

Skills Progression Map: Physical Education

	Y3	Y4	Y5	Y6	End of KS Expectations
Dance	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> To improvise freely, translating ideas from a stimulus into movement. To create dance phrases that communicate ideas To share and create dance phrases with a partner and in a small group. To repeat, remember and perform these phrases in a dance. To use dynamic, rhythmic and expressive qualities clearly and with control. To recognise and talk about the movements used and the expressive qualities of dance. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> To respond imaginatively to a range of stimuli related to character and narrative. To use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. To refine, repeat and remember dance phrases and dances. To perform dances clearly and fluently. To show sensitivity to the dance idea and the accompaniment. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> To compose motifs and plan dances creatively and collaboratively in groups. To adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. To perform different styles of dance clearly and fluently. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. To perform to an accompaniment expressively and sensitively. To perform dances fluently and with control. To warm up and cool down independently. To understand how dance helps to keep them healthy. 	<ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Perform dances using a range of movement patterns.
Gymnastics	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> To use a greater number of their own ideas for movements in response to a task. To choose and plan sequences of contrasting actions. To adapt sequences to suit different types of apparatus and their partner's ability. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> To perform actions, balances, body shapes and agilities with control. To plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement. To adapt their own movements to include a partner in a sequence. To understand that strength and suppleness can be improved. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> To create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed. To choose actions, body shapes and balances from a wider range of themes and ideas. To adapt their performance to the demands of a task, using their knowledge of composition. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> To make up longer, more complex sequences, including changes of direction, level and speed. To develop their own solutions to a task by choosing and applying a range of compositional principles. To combine and perform gymnastic actions, shapes and balances. To develop strength, flexibility and technique. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

			viii. To lead small groups in warmup activities.	xi. To show clarity, fluency, accuracy and consistency in their movements. xii. To in small groups, prepare a sequence to be performed to an audience.	
Games	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> x. Understands tactics and composition by starting to vary how they respond. xi. Vary skills, actions and ideas and link these in ways that suit the activity of the game. xii. Beginning to communicate with others during game situations. xiii. Uses skills with coordination and control. xiv. Develops own rules for new games. xv. Makes imaginative pathways using the equipment. xvi. Works well in a group to develop various games. xvii. Beginning to understand how to compete in a controlled manner. xviii. Beginning to select resources independently 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> x. Vary skills, actions and ideas and link these in ways that suit the activity of the game. xi. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking xii. Uses skills with coordination, control and fluency. xiii. Takes part in competitive games with a strong understanding of tactics and composition. xiv. Can create their own games using knowledge and skills. Works well in a group to develop various games. xv. Compares and comments on skills to support the creation of new games. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ix. Vary skills, actions and ideas and link these in ways that suit the activity of the game. x. Shows confidence in using ball skills in various ways and can link these together. Uses skills with coordination, control and fluency. xi. Takes part in competitive games with a strong understanding of tactics and composition. xii. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. xiii. Apply basic skills for attacking and defending. xiv. Uses running, jumping, throwing and catching in isolation and combination. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> xiii. Vary skills, actions and ideas and link these in ways that suit the activity of the game. xiv. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking xv. Keeps possession of balls during games situations. xvi. Consistently uses skills with coordination, control and fluency. xvii. Takes part in competitive games with a strong understanding of tactics and composition. xviii. Can create their own games using knowledge and skills. Modifies competitive games. 	<ul style="list-style-type: none"> • They should enjoy communicating, collaborating and competing with each other. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • Take part in outdoor and adventurous activity challenges both individually and within a team.
Athletics	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> xix. Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> xvi. Beginning to build a variety of running techniques and use with confidence. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> xv. Beginning to build a variety of running techniques and use with confidence. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> xix. Beginning to build a variety of running techniques and use with confidence. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination.

	<p>xx. Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment.</p> <p>xxi. Can use equipment safely and with good control.</p>	<p>xvii. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>xviii. Demonstrates accuracy in throwing and catching activities.</p> <p>xix. Describes good athletic performance using correct vocabulary.</p> <p>xx. Can use equipment safely and with good control.</p>	<p>xvi. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>xvii. Beginning to record peers performances, and evaluate these.</p> <p>xviii. Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>xix. Describes good athletic performance using correct vocabulary.</p> <p>xx. Can use equipment safely and with good control</p>	<p>xx. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>xxi. Beginning to record peers performances, and evaluate these.</p> <p>xxii. Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>xxiii. Describes good athletic performance using correct vocabulary.</p> <p>xxiv. Can use equipment safely and with good control.</p>	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Swimming</p>	<p>Pupils should be taught to:</p> <p>xxii. Use arms and legs together to move effectively across a short distance in the water.</p> <p>xxiii. Select and apply the appropriate survival technique to the situation.</p> <p>xxiv. Float on front and back for short periods of time.</p> <p>xxv. Glide on front and back over short distances.</p> <p>xxvi. Confidently roll from front to back and then regain a standing position.</p>	<p>Pupils should be taught to:</p> <p>xxi. Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>xxii. Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>xxiii. Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>xxiv. Combine gliding and floating on front and back over an increased distance.</p> <p>xxv. Combine gliding and floating on front and back over an increased distance.</p>	<p>Pupils should be taught to:</p> <p>xxi. Confidently combine skills to retrieve an object from greater depth.</p> <p>xxii. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>xxiii. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>xxiv. Perform safe self-rescue in different water-based situations.</p>	<p>Pupils should be taught to:</p> <p>xxv. Confidently combine skills to retrieve an object from greater depth.</p> <p>xxvi. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>xxvii. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>xxviii. Perform safe self-rescue in different water-based situations.</p>	<ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres. • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations.

		<p>xxvi. Float on front and back using different shapes with increased control.</p> <p>xxvii. Comfortably demonstrate sculling headfirst, feet first and treading water.</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Outdoor Adventurous Activities</p>	<p>Pupils should be taught to:</p> <p>xxvii. Follow instructions from a peer and give simple instructions.</p> <p>xxviii. Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>xxix. Plan and attempt to apply strategies to solve problems.</p> <p>xxx. Orientate and follow a diagram/map.</p> <p>xxxi. Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Pupils should be taught to:</p> <p>xxviii. Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>xxix. Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>xxx. Plan and apply strategies to solve problems.</p> <p>xxxi. Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>xxxii. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Pupils should be taught to:</p> <p>xxv. Use clear communication when working in a group and taking on different roles.</p> <p>xxvi. Begin to lead others, providing clear instructions.</p> <p>xxvii. Plan and apply strategies with others to more complex challenges.</p> <p>xxviii. Orientate a map confidently using it to navigate around a course.</p> <p>xxix. Explain why a particular strategy worked and alter methods to improve.</p>	<p>Pupils should be taught to:</p> <p>xxix. Communicate with others clearly and effectively when under pressure.</p> <p>xxx. Confident to lead others and show consideration of including all within a group.</p> <p>xxxi. Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>xxxii. Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>xxxiii. Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>	<ul style="list-style-type: none"> • Develops strong listening skills. • Can use and interprets simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.