



Thrapston Primary School Skills Progression

Subject area: PE

Games / Fundamentals, Dance, Gymnastics and Athletics at Key Stage 2.

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games Fundamentals	<ul style="list-style-type: none"> I can stop a ball with some control I can send a ball in the direction of another person I can often control a ball on my own I can move with a ball in space safely and talk about ways to keep healthy. 	<ul style="list-style-type: none"> I can stop a ball with basic control I can send the ball in the direction of another person and collect a ball I can take part in sending and receiving activities with a partner I can talk about exercising, safety and short term effects of exercise. 	<ul style="list-style-type: none"> I can stop / catch / strike a ball with control and accuracy I can pass a ball to someone else and receive a ball when moving I can take part in conditioned games with opponents I understand about exercising, being safe and the short term effects of exercise. 	<ul style="list-style-type: none"> I can run at a speed appropriate to the distance I am running. I can jump accurately from a standing position and I can take a running jump. I can demonstrate a range of throwing actions using a variety of objects. I can recognise a change in heart rate, temperature and breathing rate during exercise. 	<ul style="list-style-type: none"> I can improve and sustain different running technique at different speeds in a variety of athletic events. I can demonstrate accuracy and technique in a range of throwing and jumping actions. I can identify and explain what makes a good athletic performance I can explain how to improve technique in a variety of events. I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health. 		

Dance

- I can copy steps and actions with some control and coordination
- I can link individual and whole-body movements together
- I can watch others work and choose actions
- I can recognise how to move in space and talk about ways to keep healthy.

- I can copy and explore basic body patterns and movements
- I can remember simple dance steps and perform them in a controlled manner
- I can choose actions and link them with sounds and music
- I can safely perform teacher led warm ups and describe and discuss others work.

- I can perform with control and coordination
- I can respond imaginatively to a variety of stimuli
- I can vary the dynamics levels speed and direction of my phrase / motif
- I can discuss my own and others work with simple vocabulary. I understand the need for warm up and cool down.

- I can improvise freely on my own and with a partner
- I can translate ideas from a variety of stimuli into movement
- I can compare develop and adapt movement motifs to create longer dances. I can use dance vocabulary to compare and improve my work.
- I understand how to work safely, I recognise changes in my body. I can give reasons why PE is good for my health.

- I can demonstrate precision control and fluency in response to stimuli
- I can vary dynamics and develop actions with a partner or as part of a group
- I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness
- I can modify my performance and that of other. I can organise myself to warm up safely

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p><u>Fun Gym Shapes</u></p> <p>Choose 2 or 3 gym shapes and link them together to make a short movement phrase. Make sure you hold each shape before moving on to the next.</p>	<p><u>Jumping Jacks</u></p> <p>Choose 2 or 3 jumping actions and link them together to make a short movement phrase on the floor and apparatus. Make sure you can remember and repeat your movement phrase.</p>	<p><u>Points of Contact</u></p> <p>Choose at least 2 clear positions of stillness and combine them with other actions to make a short sequence of 3-4 actions. Make sure you show different points of contact in your chosen position of stillness.</p>	<p><u>Patterns and Pathways</u></p> <p>Create and perform a floor sequence using travel and balance actions. Make sure the system includes an arm patten, a whole-body movement pattern and a clear pathway.</p>	<p><u>Principles of Balance</u></p> <p>Create and perform a floor and apparatus sequence of 4-6 actions. Make sure you apply the principles of balance so that you can perform your sequence with control.</p>	<p><u>Press and Go</u></p> <p>Create and perform a sequence of 6-8 actions which combines press + go actions with other actions. Make sure you show fluency, clear shapes and variety in the ways you involve the apparatus.</p>	<p><u>Body Symmetry</u></p> <p>Create and perform a floor and apparatus sequence of at least 8 gymnastics actions showing a variety of clear symmetrical + asymmetrical shapes. Make sure you practice and refine the sequence to show consistency in the accuracy and quality of movements.</p>
	<p><u>Move and Hold</u></p> <p>Choose a position of stillness, an individual body movement and a way of travelling and link them to make a short movement phrase. Make sure you know what shapes you will make to start and finish.</p>	<p><u>Rock and Roll</u></p> <p>Choose 2 or 3 different rocking and rolling actions and link them together into a short movement phrase. Make sure you move smoothly between the actions adding other actions to help as necessary.</p>	<p><u>Ball, Wall and Tall</u></p> <p>Using the floor apparatus, create and perform a sequence of 3-4 actions showing the contrasting shapes of ball, wall and tall. Make sure you link the actions smoothly and that you show actions performed on different levels.</p>	<p><u>Hand Apparatus</u></p> <p>Choose an item of hand apparatus and use it to create and perform a sequence of 4-6 different actions. Make sure you show control + coordination of both you body and movement and the hand apparatus and that you show variety in speed, level and direction.</p>	<p><u>Rotation</u></p> <p>Create and perform a floor sequence of 4-6 actions combining the various types of rotational actions with other actions. Make sure your sequence shows control, quality and clarity and changes in speed, level and direction.</p>	<p><u>Pair Composition</u></p> <p>Create and perform a partnered floor sequence linking 6-8 gymnastics actions. Make sure you develop the composition of the sequence in a variety of ways.</p>	<p><u>Group Work</u></p> <p>Create and perform a group floor and apparatus sequence of at least 8 actions including clear pair and group positions of stillness which you can perform consistently with smooth transitions. Make sure you develop the sequence using a variety of compositional ideas.</p>

Athletics

Years 3 & 4

- I can run at a speed appropriate to the distance I am running.
- I can jump accurately from a standing position and I can take a running jump.
- I can demonstrate a range of throwing actions using a variety of objects.
- I can recognise a change in heart rate, temperature and breathing rate during exercise.

Years 5 & 6

- I can improve and sustain different running technique at different speeds in a variety of athletic events.
- I can demonstrate accuracy and technique in a range of throwing and jumping actions.
- I can identify and explain what makes a good athletic performance I can explain how to improve technique in a variety of events.
- I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.