



**Sacred Heart
Progression of Skills document
Physical Education**

		Year 5	Year 6
Athletics	Head	Identify how they can change an activity by using the STEP principle Distinguish between good and poor performances and suggest ways to improve self and others	Accurately and confidently judge across a range of athletics activities Record accurately scores given in variety events
	Hand	Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes Explore a range of baton handling activities and attempt to receive in restricted area Perform a range of jumps in different activities Demonstrate a range of throwing actions using different equipment with some consistency and control	Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Use skill and knowledge of activity to confidently teach and lead others Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances
	Heart	Able to run as part of a team in relay style events and demonstrate max effort pace Compare own performance with previous ones and demonstrate improvement to achieve personal best	Demonstrate improvement when working with self and others Use appropriate language to deliver a taught activity to their peers
Striking and Fielding	Head	Recognise where increased flexibility and power is an advantage in striking and fielding the ball In a game situation play using a range of simple tactics such as getting players out to restrict the attack Use and apply the basic rules of the game fairly and consistently	Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders use correctly the rules for running round bases
	Hand	Choose where to hit the ball to maximise likely hood of scoring runs Use a variety of shots in isolation and in a game situation Throw with accuracy and consistency over short distances Tracking flight of the ball to increase catching success Begin to employ specific bowling techniques such as overarm in cricket	Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Increase accuracy using a range of bowling techniques e.g. overarm Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting

			Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas
	Heart	Show perseverance during the game and commitment to team Work collaboratively with others to both score runs and in the field to restrict runs	Identify ways you can support your batting partner Work collaboratively in teams to compete against themselves and others
Net/Wall	Head	Cooperate and collaborate with others to play in a sportsman like way Recognise where they should stand on the court when playing on their own and with others	Make appropriate choices in games about the best shot to use Explain some of the tactics used in net/wall games
	Hand	Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment Select and apply a range of skills to move around the court e.g. lunge, shuffle etc. Apply some control when returning the ball/shuttle including foot placement, shot selection and aim Can apply with some success, a range of techniques to win points Demonstrate a variety of service shots in isolation and some game play	Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve Attempt more technical shots such as smash, where able use in a game Apply a range of defensive tactics in a game, individually and with a partner Begin to use full scoring systems
	Heart	Play with others with some flow to the game, keeping track of their own scores Suggest and lead warm ups that prepare the body appropriately for net/wall activities	Develop doubles play further implement basic positioning tactics (team play for volleyball) Use speaking and listening skills to umpire and play with peers without dispute
Invasion	Head	Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in a game situations	Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Suggest, plan and lead a warm up or drill and use STEP technique to modify Make quicker decisions in games (on and off the ball)
	Hand	Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball Move balls over longer distances accurately, demonstrating power Play in different positions with some success Where appropriate mark goal side Use specific learned skills to maintain possession during a game	Use and apply boundary rules such as corners, self-pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest improvements to play Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Able to track and control a rebound from shot (penalty or open play)

		Use specific skills in a game to win a ball such as boxing out and rebounding	
	Heart	Use appropriate language to explain their attacking and defensive play Covering a variety of specific skills or concepts, discuss how they can improve	Support someone else to take the lead in a warm up Work collaboratively in a team to play and keep possession of the ball
Gymnastics	Head	Selects a component for improvement and use guidance from others to do so Explain the significance of a warm up and how it relates to gymnastics activity	Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria
	Hand	Create longer and more complex sequences and adapt their performances Follow, copy and repeat others actions Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions Develop strength and flexibility to hold more complex balances and shapes such as bridge with control Attempt to perform more complex skills in isolation such as round-off Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls	Perform increasingly complex sequences Perform showing awareness of the judging criteria Compose and practise actions and relate to music Experience flight on and off of apparatus Show clarity, fluency, accuracy and consistency in their movements
	Heart	Work responsibly in trust exercises and when counterbalancing Perform symmetry and asymmetry individually, in pairs and as a group	Lead group warm up demonstrating the importance of strength and flexibility Work independently and in small groups to make up sequences to perform to an audience
Dance	Head	Confidently participate in dances from different cultures/parts of the world	Interpret different stimuli with imagination and flair Identify in others and self where good performance qualities are achieved
	Hand	Perform different styles of dance clearly and fluently Refine & improve dances adapting them to include use of space rhythm & expression Adapt their skills to meet the demands of a range of dance styles Incorporate levels and flight in to movement patterns and dances Create and use compositional ideas confidently such as pathways, step patterns and unison	Warm up and cool down independently Work creatively and imaginatively on their own, in pairs and in a group to create simple dances Implement skills from other activity areas e.g. gym and games to perform tasks Use recognised dance actions and adapt to create motifs and movement patterns Communicate the artistic intention of a dance clearly, fluently, musically and with control Practise and refine coordination skills through activities such as live aural setting / freeze frame
	Heart	Recognise and comment on dances suggesting ways to improve Work collaboratively in groups to compose short dances	When working in groups/pairs take the lead suggesting ideas and refining actions of others Use facial expression to communicate emotion and a further narrative

OAA	Head	Recall and remember symbols, items and objects during task as an individual and team Play a role in problem solving Communicate using code	Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately
	Hand	Work at a high intensity for sustained period of time whilst completing a task Evidence results and keep score Compete against others and perform under pressure	Use written description to identify objects Refine and adapt ideas in group task
	Heart	Explore and refine ways of communicating to best complete a set task Put trust in others and demonstrate trustworthy behaviour	Use information given by others to complete a task and work collaboratively Work collaboratively to perform a more complex task Takes responsibility for a role in a task
Swimming	Head	Have attempted personal survival techniques as an individual and a group with success Swim competently, confidently and proficiently over a distance of at least 25 metres	
	Hand	Bring control and fluency to at least two recognised strokes Implement good breathing technique to allow for smooth stroke patterns Link lengths together with turns and attempt a tumble turn in isolation and during stroke Travel to the bottom of the pool to collect objects Swim a distance of at least 25 meters	
	Heart	Compete as part of a team Work in pairs to refine stroke technique and suggest ways they can improve	