



Uplands PE Progression of Skills 2023

KS2 National Curriculum:

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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Dance				
NC link:	Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best			
	Year 3 (Autumn)	Year 4 (Autumn)	Year 5 (Autumn)	Year 6 (Autumn)
Acquiring and developing skills	Select and use skills and ideas with co-ordination and control *Improvise freely with a partner translating ideas from stimuli to movement. *Show an imaginative response to different stimuli through their use of language and choice of movement *Incorporate different qualities and dynamics into their movements. *Explore and develop new actions while working with a partner or a small group	Select, use and perform with coo-ordination and fluency *Respond and perform with a partner, demonstrating actions that link with fluency and accuracy. *Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases. *Use a range of actions and begin to combine movement phrases and patterns. *Begin to respond within a small group of partnership, to speed and level.	Performance shows precision, control and fluency *Respond to a variety of stimuli showing a range of actions performed with control and fluency. *Think about character and narrative ideas created by the stimulus, and respond through movement. *Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	Consistent performance showing precision, control and fluency *Perform a variety of dance styles with accuracy and consistency. *Explore, improvise and choose appropriate material to create new motifs in a chosen dance style. *Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.
Selecting and applying skills, tactics and compositional ideas	Pupils show that they understand tactics and composition by starting to vary how they respond *Apply basic compositional ideas to create dance which convey feelings and emotions. *Link actions to make dance phrases, working with a partner and in a small group. *Perform short dances with expression, showing an awareness of others when moving. *Describe what makes a good dance phrase	Pupils can link movement phrases together with increased precision. *Begin to design their own movement phrases that respond to the stimuli or emotion. *Use a range of movement and dance phrases within different ways (unison, canon) with a partner of group. *Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	Pupils link skills, techniques and ideas accurately and appropriately *Create and perform dances using a range of movement patterns in response to a range of stimuli. *Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. *Remember, practise and combine longer, more complex dance phrases.	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition *Extend compositional skills incorporating a wider range of dance styles and forms. Compose, develop and adapt motifs to make dance phrases and use these in longer dances. Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.



Games

NC link:	Use running, jumping, throwing and catching in isolation and in combination. 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.			
	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
	<ul style="list-style-type: none"> *Travel whilst bouncing a ball showing control *Use a range of skills to help them keep possession and control of the ball *Perform the basic skills needed for the games with control and consistency Use a range of skills with increasing control 	<ul style="list-style-type: none"> *Travel with a ball showing increasing control using both hands and feet. *Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. *Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. *Use a range of different skills with increasing control and skill 	<ul style="list-style-type: none"> *Travel with a ball showing changes of speed and directions using either foot or hand. *Use a range of techniques when passing, <i>eg high, low, bounced, fast, slow</i> *Keep a game going using a range of different ways of throwing *Strike a ball with intent and throw it more accurately when bowling and/or fielding 	<ul style="list-style-type: none"> *Dribble effectively around obstacles. *Show precision and accuracy when sending and receiving perform skills with accuracy, confidence and control *Combine and perform skills with control, adapting them to meet the needs of the situation *Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game *Use different ways of bowling
Selecting and applying skills, tactics and compositional ideas	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
	<ul style="list-style-type: none"> *In pairs, make up a game and play a simple rallying game. *Use a range of skills to keep possession and make progress towards a goal, on their own and with others *Choose good places to stand when receiving, and give reasons for their choice *Choose and use batting or throwing skills to make the game hard for their opponents 	<ul style="list-style-type: none"> *In small groups make up a game with simple rules. *Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game. *Choose where they should position themselves to be a defender and an attacker. *Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful. 	<ul style="list-style-type: none"> *Effectively play a competitive net/wall game *Keep and use rules they are given *Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights *Judge how far they can run to score points 	<ul style="list-style-type: none"> *Play recognized version of net game showing tactical awareness and knowledge of rules and scoring. *They play, choosing and using skills which meet the needs of the situation *Choose when to pass or dribble, so that they keep possession and make progress towards the goal *Hit the ball with purpose, varying the speed, height and direction *Hit the ball from both sides of the body



Gymnastics

Gymnastics				
NC link: Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best				
	Year 3 (Spring)	Year 4 (Spring)	Year 5 (Spring)	Year 6 (Spring)
Acquiring and developing skills	<p>Select and use skills and ideas with co-ordination and control</p> <ul style="list-style-type: none"> *Perform a competent forward roll, rug roll, shoulder roll *Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel *Practice an action or short sequence of movements, and improve the quality of the actions and transitions *Show control, accuracy and fluency of movement when performing actions on their own and with a partner 	<p>Select, use and perform with coo-ordination and fluency.</p> <ul style="list-style-type: none"> *Perform a range of rolls with control and accuracy *Explore different combinations of apparatus to look at shape, balance and travel. *Know how to utilize this equipment to enhance their movements, *Practice and refine an action or short sequence showing quality movement phrases, combining different actions for effect. *Begin to perform with a partner or group. 	<p>Performance shows precision, control and fluency</p> <ul style="list-style-type: none"> *Perform a range of rolls including backwards roll consistently. *Perform a range of actions and agilities with consistency, fluency and clarity of movement *Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner. 	<p>Consistent performance showing precision, control and fluency</p> <ul style="list-style-type: none"> *Perform a range of rolls showing different entrances and exits. *Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy *Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension
Selecting and applying skills, tactics and compositional ideas	<p>Pupils show that they understand tactics and composition by starting to vary how they respond</p> <ul style="list-style-type: none"> *Plan and perform a movement sequence showing contrasts in speed, level and direction. *Devise and perform a gymnastic sequence, showing a clear beginning, middle and end *Adapt a sequence to include different levels, speeds or directions *Work well on their own and contribute to pair sequences 	<p>Pupils can link movement phrases together with increased precision.</p> <ul style="list-style-type: none"> *Begin to develop a longer and more varied movement phrase with smooth, planned links between actions. *Perform a sequence where the children combine speed, level, direction and a variety of shapes. *Work within different groups to contribute to a variety of different sequences. 	<p>Pupils link skills, techniques and ideas accurately and appropriately</p> <ul style="list-style-type: none"> *Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence. *Sequences with changes of speed, level and direction, and clarity of shape *Gradually increase the length of sequences *Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement 	<p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition</p> <ul style="list-style-type: none"> *Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions *Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction *Adapt sequences to include a partner or a small group



