



PE – YEAR 6

Skills Progression

PE Skills Pathfinders Year 6	PE Skills Pathfinders Year
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 100m fluently with controlled strokes (breast stroke, front and back.)	Year 7 syllabus set by High school

Knowledge & Skills Progression

Year

Invasion Games

Acquiring and developing skills

Children:

- combine and perform skills with control, adapting them to meet the needs of the situation
- perform skills with greater speed

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:

- choose when to pass or dribble, so that they keep possession and make progress towards the goal
- use attacking and defending skills appropriately in games
- choose and use different formations to suit the needs of the game

Knowledge and understanding of fitness and health

Children:

- know the importance of being fit, and what types of fitness are most important for games
- understand how playing games can contribute to a healthy lifestyle

Evaluating and improving performance

Children:

- recognise and describe the best points in an individual's and a team's performance
- identify aspects of their own and others' performances that need improvement, and suggest how to improve them

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 fluently and with control, even when performing difficult combinations
- work well with a partner or a small group to practise and refine their work

Selecting and applying skills, tactics and compositional ideas

Children:

- make up longer sequences and perform them with fluency and clarity of movement

Dance

Acquiring and developing skills

Children:

- respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
- explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship

Selecting and applying skills, tactics and compositional ideas

Children:



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- vary direction, levels and pathways, to improve the look of a sequence
- use planned variations and contrasts in actions and speed in their sequences

Knowledge and understanding of fitness and health

Children:

- understand what it is important to include in a warm up for gymnastic activity
- recognise that a cool down is important
- understand how gymnastic activity helps their overall health
- know how to improve their own health and fitness

Evaluating and improving performance

Children:

- watch performances and use criteria to make judgements and suggest improvements
- explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances

- select and use a range of compositional ideas to create motifs that demonstrate their dance idea
- perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group

Knowledge and understanding of fitness and health

Children:

- describe how dance contributes to fitness and wellbeing
- identify what types of exercise they need to do to help their dancing

Evaluating and improving performance

Children:

- use appropriate language and terminology to describe, interpret and evaluate their own and others' work
- comment on what works well and explain why
- recognise how costume, music and set can help to improve a dance performance

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

1. Net/striking and fielding

2. Selecting and applying skills, tactics and compositional ideas
3. Children:
4. hit the ball with purpose, varying the speed, height and direction
5. explain what they are trying to do and why it is a good idea
6. spot the spaces in their opponent's court and try to hit the ball towards them
7. position themselves well on court
8. Acquiring and developing skills
9. Children:
10. play shots on both sides of the body and above their heads in practices and when the opportunity



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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

11. arises in a game
12. direct the ball reasonably well towards their opponent's court or target area
13. show good backswing, follow through and feet positioning
14. Knowledge and understanding of fitness and health
15. Children:
16. carry out warm-up activities carefully and thoroughly
17. give good explanations of how warm-up activities affect the body
18. know why warming up is important to help them play better
19. know the types of exercise they should concentrate on, eg speed and flexibility
20. Evaluating and improving performance
21. Children:
 - know what they are successful at and what they need to practise more
 - try things out and ask for help to perform better
22. ☑ work well with others, adapting their play to suit their own and others' strengths



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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 review, analyse and evaluate my own and others' strengths and weaknesses and I



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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