



ST MARY'S CATHOLIC PRIMARY SCHOOL

PE – Progression of Skills and Knowledge

PROGRESSION OF SKILLS KEY STAGE 1 NATIONAL CURRICULUM OBJECTIVES	
<p style="text-align: center;"><u>Dance</u></p> <p><u>YEAR 1:</u> D1: Copies and explores basic movements and body patterns D2: Remembers simple movements and dance steps D3: Links movements to sounds and music D4: Responds to range of stimuli</p> <p><u>YEAR 2:</u> D5: Copies and explores basic movements with clear control D6: Varies levels and speed in sequence D7: Can vary the size of their body shapes D8: Add change of direction to a sequence D9: Uses space well and negotiates space clearly D10: Can describe a short dance using appropriate vocabulary D11: Responds imaginatively to stimuli</p>	<p style="text-align: center;"><u>Athletics</u></p> <p><u>YEAR 1:</u> A1: Can run at different speeds A2: Can jump from a standing position A3: Performs a variety of throws with basic control</p> <p><u>YEAR 2:</u> A4: Can change speed and direction whilst running A5: Can jump from a standing position with accuracy A6: Performs a variety of throws with control and coordination A7: Can use equipment safely</p>
<p style="text-align: center;"><u>Gym</u></p> <p><u>YEAR 1</u> G1: Copies and explores basic movements with some control and coordination. Can perform different body shapes G2: Performs at different levels G3: Can perform 2 footed jumps G4: Can use equipment safely G5: Balances with some control G6: Can link 2-3 simple movements</p> <p><u>YEAR 2:</u> G7: Explores and creates different pathways and patterns G8: Uses equipment in a variety of ways to create a sequence G9: Link movements together to create a sequence</p>	<p style="text-align: center;"><u>Games</u></p> <p><u>YEAR 1:</u> GA1: Can travel in a variety of ways including running and jumping GA2: Beginning to perform a range of throws GA3: Receives a ball with basic control GA4: Beginning to develop hand-eye coordination GA6: Participates in simple games</p> <p><u>YEAR 2:</u> GA7: Confident to send the ball to others in a range of ways. GA8: Beginning to apply and combine a variety of skills (to a game situation) GA9: Develop strong spatial awareness. GA10: Beginning to develop own games with peers. GA11: Understand the importance of rules in games. GA12: Develop simple tactics and use them appropriately. GA13: Beginning to develop an understanding of attacking/ defending</p>
<p style="text-align: center;"><u>Evaluation:</u></p> <p>E1: Can comment on own and others performance E2: Can give comments on how to improve performance E3: Use appropriate vocabulary when giving feedback</p>	<p style="text-align: center;"><u>Healthy Lifestyles:</u></p> <p>HL1: Can describe the effect exercise has on the body HL2: Can explain the importance of exercise and a healthy lifestyle</p>

PROGRESSION OF SKILLS LOWER KEY STAGE 2 (YEAR 3 AND 4) NATIONAL CURRICULUM OBJECTIVES

Dance

YEAR 3:

- D1: Beginning to improvise independently to create a simple dance
- D2: Beginning to improvise with a partner to create a simple dance
- D3: Translates ideas from stimuli into movement with support
- D4: Beginning to compare and adapt movements and motifs to create a larger sequence
- D5: Uses simple dance vocabulary to compare and improve work

YEAR 4:

- D6: Confidently improvises with a partner or on their own
- D7: Beginning to create longer dance sequences in a larger group
- D8: Demonstrating precision and some control in response to stimuli
- D9: Beginning to vary dynamics and develop actions and motifs.
- D10: Demonstrates rhythm and spatial awareness
- D11: Modifies parts of a sequence because of self-evaluation
- D12: Uses simple dance vocabulary to compare and improve work

Athletics

YEAR 3:

- A1: Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country
- A2: Can perform a running jump with some accuracy
- A3: Performs a variety of throws using a selection of equipment
- A4: Can use equipment safely and with good control

YEAR 4:

- A5: Beginning to build a variety of running techniques and use with confidence
- A6: Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)
- A7: Demonstrates accuracy in throwing and catching activities
- A8: Describes good athletic performance using correct vocabulary
- A9: Can use equipment safely and with good control

Gym

YEAR 3:

- G1: Applies compositional ideas independently and with others to create a sequence
- G2: Copies, explores, and remembers a variety of movements and uses these to create their own sequence
- G3: Describes their own work using simple gym vocabulary
- G4: Beginning to notice similarities and differences between sequences.
- G5: Uses turns whilst travelling in a variety of ways
- G6: Beginning to show flexibility in movement
- G7: Beginning to develop good technique when travelling, balancing, use equipment etc.

