



Progression of Skills for in KS2 PE



	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> *Master most FMS from KS1 and start to develop sport specific skills and perform them with some accuracy. (Running, dodging, chest pass, bounce pass, catching a ball, swing pass, one handed pass, one handed bounce pass, catching a small ball) *Develop simple attacking skills in 3V1 invasion games. 	<ul style="list-style-type: none"> *Master FMS and start to develop sport specific skill, performing them with consistency and accuracy. (Running, chest pass, bounce pass, dribbling, swing pass, catching a small ball, one-handed pass, one handed bounce pass, shooting a ball & striking a ball) *Developing attacking skills in 4V2 invasion games *Describe their success and identify aspects in their game that could be improved and how they would do this. 	<ul style="list-style-type: none"> *Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. (Running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting, swing pass, catching & kicking a ball, dribbling, receiving a pass and shooting) *Develop defending skills in 5V3 or 5V4 *Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating. 	<ul style="list-style-type: none"> *Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. (Running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting, swing pass, catching & kicking a ball, dribbling, receiving a pass and shooting) *Attacking and defending 4V4 or 5V5. *Identify aspects of their own and others' performances that need improvement and suggest how to improve them. *Watch performances and games and use criteria to make judgements and suggest improvements.
Dance	<ul style="list-style-type: none"> *Create effective travelling movements based on action words *Effectively use stillness in a performance *Can perform a dance in unison *Can perform travelling movements based on a stimulus *Create their own dance movement phrase to move between 'scenes' *To repeat, remember and perform phrases. 	<ul style="list-style-type: none"> *Create a freeze frame and use transitions to move from one freeze to another. *Create a group dance that shows contact, canon, unison, changes of direction, formations and dynamics. *Create their own movement using words as inspiration. 	<ul style="list-style-type: none"> *Choose and perform a movement that represents them and share with the class. *Create shapes as a team using contact and weight sharing, *Perform a dance in unison as part of a group. *Select and refine their ideas into a duet *Dance to show clarity, fluency, accuracy and consistency. 	<ul style="list-style-type: none"> *Implement at least 2 performance skills into their duet and demonstrate these repeatedly. *Interpret action words in interesting ways with their bodies. *Perform all dances in the agreed sequence confidently, using some of the performance skills. *Choose my own music and style.
Gymnastics	<ul style="list-style-type: none"> *Perform balances in one foot and 2, 3 and 4 small body parts with stillness. *Perform some balancing on small body parts. *Travel on hands and feet, jump and land 2 feet to 2 feet and perform rolling actions including forward roll showing good control, and accuracy of movement, *Travel on hands and feet, jump and land 2 feet to 2 feet with control and perform some rolling actions. *Create short sequences or movement that include travelling, balancing, jumping and rolling with help. *Perform a gymnastic sequence with more than 6 actions which show beginning, middle and end, different levels, speeds and directions. *Compare and contrast 	<ul style="list-style-type: none"> *Attempts shoulder stand and arabesque with some control. *Perform balances including one-footed, dish and arch balances. *Perform basic rolling actions. *Perform two footed jump and land with 1/4 and 1/2 turns. *Create a sequence of up to 6 elements with changes of level and direction, and clarity of shape. 	<ul style="list-style-type: none"> *Perform a counter balance with a partner using apparatus. *Perform a counter balance with a partner. *Perform a counter tension balance with a partner. *Perform matched and mirrored shapes with a partner. *Include change of direction, speed and level. *Create a sequence with a partner of 8 elements, including counter and counter tension balances. *Create a simple sequence of travel, jump, roll and partner counter balances with fluency and control. 	<ul style="list-style-type: none"> *Perform a counter balance with a partner. *Perform a counter tension balance with a partner. *Perform a group balance. *Perform a balance using apparatus. *Include change of direction, speed and level. *Create a sequence with a partner of 8 elements, including counter balance and counter tension balances. *Create a simple sequence of gymnastic actions which includes a part weight bearing balance with fluency and control.
Athletics	<ul style="list-style-type: none"> *Can choose the correct type of throw to different targets and difference distance. *Throw using a pull action *To perform a sling throwing action *To throw using a push action *To throw for distance 	<ul style="list-style-type: none"> *Can choose the correct type of throw to different targets and difference distance. *Throw using a pull and push action * To perform a sling throwing action 	<ul style="list-style-type: none"> *Can perform a pull and push throw *Can perform a sling and heave throw *Can perform jumping by taking off and landing in different ways. *Can you use correct running techniques at different speeds. *Perform a combination of jumps *Understand the difference between throws and when to use the correct one. *Understand which running technique to use for short or long distances. 	<ul style="list-style-type: none"> *Can perform a pull and push throw *Can perform a sling and heave throw *Can perform jumping by taking off and landing in different ways. *Can you use correct running techniques at different speeds. *Perform a combination of jumps *Understand the difference between throws and when to use the correct one. *Understand which running technique to use for short or long distances.
OAA	<ul style="list-style-type: none"> *Demonstrate a safe method for giving physical support *Navigate safely around an area to each control site *Orientate a map. *Use a control card. *Know some of the symbols on an orienteering map. *Collect and record information. *Explain where they are on a map. *Show how to keep a map orientated. 	<ul style="list-style-type: none"> *Lift equipment and travel safely *Travel and balance. *Travel and carry equipment *Build a hut as part of a team. *Demonstrate team work *Demonstrate concise instructions during a challenge. 	<ul style="list-style-type: none"> *Orientate a map *Record a control card *Know the 8 points of a compass *Keep a map orientated as they travel around a course *Use the 8 points on a compass to follow a route. *Plan a route and make appropriate adjustments about where to visit when. 	



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