



# PE – YEAR 4

## Skills Progression

| PE Skills Pathfinders Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PE Skills Pathfinders Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ol style="list-style-type: none"> <li>1. Utilise changes of direction, speed &amp; level during performances/competition to succeed</li> <li>2. Select and utilise appropriate tactics and techniques to cause problems for opponents</li> <li>3. Demonstrates a developed understanding of how the body changes/functions during exercise</li> <li>4. Create movements that convey a clear stimulus, refining these movements into sequences</li> <li>5. Displays an understanding of fair play, working well with others and leading a small group</li> <li>6. Plan, perform &amp; repeat sequences of movements, experimenting with ways of travelling and complex movements</li> <li>7. Swim 15m unaided, demonstrates proficiency in a range of strokes</li> <li>8. Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)</li> </ol> | <ol style="list-style-type: none"> <li>1. Uses knowledge of the relationship between the body and exercise to improve various fitness components</li> <li>2. Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely</li> <li>3. Create complex and well executed sequences containing a variety of gymnastic components</li> <li>4. Display an understanding of fair play, working well with others and leading a medium sized group</li> <li>5. Field, defend and attack tactically by anticipating the direction of play.</li> <li>6. Utilise new skills in competitive situations, as an individual or part of a team</li> <li>7. Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run</li> <li>8. Swim 20m fluently with controlled strokes (breast stroke, front and back.)</li> </ol> |

## Knowledge & Skills Progression

### Year

#### Invasion Games

Acquiring and developing skills

Children:

- use a range of techniques when passing, eg high, low, bounced, fast, slow
- change direction and speed when dribbling the ball
- show growing consistency and control in games
- play with greater speed and flow

#### OAA

Acquiring and developing skills

Children:

- orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses
- use skills with control in problem-solving activities



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## Selecting and applying skills, tactics and compositional ideas

Children:

- keep and use rules they are given
- suggest how rules could be changed to improve the game
- adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others
- use a range of tactics to keep possession of the ball and get into positions to shoot or score
- have simple plans that they know they can make work

## Knowledge and understanding of fitness and health

Children:

- use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing

## Evaluating and improving performance

Children:

- know and explain the tactics and skills that they are confident with and use well in games
- choose different ways of practising these tactics and skills
- describe the help they need to improve their play

## Selecting and applying skills, tactics and compositional ideas

Children:

- realise that activities need thinking through, and recognise that planning is useful
- choose sensible skills and approaches for the challenges set
- meet the challenges effectively in teams

## Knowledge and understanding of fitness and health

Children:

- identify how their bodies work in the different challenges set
- conserve their efforts and keep their concentration during tasks
- prepare themselves effectively and follow safety procedures

## Evaluating and improving performance

Children:

- learn from watching others and use what they have seen to improve their own performance
- use the repeated trials, courses and challenges to develop and change the approaches they use

## Gym

### Acquiring and developing skills

Children:

- 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

## Dance

### Acquiring and developing skills

Children:

- 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



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- combine actions and maintain the quality of performance when performing at the same time as a partner

## Selecting and applying skills, tactics and compositional ideas

Children:

- combine actions to make 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

## Knowledge and understanding of fitness and health

Children:

- understand that strength and suppleness are key features of gymnastic performance
- devise routines of stretching exercises that prepare them for their gymnastic work

## Evaluating and improving performance

Children:

- make simple assessments of performance based on a criterion given by the teacher
- use these assessments to modify and refine their sequences and others' work
- offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight

working on their own, with a partner and in a group

## Selecting and applying skills, tactics and compositional ideas

Children:

- 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
- communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others

## Knowledge and understanding of fitness and health

Children:

- show understanding of warming up and cooling down, and choose appropriate activities to do on their own

## Evaluating and improving performance

Children:

- describe and interpret dance movements using appropriate vocabulary

suggest how dances and performances can be improved, so that they communicate more effectively



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## Swimming

### Section 1: Acquiring and developing skills

Children:

- swim on their front and back, using arm and leg actions together with smooth coordination
- control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke
- use personal survival techniques, including floating, sculling and surface diving
- swim for more than 45 seconds and further than 50 metres

### Section 2: Selecting and applying skills, tactics and compositional ideas

Children:

- use a variety of strokes and personal survival skills to suit the needs of a task
- plan how to meet set challenges on their own and in groups
- recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully

### Section 3: Knowledge and understanding of fitness and health

Children:

- describe why swimming helps them to be fit and healthy
- explain why their body reacts differently to swimming different distances and times
- describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming

## Net/striking and fielding

### Acquiring and developing skills

Children:

- perform the basic skills needed for the games with control and consistency
- keep a game going using a range of different ways of throwing
- vary the speed and direction of the ball
- play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots

### Selecting and applying skills, tactics and compositional ideas

Children:

- choose good places to stand when receiving, and give reasons for their choice
- try to make things difficult for their opponent by directing the ball to space, at different speeds and heights
- use the rules and keep games going without disputes

### Knowledge and understanding of fitness and health

Children:

- identify what activities and exercises they could use in a warm up
- recognise what happens to their bodies when playing the games
- know why warming up is important

### Evaluating and improving performance

Children:

- describe what is successful in their own and others' play
- identify aspects of their game that need improving, and say how and where they could go about improving them



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## Section 4: Evaluating and improving performance

Children:

- use a range of language to describe what they see and give concise explanations of what they do well
- identify aspects of their work that need improvement and suggest ways to practise
- realise that smooth swimming demands concentration and good control of arms, legs and breathing

## Multi Skills

### **Health & Fitness**

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

### **Creative**

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or

## Athletics

### **Acquiring and developing skills**

Children:

- run consistently and smoothly at different speeds
- demonstrate different combinations of jumps, showing control, coordination and consistency
- throw a range of implements into a target area with consistency and accuracy

### **Selecting and applying skills, tactics and compositional ideas**

Children:

- recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment
- pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action

### **Knowledge and understanding of fitness and health**

Children:

- identify and record when their body is cool, warm and hot



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tasks to make activities more fun or challenging.

## **Cognitive**

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

## **Applying Physical**

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency

## **Social**

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I can link actions and

- recognise and record that their body works differently in different types of challenge and event
- carry out stretching and warm-up activities safely

## **Evaluating and improving performance**

Children:

- watch and describe specific aspects of running, jumping and throwing styles
- suggest, with guidance, a target for improving distance or height



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develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

## **Personal**

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

## **Key Vocabulary**

Hand/eye coordination  
Transfer of body weight  
Peer Assess  
Being successful  
Sportsmanship  
Teamwork  
Physical  
Healthy well being  
Moderation  
Fundamental skills  
Competition  
Body strength  
Physical discipline  
Aiming  
Achieve  
Negotiate  
Demonstrate  
Energetically  
Compete

Safety  
Stance  
Distance/length  
Intercept  
Defend  
Balance  
Strike  
Right/left  
Pace  
Stamina  
Agility  
Coaching  
Coordination  
Accuracy  
Analyse  
Performance  
Sprint  
Preform  
Direction  
Cardio



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**Forward**  
**Backward**  
**Control**  
**Precision**  
**Accuracy**  
**Landing**  
**Technique**  
**Evaluate**  
**personal survival techniques**  
    **floating**  
    **sculling**  
    **surface diving**

**Static**  
**Attacking**  
**Power**  
**Pace**  
**Consistency**  
**Take off**  
**Breast stroke**  
**Butterfly**