

PE Progression of Knowledge and Skills – Years 3 - 6

	Year 3	Year 4	Year 5	Year 6
Gymnastics	Learning Outcomes: Explore a range of different ways of using shape, balance, travel, using floor, mats and apparatus. Practise actions in a short sequence and improve the quality Adapt a sequence to include levels and directions Explain how to improve a sequence.	Learning Outcomes: Perform a range of actions with consistency and fluency Combine actions with a partner using similar/contrasting shapes on the floor/apparatus - change speed, level and direction Make simple assessments of performance based on a criteria	Learning Outcomes: Perform combinations of actions showing clear differences between levels, speeds, directions. Showing good body tension and extension Tables, Frame Repeat a longer sequence with an emphasis on extension, clear body shape within a group, partner/ individual Watch and comment on the quality of the movements	Learning Outcomes: Perform fluently with control in groups/ individual Create a sequence with a variety of directions, levels, pathways and speed Explain how a sequence is formed using terminology to describe technique
	Vocabulary Flow, Fluidity, Control, Strong, Explosive, Contrasting	Vocabulary Rotation, axis, stamina, strength, flexibility, combine, away, across, towards, against,	Vocabulary Asymmetry, symmetry, Matching, Counter-balance, Partner Balance, Body Tension, Extension	Vocabulary Aesthetic, Performance Qualities, Criteria/ Judgement
	Key resources Mats, Benches, Tables, Frame.	Key resources Mats, Benches, Tables, Frame	Key resources Mats, Benches, Tables, Frame	Key resources Mats, Benches, Tables, Frame
Dance	Learning Outcomes: Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence.	Learning Outcomes: Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs.	Learning Outcomes: Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. Beginning to show a change of pace and timing in their movements.	Learning Outcomes: Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence.

PE Progression of Knowledge and Skills – Years 3 - 6

	<p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
	<p>Vocabulary Improvise, stimuli, motif, sequence</p>	<p>Vocabulary Improvise, stimuli, motif, sequence, precision, control, dynamics, rhythm, spatial awareness.</p>	<p>Vocabulary Improvise, stimuli, motif, sequence, precision, control, dynamics, rhythm, spatial awareness, exaggerate, expression, flexibility, technique, fluent, style, pace, timing, modify</p>	<p>Vocabulary Improvise, stimuli, motif, sequence, precision, control, dynamics, rhythm, spatial awareness, exaggerate, expression, flexibility, technique, fluent, style, pace, timing, modify</p>
	<p>Key resources Music, visual prompts, videos</p>	<p>Key resources Music, visual prompts, videos</p>	<p>Key resources Music, visual prompts, videos, props</p>	<p>Key resources Music, visual prompts, videos, props</p>
<p>Competitive Games (football, basketball, tennis, cricket,</p>	<p>Learning Outcomes: Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p>	<p>Learning Outcomes: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p>	<p>Learning Outcomes: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p>	<p>Learning Outcomes: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p>



PE Progression of Knowledge and Skills – Years 3 - 6

hockey, netball, rugby, handball, rounders)	<p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
	Vocabulary team, attack, defend, rules, communication, skills, control, tactics.	Vocabulary team, attack, defend, rules, communication, skills, control, tactics, co-ordination, fluency, composition.	Vocabulary team, attack, defend, rules, communication, skills, control, tactics, co-ordination, fluency, composition.	Vocabulary team, attack, defend, rules, communication, skills, control, tactics, co-ordination, fluency, composition, effective.
	Key resources Equipment suitable for the sport, markers, cones, nets, bibs, hoops.	Key resources Equipment suitable for the sport, markers, cones, nets, bibs, hoops.	Key resources Equipment suitable for the sport, markers, cones, nets, bibs, hoops.	Key resources Equipment suitable for the sport, markers, cones, nets, bibs, hoops.



PE Progression of Knowledge and Skills – Years 3 - 6

Athletics	Learning Outcomes: Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Learning Outcomes: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Learning Outcomes: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Learning Outcomes: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
	Vocabulary Speed, distance, sprint, cross-country, accuracy, push throw, pull throw.	Vocabulary Speed, distance, sprint, cross-country, accuracy, push throw, pull throw, triple jump, technique	Vocabulary Speed, distance, sprint, cross-country, accuracy, push throw, pull throw, triple jump, technique, components.	Vocabulary Speed, distance, sprint, cross-country, accuracy, push throw, pull throw, triple jump, technique, components.
	Key resources Markers, cones, foam javelins, tape measure, hoops, bean bags, a range of balls, howlers, batons, stop watch, clip boards,	Key resources Markers, cones, foam javelins, tape measure, hoops, bean bags, a range of balls, howlers, batons, stop watch, clip boards,	Key resources Markers, cones, foam javelins, tape measure, hoops, bean bags, a range of balls, howlers, batons, stop watch, clip boards,	Key resources Markers, cones, foam javelins, tape measure, hoops, bean bags, a range of balls, howlers, batons, stop watch, clip boards,
Outdoor and adventurous activities	Learning Outcomes: Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve.	Learning Outcomes: Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support.	Learning Outcomes: Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support.	Learning Outcomes: Develops strong listening skills. Uses and interprets more complicated maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support.



PE Progression of Knowledge and Skills – Years 3 - 6

	Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
	Vocabulary Instructions, team work, safety, problem solve	Vocabulary Instructions, team work, safety, problem solve, map skills.	Vocabulary Instructions, team work, safety, problem solve, map skills.	Vocabulary Instructions, team work, safety, problem solve, map skills.
	Key resources Bean bags, hoops, markers, bibs	Key resources Bean bags, hoops, markers, bibs, Orienteering kit	Key resources Bean bags, hoops, markers, bibs, Orienteering kit	Key resources Bean bags, hoops, markers, bibs, Orienteering kit