Athletics, OAA and Swimming

NC link:

Athletics:
Use running, jumping, throwing and catching in isolation and in combination
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

OAA:
Take part in outdoor and adventurous activity challenges both individually and within a team

Swimming:
swim competently, confidently and proficiently over a distance of at least 25 metres
Use a range of strokes effectively
Perform safe self-rescue in different water-based situations.

		Year 3	Year 4	Year 5	Year
Acquire and develop	Swim		<ul style="list-style-type: none"> *To develop basic pool safety skills and confidence in water. *To develop travel in vertical or horizontal position and introduce floats. *To develop push and glides, any kick action on front and back with or without support aids. *To develop entry and exit, travel further, float and submerge. *To develop balance, link activities and travel further on whole stroke. *To show breath control. *Introduction to deeper water. *To tread water. <p>*Swim 25 meters unaided *Confidently use a range of different strokes</p>		
	OAA (Summer)	<ul style="list-style-type: none"> *Develop listening skills *Use maps and diagrams to orientate themselves around a course. 	<ul style="list-style-type: none"> *Develop listening skills *Use a map with confidence to navigate around a route. 	<ul style="list-style-type: none"> *Develops strong listening skills. *Uses and interprets simple maps. *Move confidently through familiar and less familiar environments, prepare self 	<ul style="list-style-type: none"> *Develops strong listening skills. *Uses and interprets simple maps. *Work confidently in changing environments, adapt quickly.
	Athletics (Summer)	<ul style="list-style-type: none"> *Run in different directions and at different speeds, using a good technique. *Improve throwing technique. Reinforce jumping techniques. *Understand the relay and passing the baton. 	<ul style="list-style-type: none"> *Select and maintain a running pace for different distances. *Practise throwing with power and accuracy. *Throw safely and with understanding. *Explore different footwork patterns 	<ul style="list-style-type: none"> *Use correct technique to run at speed. *Develop the ability to run for distance. *Throw with accuracy and power. *Identify and apply techniques of relay running. *Explore different footwork patterns. *Understand which technique is most effective when jumping for distance. *Learn how to use skills to improve the distance of a pull throw. *Demonstrate good techniques in a competitive situation. 	<ul style="list-style-type: none"> *Investigate running styles and changes of speed. *Practise throwing with power and accuracy. *Throw safely and with understanding. *Demonstrate good running technique in a competitive situation. *Explore different footwork patterns. *Understand which technique is most effective when jumping for distance.
Select and apply	Swim		<ul style="list-style-type: none"> *Link arms and legs correctly to allow effective propulsion across the pool. *Confidently use a range of different strokes *Performs safe self-rescue in different water-based situations. 		



	OAA (Summer)	Respond appropriately when task/environment changes, plan responses	Adapt and respond to changes in the environment to allow them to complete the task	*Adapt skills and strategies as situation demands. *Discuss and work with others in a group. *Demonstrates an understanding of how to stay safe.	*Devise and put into practice a range of solutions and challenges. *Discuss and work with others in a group. *Demonstrates an understanding of how to stay safe.
	Athletics (Summer)	*Choose and understand appropriate running techniques. *Compete in a mini competition, recording scores. *Choose and use throw to reach target, choose which role to play within group situation	*Demonstrate good running technique in a competitive situation. *Understand which technique is most effective when jumping for distance. *Utilise all the skills learned in this unit in a competitive situation. *Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.	*Understand which technique is most effective when jumping for distance. *Demonstrate good techniques in a competitive situation. *Choose pace for running *Beginning to record peers performances, and evaluate these. *Plan and carry through an event as a group	*Utilise and adapt all the skills learned in this unit in a competitive situation. * Record peers performances, and evaluate these. *Confidently plan and carry through an event

Evaluation and improving performances				
Knowledge and understanding of fitness and healthy lifestyles				
	Year 3	Year 4	Year 5	Year
Evaluation	*Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	*Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. *Be confident to analyse and comment on what they see.	*From observation of others begin to describe constructively how to refine improve and modify performance. *Refine own performance in response to comments of others' and self analysis.	*Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.
Healthy lifestyles	*Children suggest appropriate warm up ideas. Children dress appropriately for PE. *Children work in a responsible and safe manner. *Children recognise changes in body temperature, heart rate and breathing.	*Children begin to think about warm up activities that prepare them for exercise. *They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	*Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. *Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	*Can show responsibility for personal warm up and cool down programme specific to the activity. *Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions. *Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.