YEAR 4:

- G8: Links skills with control, technique, co-ordination, and fluency
- G9: Understands composition by performing more complex sequences
- G10: Beginning to use gym vocabulary to describe how to improve and refine performances
- G11: Develops strength, technique, and flexibility throughout performances
- G12: Creates sequences using various body shapes and equipment
- G13: Combines equipment with movement to create sequences

Games:

YEAR 3:

- GA1: Understands tactics and composition by starting to vary how they respond
- GA2: Vary skills, actions and ideas and link these in ways that suit the games activity
- GA3: Beginning to communicate with others during game situations.
- GA4: Uses skills with co-ordination and control
- GA5: Develops own rules for new games
- GA6: Makes imaginative pathways using equipment
- GA7: Works well in a group to develop various games
- GA8: Beginning to understand how to compete in a controlled manner
- GA9: Beginning to select resources independently to carry out different skills

YEAR 4:

- GA10: Vary skills, actions and ideas and link these in ways that suit the games activity
- GA11: Shows confidence in using ball skills in various ways and can link these together. GA12: Uses skills with co-ordination, control, and fluency
- GA13: Takes part in competitive games with a strong understanding of tactics and composition
- GA14: Can create their own games using knowledge and skills
- GA15: Works well in a group to develop various games
- GA16: Compares and comments on skills to support creation of new games
- GA17: Can make suggestions as to what resources can be used to differentiate a game
- GA18: Apply basic skills for attacking and defending
- GA19: Uses running, jumping, throwing, and catching in isolation and combination

Outdoor Adventurous Activities:

- OAA1: Develops listening skills
- OAA2: Creates simple body shapes
- OAA3: Listens to instructions from a partner/ adult
- OAA4: Beginning to think activities through and problem solve
- OAA5: Discuss and work with others in a group
- OAA6: Demonstrates an understanding of how to stay safe

Swimming (starts in Y3)

- S1: Swims competently, confidently, and proficiently over a distance of at least 25 metres
- S2: Uses a range of strokes effectively e.g. front crawl, backstroke, and breaststroke
- S3: Performs safe self-rescue in different water-based situations

Evaluation:

E1: Watches and describes performances accurately
 E2: Beginning to think about how they can improve their own work
 E3: Work with a partner or small group to improve their skills
 E4: Make suggestions on how to improve their work, commenting on similarities and differences

Healthy Lifestyles:

HL1: Can describe the effect exercise has on the body
 HL2: Can explain the importance of exercise and a healthy lifestyle
 HL3: Understands the need to warm up and cool down

PROGRESSION OF SKILLS UPPER KEY STAGE 2 (YEAR 5 AND 6 NATIONAL CURRICULUM OBJECTIVES)**Dance****YEAR 5:**

D1: Beginning to exaggerate dance movements and motifs (using expression when moving)
 D2: Demonstrates strong movements throughout a dance sequence
 D3: Combines flexibility, techniques, and movements to create a fluent sequence
 D4: Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs
 D5: Beginning to show a change of pace and timing in their movements
 D6: Uses the space provided to his maximum potential
 D7: Improvises with confidence, still demonstrating fluency across their sequence
 D8: Modifies parts of a sequence because of self and peer evaluation
 D9: Uses more complex dance vocabulary to compare and improve work

YEAR 6:

