

Appendix A: PE and Games Progression of skills

		YEAR 3	YEAR 4	YEAR 5	YEAR 6
Key vocabulary	NC Strand	apparatus, balance, sequence, travel, spin, step, transfer, unison, turn, count, control, dodge, dribble, pitch, send, receive, grip, strike, aim, underarm, overarm, relay, acceleration, accuracy, sprint,	linking, pathway, cannon, tuck, straddle, pike, star, possession, space, defend, mark, batter, bowler, fielder, endurance, shooting, footwork, baton,	twisting, mirroring, transition, dynamics, motif, symmetrical, choreograph, short barrier, long barrier, instep, volley, corners, obstruction, explosive power, intercept, pivot,	asymmetrical, counter balance, counter tension, contrasting, compose, formation, depth, width, speed endurance, cardiovascular fitness, coordination,
Dance	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none"> To learn basic dances moves and repeat, remember and perform them. Begin to use counts to keep in time to the music. 	<ul style="list-style-type: none"> To perform in time with others. To learn dance moves from a specific genre and then apply them to their own sequences. Use formation, cannon and unison to create their own sequences. To evaluate their own and others sequences using appropriate vocabulary. 	<ul style="list-style-type: none"> To adapt their dance moves for a specific genre (e.g. light on their feet). To choreograph a dance sequence including movements they have learnt. Recognise and comment on different styles of dance using appropriate vocabulary. Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style. To suggest ways to improve their own and others work using appropriate vocabulary. Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance. 	<ul style="list-style-type: none"> To choreograph a dance sequence including movements they have learnt and involve unison, cannon, levels etc. To perform dances fluently and with control. To create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat. Use appropriate vocabulary to evaluate and refine their and others work.

<p style="text-align: center;">Gymnastics</p>	<p>Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • To perform a star, straddle, pike and tuck jump. • To perform a teddy bear roll, egg roll, pencil roll and forward roll. • Perform a skip, gallop and side step. • To begin to perform individual balances using support where necessary. • Join two to three movements together to create a sequence. 	<ul style="list-style-type: none"> • To perform a star, straddle, pike and tuck jump from a mid-level box. • To perform a forward roll to a standing position. • To perform a backward roll. • To perform individual balances and hold them for 5 seconds. • To begin to perform a head stand with support (using the padded wall). • Join three to five movements together to form a fluid sequence by choosing actions that link well together. • Watch and provide possible improvements to a sequence. 	<ul style="list-style-type: none"> • To perform a sequence of leaps using twists and turns. • To perform a head stand with reduced support. • To perform a cartwheel. • To create and perform sequences using apparatus both individually and with a partner. • Use cannon, synchronisation and mirroring in their performances. • Use set criteria to make simple judgements about their own and others jumps, rolls and balances. 	<ul style="list-style-type: none"> • To understand what counter balance and counter tension is and perform it with a partner. • To combine and perform balances, jumps, roll with control and fluency. • To create and perform sequences using apparatus and compositional devices (mentioned in Y5) both individually and with a partner. • Suggest feedback and make changes to their own performances.
<p style="text-align: center;">Invasion Games</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<ul style="list-style-type: none"> • Can pass, shoot or throw a ball towards a stationary target. (Chest pass – netball) • Can receive a pass whilst stationary. • Can dribble a ball and change direction whilst dribbling the ball. • To show the ability to work with a partner when passing and receiving. 	<ul style="list-style-type: none"> • Can pass, shoot or throw a ball towards a moving target with increasing control. (Chest, shoulder and bounce pass – netball). • Can receive a pass whilst moving. • Can dribble a ball between cones at a steady pace. • To show the ability to work as part of a team when passing and receiving. 	<ul style="list-style-type: none"> • Can pass, shoot or throw a ball when under pressure from an opponent. • Can dribble a ball with increasing control whilst varying their pace. 	<ul style="list-style-type: none"> • Can receive a pass whilst stationary (lacrosse). • Can pass, shoot or throw a ball with increasing control and accuracy when under pressure from an opponent and know which type of pass to use). • Can dribble the ball using both feet and can vary their speed and direction. • To move with a ball (e.g. cradling the ball in lacrosse)

