Skills and Knowledge Progression

Subject: PE		**Name:** *(Child's name)*		**Class:** *(Child's class)*

	Year 3	**Year 4**	**Year 5**	**Year 6**
Games	• Can travel whilst bouncing a ball showing control • Can use a range of skills to help them keep possession and control of the ball. • Can perform the basic skills needed for the games with control and consistency.	• Can 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. • Can use a range of skills with increasing control.	• Can travel with a ball showing changes of speed and directions using either foot or hand. • Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow.	• Can dribble effectively around obstacles. • Can show precision and accuracy when sending and receiving. • Perform skills with accuracy, confidence and control. • Can 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.
	• Can, in pairs, make up a game and play a simple rallying game. • Can use a range of skills to keep possession and make progress towards a goal, on their own and with others. • Can choose good places to stand when receiving, and give reasons for their choice • Can choose and use batting or throwing skills to make the game hard for their opponents.	• Can effectively play a competitive net/wall game. • Can keep and use rules they are given. • Can try to make things difficult for their opponent by directing the ball to space, at different speeds and height.	• Can hit the ball with purpose, varying the speed, height and direction. • Can hit the ball from both sides of the body. • Can judge how far they can run to score points.	• Can play games showing tactical awareness and knowledge of rules and scoring. • Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation. • Can choose when to pass or dribble, so that they keep possession and make progress towards the goal.
Dance	• Can improvise freely on their	• Can explore and create	• Can explore ideas from	• Can explore, improvise and

	own or with a partner. • Can translate ideas into a dance. • Can create and link phrases using a simple dance structure. • Can perform dances with an awareness of rhythm on their own or in a group.	characters and narratives. • Can create motifs. • Can describe the need to warm up. • Can evaluate their own performance and comment on improvements.	different dance styles. • Can compose dances expressively. • Can organise their own warm up and cool down to suit activities. • Can understand why its important to warm up.	combine movements. • Can create structure in sections of dance. • Can understand why dance if good for fitness. • Can comment on their own work and the work of others.
Gym	• Can improve the quality of their actions, body shapes and balance. • Can select appropriate actions and consolidate simple ideas. • Can know the importance of strength. • Can evaluate their work and quality of their performance. • Can recognise how their work can be improved.	• Can develop a range of actions, body shapes and include in a performance. • Can create gymnastic sequences that meet a theme or set of objectives. • Can describe how their body reacts to different situations. • Can make simple judgments on their own and others work. • Can suggest ways performances can be improved.	• Can perform actions in a fluent and consistent performance. • Can create sequences and adapt. • Can know and understand the basic the principles of warming up and why it is important. • Can understand why physical activity is good for overall health. • Can evaluate and improve their own and others work.	• Can combine and perform gymnastic actions, shapes and balances fluently. • Can develop their own sequences. • Can understand why warming up and cooling down is important. • Can evaluate their own work and the work of others. • Can suggest ways of improvements.