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| **PE KS2 Skill Progression** | | | |  |
| Activity | Year 3 | Year 4 | Year 5 | Year 6 |
| Gymnastics | I can use a greater number of my own ideas for movement in response to a task.  I can **compare and contrast** gymnastic sequences, commenting on similarities and differences.  I can adapt sequences to suit different types of apparatus.  I can work in a **controlled** way. I can work with a partner to **create, repeat and improve** a sequence with at least **3 phases.** | I can include **change of speed.**  I can include **change of direction.**  I can include a **range of shapes.**  I can follow a set of “rules” to produce a sequence.  I can **combine action, balance and shape**. | I can make **complex or extended sequences**.  I can perform **consistently** to different audiences.  My movements are **accurate, clear and consistent**. | I can combine my own work with that of others.  I can link my sequences to **specific timings**. |
| Dance | I can i**mprovise** freely, translating ideas from a stimulus into a movement.  I can share and **create phrases** with a **partner** and in a **small group.**  I can **repeat, remember** and perform these phrases in a dance. | I can work on my **own movements** and **refine** them.  I can **compose** my own dances in a creative way.  My movements are **controlled, clear and fluent.** | I can perform to an accompaniment, **expressively and sensitively**.  My movements are **controlled**.  My dance shows **clarity, fluency, accuracy and consistency.** | I can develop **imaginative** dances in a **specific style.**  I can choose my **own** **music, style and dance**. |
| Multiskills/  Team Games | 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. | 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. | 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. | I can explain **complicated rules**.  I can make a team plan and communicate it to others.  I can **lead others** in a game situation. |
| Athletics | 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**. | 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. | 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. | I can demonstrate **stamina**.  I can use my skills in different situations. |
| **Head**  Decision making  Analytical  Confident  Independent thinkers | I can explain how **strength and suppleness** affect performance.  I can suggest improvements to my movements.  I can say how my work is similar to different to others and use this to **improve my performance.** | I can suggest improvements to my own and others work in a **constructive way** and then apply this. | I can compare and comment on **skills, techniques and ideas** that I and others have used.  I can modify my techniques to improve my work. | I can **analyse and explain** why I have used specific skills or techniques.  I can create my own success criteria for evaluating. |
| **Heart**  Involved/engaged  Showing positive behaviour/attitudes  Developing character/values  Developing healthy active lifestyles | I can explain why it is **important to warm up and cool down**. I can identify **some muscle** groups used in exercise.  I can talk about the school games values, **determination, passion, respect, honesty, self-belief and teamwork** in relation to my own performance. | I can begin to **suggest ideas** for a **warm up or cool down**.  I can explain why keeping fit is good for my health.  I can explain what effect exercise has on the body and name some muscle groups.  I know the school games values, **determination, passion, respect, honesty, self-belief and teamwork** and how these are important in sport. | I can **begin to lead** a warm up or cool down independently.  I can explain some important safety principles when preparing for exercise.  I can explain why exercise is important.  I can identify **more muscle groups** being used.  I can explain how I have used the school games values in my exercise: **determination, passion, respect, honesty, self-belief and teamwork**. | I can **prepare and lead** a warm up or cool down.  I can explain how the body reacts differently to different kinds of exercise.  I can explain in detail why we need regular exercise.  I can identify major **muscle groups** **being used** during my exercise.  I can explain how, **determination, passion, respect, honesty, self-belief and teamwork** are used in a variety of sporting situations. |
| **Hands**  Physically literate  Age/stage relevant development  Physically Active  Competitive | Children should meet the ‘most children will criteria’ in half termly PE assessments to be age appropriate.  Children who are still not physically literate should attend Smart Moves to support their fundamental motor skill development.  They should compete in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  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. | | | |