike a bowled ball.</p> <p>Can use forehand and</p>	<p>Describes, using correct vocabulary the effect exercise can have on the body.</p> <p>Explains the importance of exercise and nutrition on a healthy lifestyle.</p> <p>Explains why exercise is good for overall health.</p> <p>Understands the needs and some effects to warm up and cool down before and after exercise.</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 ball skills in various ways, and can link these together.</p> <p>Uses skills with increasing co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Apply skills for attacking and defending.</p> <p>Can create their own games using</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Continually develops strength, technique and flexibility throughout performances.</p> <p>Apply combined skills accurately, consistently showing precision, control and fluency.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Draw on what they know about strategy,</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. (E.G. using various levels, ways of travelling and motifs.)</p> <p>Beginning to show a change of pace and</p>	<p>Continuing to build and use a variety of running technique with confidence.</p> <p>Can perform a running jump with more than one component (E.G. hop skip jump-triple jump).</p> <p>Demonstrates a continued accuracy and confidence in throwing and catching activities.</p> <p>Can use more equipment safely and with good control.</p> <p>Beginning to record peers performance and evaluate these.</p> <p>Describes good athletic</p>	<p>Continue to develop strong listening skills. Beginning to use maps and diagrams to orientate self. Follows a leader and take a role in a team to complete a task. Leads a team. Listens and responds to others' suggestions. Can overcome barriers in new activities (physical or mental). Think activities through and problem solve. Choose and apply strategies to solve problem.</p>	<p>Swims competently, confidently up to a distance of at least 20 metres, unaided in shallow water, using their arms and legs to propel themselves.</p> <p>Uses a range of strokes more confidently to swim the distance e.g. front crawl, backstroke and breaststroke, making sure they breathe.</p> <p>With or without floats, swim over longer distance and periods of time with more controlled kick.</p> <p>Explore more freely how to</p>	<p>Watches and describes performance accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Uses age appropriate language when giving feedback.</p>

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	backhand in racquet games.		knowledge and skills.	tactics and composition when performing and evaluation. Uses more complex gym vocabulary to describe how to improve and refine performances.	timing in their movements. Uses the space provided to their maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	performance using correct vocabulary.		move in and under water. Recognise the effects on their temperature. Begin to perform safe self-rescue in different water based situations.	
Year 6	Apply athletic techniques to competitive situations. Uses good control when throwing, running or jumping, in isolation and combination	Describes, using correct vocabulary the effect exercise and a healthy lifestyle can have on the body. Explains the importance of exercise and nutrition	Vary skills, actions and ideas and link these in ways that suit the games activity. (See fundamentals) Shows confidence in using ball skills in various ways, and can link these together	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.	Exaggerate dance movements and motifs, using expression when moving. Performs with confidence, using a range of movement patterns. Demonstrates a strong	Builds a variety of running techniques and use with confidence. Can perform a running jump with more than one component (E.G. hop skip jump-triple jump) with	Displays strong listening skills. Uses maps and diagrams to orientate self. Leads a team or takes a role in a team to complete a	Expectation – Swim competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively to swim the distance e.g.	Analyses and describes performance accurately. Comment on skills and techniques to help improve performances. Understanding how these techniques are applied in own

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<p>Apply skills tactically in competitive situations.</p> <p>Develop own warm up and cool down activities to suit their body.</p> <p>Combine passing and moving within a game.</p> <p>Strike a bowled ball with accuracy.</p>	<p>in a healthy lifestyle.</p> <p>Can suggest ways to improve lifestyles via health practices.</p> <p>Understands needs and effects to warm up and cool down before and after exercise.</p>	<p>effectively. (E.G. dribbling, bouncing, and kicking).</p> <p>Keeps possession of a ball during game situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Apply knowledge of skills for attacking and defending successfully.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create or modify competitive games.</p> <p>Compares and comments on skills to support</p>	<p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>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.</p> <p>Draw on what they know</p>	<p>imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. (E.G. Using various levels, ways of travelling and motifs).</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in</p>	<p>confidence and control.</p> <p>Records peers performance, and evaluates these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Uses equipment safely and with good control.</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>task successfully</p> <p>Listens and responds to others' suggestions</p> <p>Work with others to plan responses to an activity or challenge.</p> <p>Adapt to surroundings or challenges (E.G. weather).</p> <p>Choose appropriate strategies to solve problem.</p>	<p>front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water based situations.</p> <p>Exceeding the expectation – Swim between 50 and 100 metres, swimming at 45 to 90 seconds.</p> <p>Use three different strokes (front crawl, back stroke and breast stroke), swimming on their front and back.</p> <p>Controlled breathing and swim confidently and fluently on the surface and under water.</p>	<p>and others' work.</p> <p>Modify and refine skills and techniques to improve own performance.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Uses age appropriate language when giving feedback.</p>
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			creation of new games.	<p>about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>			<p>Know the dangers of water locally and nationally.</p> <p>Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and know what to do if others get into trouble in the water.</p>	
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