Fielding Games	<p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<ul style="list-style-type: none"> • Know that different equipment is used for different games e.g. tennis racket, rounders bat and cricket bat. • To use an underarm throw. • To catch ball from an underarm throw. 	<ul style="list-style-type: none"> • To use an underarm and overarm throw and understand the reason for each. • To catch a ball from an underarm throw. • To know how to catch a ball from an overarm throw. 	<ul style="list-style-type: none"> • To catch or stop a ball whilst moving. • To strike a bowled ball more consistently. • Select appropriate striking equipment based on ability and game. • Can bowl a ball using the correct technique. 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing accuracy and more consistency. • To use tactics in the game as batter, bowler and fielder. E.g. hit the ball into space, bowl with speed, and position yourself in space, select
	<p>Attacking and Defending Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • To move with a ball (e.g. dribbling in hockey and football, running in Tag rugby) towards the goal and beginning to show control. • Begin to understand their role as an attacker and a defender. • To begin to defend and attempt to win the ball by intercepting passes. • Travel changing direction and speed. 	<ul style="list-style-type: none"> • To work as part of a team to keep possession. • To attempt to score goals when attacking. • To defend by using their body. • To intercept passes to win the ball. • To demonstrate good foot work on the court (Netball). • Begin to use simple tactics to win a game. 	<ul style="list-style-type: none"> • Begin to recognise there are different skills for different situations and use these when playing a game. • Move into space to support their team. • To demonstrate good foot work to cover a court in a game situation (Netball). • To know that you need to mark players when defending. 	<ul style="list-style-type: none"> • Select an appropriate action for the situation. • Create and use a variety of tactics when playing a game. • Apply different movement skills to lose a defender or evade defenders. • To mark a player by using movement and interception tactics.

		<ul style="list-style-type: none"> To strike a ball from a drop or stationary position using a range of different sized bats/rackets (e.g. tennis racket, cricket bat or rounder's bat). 	<ul style="list-style-type: none"> To strike a bowled ball with some success after a bounce (using different sized rackets). To begin to bowl underarm towards a target. 	<ul style="list-style-type: none"> To begin to use tactics to help win a game (positioning of fielders, using the correct throw for the distance). 	correct throw when fielding and work as a team.
Net Games	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<ul style="list-style-type: none"> To hold a tennis racket correctly. To control the ball on the racket. To send and receive using the tennis racket to push the ball along the floor. To hit the ball using a forehand stroke with the tennis racket. 	<ul style="list-style-type: none"> To perform a forehand shot. To use the forehand shot to aim the ball at a stationary target. To hit the ball over a net. To return a forehand short with some success. 	<ul style="list-style-type: none"> To hit the ball using forehand and backhand shots. To complete a rally using forehand and backhand strokes. To perform a serve and begin to use appropriate control and power. To use quick footwork to move around the court. 	<ul style="list-style-type: none"> To hit the ball using forehand, backhand, volley and serves. To complete a rally using a range of shots. To position themselves effectively on the court. To use quick footwork to move around the court to return the ball and win a point.
Athletics + Multi-skills	Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to	<ul style="list-style-type: none"> Throw a variety of objects using different recognised throws (tennis ball, vortex). Throw more accurately and over greater distances. Jump for height and distance with control and balance. To understand different, take off and landings when jumping (bending knees and controlling their balance). Run at different speeds according to event and instruction. 	<ul style="list-style-type: none"> Show differences between sprinting and running speeds over a variety of distances. To develop a rhythm to their running style. Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up. Decide on ways to improve, run, jumps and throws and implement changes. 	<ul style="list-style-type: none"> Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Run as part of a team in relay style events and demonstrate max effort pace Perform a range of jumps e.g. standing long jump, triple jump, vertical jump. Demonstrate a range of throwing actions using different equipment with some consistency and control. 	<ul style="list-style-type: none"> Accurately and confidently judge across a range of athletics activities. Demonstrate accuracy and good technique when throwing for distance using a variety of equipment (tennis ball, vortex, Frisbee, netball and football). Show good technique and control for jumping activities e.g. standing long jump, triple jump, vertical jump with appropriate technique. Demonstrate improvement when

	achieve their personal best.	<ul style="list-style-type: none"> • Run as part of a relay team. 	<ul style="list-style-type: none"> • Work with others to score and record distance and times accurately • Compete in running, jumping and throwing activities and compare their own performance with previous. 	<ul style="list-style-type: none"> • Distinguish between good and poor performances and suggest ways to improve self and others. • Understands how to increase their stamina and power to help them to perform well in different athletic events. 	<p>working with self and others.</p> <ul style="list-style-type: none"> • Choose appropriate run up distance as an individual for athletic jumps. • Use appropriate pace for different running distances • Can lead a short warm up and cool down.
Swimming			<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke • Perform safe self-rescue in different water-based situations 		

