



PE – YEAR 5

Skills Progression

PE Skills Pathfinders Year 5	PE Skills Pathfinders Year 6
1. Uses knowledge of the relationship between the body and exercise to improve various fitness components 2. Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely 3. Create complex and well executed sequences containing a variety of gymnastic components 4. Display an understanding of fair play, working well with others and leading a medium sized group 5. Field, defend and attack tactically by anticipating the direction of play. 6. Utilise new skills in competitive situations, as an individual or part of a team 7. Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run 8. Swim 20m fluently with controlled strokes (breast stroke, front and back.)	1. Uses knowledge of the relationship between the body and exercise to improve all fitness components 2. Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely 3. Create complex, demanding and well executed sequences containing a variety of gymnastic components 4. Display an understanding of fair play, working well with others and leading a large group 5. Field, defend and attack tactically by anticipating and reacting to the direction of play. 6. Utilise new skills in competitive situations, as an individual or part of a team 7. Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles) 8. Swim 25m fluently with controlled strokes (breast stroke, front and back.)

Knowledge & Skills Progression

Year

Invasion Games

Acquiring and developing skills

Children:

- perform skills with accuracy, confidence and control
- know the difference between attacking skills and defending skills

OAA

Acquiring and developing skills

Children:

- read a variety of maps and plans accurately, recognising symbols and features
- use physical and teamwork skills well in a variety of different challenges



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Selecting and applying skills, tactics and compositional ideas

Children:

- respond consistently in the games they play, choosing and using skills which meet the needs of the situation
- choose positions in their teams and know how to help when attacking
- find and use space to help their team
- use a variety of tactics to keep the ball, eg changing speed and direction
- know and find ways to get the ball towards their opponents' goal
- know how to mark and defend their goal(s)

Knowledge and understanding of fitness and health

Children:

- suggest ideas for warming up, explaining their choice
- recognise exercises and activities that help strength, speed and stamina

Evaluating and improving performance

Children:

- look for specific things in a game and explain how well they are being done
- explain why a performance is good
- recognise parts of a performance that could be improved, and identify practices that will help

Selecting and applying skills, tactics and compositional ideas

Children:

- successfully apply their skills and understanding to new challenges and environments
- recognise similarities between challenges and choose efficient approaches to new ones

Knowledge and understanding of fitness and health

Children:

- understand the excitement and enjoyment of completing a challenge
- know how to prepare physically and organisationally to be safe and efficient

Evaluating and improving performance

Children:

- are clear about what they have to achieve and recognise the importance of planning and thinking as they go
- identify what they have done well and adapt plans to be more efficient when facing similar challenges

Gym

Acquiring and developing skills

Children:

- perform combinations of actions and agilities that show clear differences between levels, speeds and directions
- perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension

Selecting and applying skills, tactics and compositional ideas

Children:

Dance

Acquiring and developing skills

Children:

- explore, improvise and choose appropriate material to create new motifs in a chosen dance style
- perform specific skills and movement patterns for different dance styles with accuracy

Selecting and applying skills, tactics and compositional ideas

Children:



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- 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

Knowledge and understanding of fitness and health

Children:

- take more responsibility for their own warm up
- know how muscles work, how to stretch, and how to carry out strengthening exercises safely
- know why strength and suppleness are important in gymnastics

Evaluating and improving performance

Children:

- watch and comment on the quality of movements, shapes and balances, and the way apparatus is used
- identify which aspects were performed consistently, accurately, fluently and clearly
- suggest improvements to speed, direction and level in the composition

- compose, develop and adapt motifs to make dance phrases and use these in longer dances

Knowledge and understanding of fitness and health

Children:

- warm up and cool down independently
- use exercises that stretch and tone their bodies and help them prepare for their dance

Evaluating and improving performance

Children:

- use appropriate dance terminology to identify and describe different styles in their own and others' dances
- talk about the relationship between the dance and its accompaniment
- suggest ways to develop their technique and composition

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

Net/striking and fielding

electing and applying skills, tactics and compositional ideas

Children:

- hit the ball with purpose, varying the speed, height and direction
- explain what they are trying to do and why it is a good idea
- spot the spaces in their opponent's court and try to hit the ball towards them
- position themselves well on court

Acquiring and developing skills

Children:



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- 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

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

- play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game
- direct the ball reasonably well towards their opponent's court or target area
- show good backswing, follow through and feet positioning

Knowledge and understanding of fitness and health

Children:

- carry out warm-up activities carefully and thoroughly
- give good explanations of how warm-up activities affect the body
- know why warming up is important to help them play better
- know the types of exercise they should concentrate on, eg speed and flexibility



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Multi skills

Health & Fitness

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Creative

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. 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.

Cognitive

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I have a clear

Athletics

Acquiring and developing skills

Children:

☐ sustain their pace over longer distances, eg sprint for seven seconds, run for one or two minutes

☐ throw with greater control, accuracy and efficiency

☐ perform a range of jumps showing power, control and consistency at both take-off and landing

Selecting and applying skills, tactics and compositional ideas

Children:

☐ organise themselves in small groups safely, and take turns and different roles

☐ know and understand the basic principles of relay take-overs

☐ take part well in a relay event

Knowledge and understanding of fitness and health

Children:

☐ perform a range of warm-up activities

☐ explain how warming up can affect their performance

☐ say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity

Evaluating and improving performance

Children:

☐ watch a partner's athletic performance and identify the main strengths

☐ identify parts of the performance that need to be practised and refined, and suggest improvements



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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.

Applying Physical

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

Social

I can involve others and motivate those around me to perform better. I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

Personal

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I can



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review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

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

Safety
Stance
Distance/length
Intercept
Defend
Balance
Strike
Right/left
Pace
Stamina
Agility
Coaching
Coordination
Accuracy
Analyse
Performance
Sprint
Preform
Direction
Cardio
Static
Attacking
Power
Pace
Consistency
Take off
Breast stroke
Butterfly



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