D10: Exaggerate dance movements and motifs (using expression when moving)
 D11: Performs with confidence, using a range of movement patterns
 D12: Demonstrates a strong imagination when creating own dance sequences and motifs
 D13: Demonstrates strong movements throughout a dance sequence
 D14: Combines flexibility, techniques, and movements to create a fluent sequence
 D15: Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs
 D16: Beginning to show a change of pace and timing in their movements
 D17: Is able to move to the beat accurately in dance sequences
 D18: Improvises with confidence, still demonstrating fluency across their sequence
 D19: Dances with fluency, linking all movements and ensuring they flow
 D20: Demonstrates consistent precision when performing dance sequences
 D21: Modifies parts of a sequence as a result of self and peer evaluation
 D22: Uses more complex dance vocabulary to compare and improve work

Gym**Athletics****YEAR 5 AND 6:**

A1: Beginning to build a variety of running techniques and use with confidence
 A2: Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)
 A3: Beginning to record peers' performances and evaluate these
 A4: Demonstrates accuracy and confidence in throwing and catching activities
 A5: Describes good athletic performance using correct vocabulary
 A6: Can use equipment safely and with good control

Games

<p><u>YEAR 5:</u> G1: Select and combine their skills, techniques, and ideas G2: Apply combined skills accurately and appropriately, consistently showing precision, control, and fluency G3: Draw on what they know about strategy, tactics and composition when performing and evaluating G4: Analyse and comment on skills and techniques and how these are applied in their own and others' work G5: Uses more complex gym vocabulary to describe how to improve and refine performances G6: Develops strength, technique, and flexibility throughout performances G7: Links skills with control, technique, co-ordination, and fluency G8: Understands composition by performing more complex sequences</p> <p><u>YEAR 6:</u> G9: Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels, and directions G10: Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction G11: Adapts sequences to include a partner or a small group G12: 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 G13: Draw on what they know about strategy, tactics and composition when performing and evaluating G14: Analyse and comment on skills and techniques and how these are applied in their own and others' work G15: Uses more complex gym vocabulary to describe how to improve and refine performances G16: Develops strength, technique, and flexibility throughout performances</p>	<p><u>YEAR 5:</u> GA1: Vary skills, actions and ideas and link these in ways that suit the games activity. GA2: Shows confidence in using ball skills in various ways and can link these together. GA3: Uses skills with co-ordination, control, and fluency GA4: Takes part in competitive games with a strong understanding of tactics and composition GA5: Can create their own games using knowledge and skills GA6: Can make suggestions as to what resources can be used to differentiate a game GA7: Apply basic skills for attacking and defending GA8: Uses running, jumping, throwing, and catching in isolation and combination</p> <p><u>YEAR 6:</u> GA9: Vary skills, actions and ideas and link these in ways that suit the games activity GA10: Shows confidence in using ball skills in various ways and can link these together effectively. e.g. dribbling, bouncing, kicking GA11: Keeps possession of balls during games situations GA12: Consistently uses skills with co-ordination, control, and fluency GA13: Takes part in competitive games with a strong understanding of tactics and composition GA14: Can create their own games using knowledge and skills. GA15: Modifies competitive games GA16: Compares and comments on skills to support creation of new games GA17: Can make suggestions as to what resources can be used to differentiate a game GA18: Apply knowledge of skills for attacking and defending GA19: Uses running, jumping, throwing, and catching in isolation and in combination</p>
<p><u>Outdoor Adventurous Activities:</u> OAA1: Develops strong listening skills OAA2: Uses and interprets simple maps OAA3: Think activities through and problem solve using general knowledge OAA4: Choose and apply strategies to solve problems with support OAA5: Discuss and work with others in a group OAA6: Demonstrates an understanding of how to stay safe</p>	<p><u>Swimming (starts in Y3)</u> S1: Swims competently, confidently, and proficiently over a distance of at least 25 metres S2: Uses a range of strokes effectively e.g. front crawl, backstroke, and breaststroke. S3: Performs safe self-rescue in different water-based situations</p>
<p><u>Evaluation:</u> E1: Watches and describes performances accurately E2: Learn from others how they can improve their skills E3: Comment on tactics and techniques to help improve performances E4: Make suggestions on how to improve their work, commenting on similarities and differences</p>	<p><u>Healthy Lifestyles:</u> HL1: Can describe the effect exercise has on the body HL2: Can explain the importance of exercise and a healthy lifestyle HL3: Understands the need to warm up and cool down</p>