

St Joseph's Catholic Primary

'Following Jesus in all we do'

| PE KS2 Skill Progression | | | | |
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| Activity | Year 3 | Year 4 | Year 5 | Year 6 |
| Gymnastics | <p>I can use a greater number of my own ideas for movement in response to a task.</p> <p>I can compare and contrast gymnastic sequences, commenting on similarities and differences.</p> <p>I can adapt sequences to suit different types of apparatus.</p> <p>I can work in a controlled way.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least 3 phases.</p> | <p>I can include change of speed.</p> <p>I can include change of direction.</p> <p>I can include a range of shapes.</p> <p>I can follow a set of "rules" to produce a sequence.</p> <p>I can combine action, balance and shape.</p> | <p>I can make complex or extended sequences.</p> <p>I can perform consistently to different audiences.</p> <p>My movements are accurate, clear and consistent.</p> | <p>I can combine my own work with that of others.</p> <p>I can link my sequences to specific timings.</p> |
| Dance | <p>I can improvise freely, translating ideas from a stimulus into a movement.</p> <p>I can share and create phrases with a partner and in a small group.</p> <p>I can repeat, remember and perform these phrases in a dance.</p> | <p>I can work on my own movements and refine them.</p> <p>I can compose my own dances in a creative way.</p> <p>My movements are controlled, clear and fluent.</p> | <p>I can perform to an accompaniment, expressively and sensitively.</p> <p>My movements are controlled.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p> | <p>I can develop imaginative dances in a specific style.</p> <p>I can choose my own music, style and dance.</p> |

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| Multiskills/ Team Games | <p>I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success. I am aware of space and use it to support team mates and cause problems for the opposition.</p> | <p>I can catch with one hand. I can hit a ball accurately and with control. I can keep possession of a ball. I can throw and catch accurately. I can move to find a space when not in possession during a game. I can choose the best tactics for attacking and defending. I can vary tactics.</p> | <p>I can gain possession by working as a team. I can pass in different ways. I can use forehand and backhand with a racquet. I can field. I can use a number of tactics to pass, dribble and shoot.</p> | <p>I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p> |
| Athletics | <p>I can run fast, medium and slow speeds, changing speed and direction. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects. I can run over a long distance.</p> | <p>I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. I can combine running and jumping.</p> | <p>I am controlled when taking off and landing in a jump. I can run over a long distance. I can throw with accuracy. I can follow specific rules.</p> | <p>I can demonstrate stamina. I can use my skills in different situations.</p> |

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| Head Decision making Analytical Confident Independent thinkers | <p>I can explain how strength and suppleness affect performance.</p> <p>I can suggest improvements to my movements.</p> <p>I can say how my work is similar to different to others and use this to improve my performance.</p> | <p>I can suggest improvements to my own and others work in a constructive way and then apply this.</p> | <p>I can compare and comment on skills, techniques and ideas that I and others have used.</p> <p>I can modify my techniques to improve my work.</p> | <p>I can analyse and explain why I have used specific skills or techniques.</p> <p>I can create my own success criteria for evaluating.</p> |
| Heart Involved/engaged Showing positive behaviour/attitudes Developing character/values Developing healthy active lifestyles | <p>I can explain why it is important to warm up and cool down. I can identify some muscle groups used in exercise.</p> <p>I can talk about the school games values, determination, passion, respect, honesty, self-belief and teamwork in relation to my own performance.</p> | <p>I can begin to suggest ideas for a warm up or cool down.</p> <p>I can explain why keeping fit is good for my health.</p> <p>I can explain what effect exercise has on the body and name some muscle groups.</p> <p>I know the school games values, determination, passion, respect, honesty, self-belief and teamwork and how these are important in sport.</p> | <p>I can begin to lead a warm up or cool down independently.</p> <p>I can explain some important safety principles when preparing for exercise.</p> <p>I can explain why exercise is important.</p> <p>I can identify more muscle groups being used.</p> <p>I can explain how I have used the school games values in my exercise: determination, passion, respect, honesty, self-belief and teamwork.</p> | <p>I can prepare and lead a warm up or cool down.</p> <p>I can explain how the body reacts differently to different kinds of exercise.</p> <p>I can explain in detail why we need regular exercise.</p> <p>I can identify major muscle groups being used during my exercise.</p> <p>I can explain how, determination, passion, respect, honesty, self-belief and teamwork are used in a variety of sporting situations.</p> |
| Hands Physically literate Age/stage relevant Physically Active | <p>Children should meet the 'most children will' criteria' in half termly PE assessments to be age appropriate.</p> <p>Children who are still not physically literate should attend Smart Moves to support their fundamental motor skill development.</p> <p>They should compete in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Children should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.</p> | | | |