

Newnham St Peter's C of E Primary School

PE Progression of Skills Upper KS2

	Y5	Y6
Gymnastics Yearly	<ul style="list-style-type: none"> • I can support a warm up/cool down and explain its importance using previous scientific knowledge and vocabulary. • I can confidently perform all of the previous year's jumps with good technique. • I can confidently perform all of the previous year's rolls with good technique. • I can confidently perform all of the previous year's balances with good technique. • I can confidently perform all of the previous year's leaps with good technique. • I can perform and hold a number of new balances and understand the use of centre of gravity. • I can safely perform a squat on with increasing power (vault). • I can safely perform a straddle on with increasing power (vault). • I can safely dismount the vault using a variety of jumps. • I can create a (individual/partner/group) complex sequence (using previous and new learning) showing an improvement in expression, balance, flexibility, strength, coordination, transition and technique. <p><u>Key Vocabulary:</u> Jumps - star, tuck, pencil (stretch), straddle, pike Rolls – tuck, pencil, teddy bear, forward roll , backwards roll Turns – Full, half Balances – (as well as previous balances) arabesque, frog, shoulder stand, bridge. Travelling balance – cartwheel Leaps – cat, split, stag, scissor Vault – squat on and straddle on (with spring board) Greater depth: link a variety of forward and backwards rolls showing a range of shapes and twists. Must continue using previous year's key vocabulary with increasing frequency and confidence.</p>	<ul style="list-style-type: none"> • I can lead a warm up/cool down and explain its importance using previous scientific knowledge and vocabulary. • I can perform and hold a number of new balances and understand the use of centre of gravity. • I can safely perform a squat through (vault). • I can safely perform a straddle over (vault). • I can safely dismount the vault using a variety of jumps and twists. • I can create a (individual/partner/group) complex sequence (using previous and new learning) showing an improvement in expression, balance, flexibility, strength, coordination, transition and technique. • I can confidently prepare for a competition/showcase. • I can confidently compete in a year group competition/showcase based on the whole progression map. • I can show expression and creativity in my performances. <p><u>Key Vocabulary:</u> Jumps - star, tuck, pencil (stretch), straddle, pike Rolls – tuck, pencil, teddy bear, forward roll , backwards roll Turns – Full, half Balances – Y balance/stand, headstand (prep), handstand (prep) Vault – squat through, straddle over Greater depth: Round off. Cartwheel into a round off. Cartwheel, round off, half twist. Must continue using previous year's key vocabulary with increasing frequency and confidence.</p>

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<p>Dance</p> <p>Yearly</p>	<ul style="list-style-type: none"> • I can identify and repeat the movement patterns and actions of a number of chosen dance styles. • I can compose a partner/group dance that reflects a chosen dance style. • I can show a change of pace, posture and timing in my movements. • I can show an increase in confidence when improvising. • I can use transitions to link my motifs with fluency. • I can demonstrate further imagination and creativity in my movements when responding to a stimulus/using props. • I can begin to exaggerate dance movements. • I can run my own warm up to suit the dance style. • I can use more complex dance vocabulary to compare and improve when evaluating. <p><u>Must continue using previous Key Vocabulary as well as:</u> Posture, control, fluency, collaboration, pose, routine, compose, transition</p>	<ul style="list-style-type: none"> • I can exhibit consistent precision, control, fluency and rhythm when performing. • I can demonstrate good flexibility, strength and stamina when performing. • I can create more complex dances and motifs varying in dynamics while exploring different dance styles. • I can confidently showcase exaggerated movements and expression when playing a character in a narrative. • I can confidently use a range of dance devices (unison, canon, mirroring...) • I can lead choreograph a simple dance motif within a larger performance. • I can lead a warm up to suit a particular dance style. • I can explain why I have chosen particular skills or techniques in my dance and the way they effect the performance. • I can modify some elements of a sequence as a results of evaluation. <p><u>Must continue using previous Key Vocabulary as well as:</u> Choreograph, precision, dynamics, technique, variation,</p>
<p>Throwing and catching (recap and assessment ready for manipulative skills and invasion games).</p>	<ul style="list-style-type: none"> • I can throw a ball at a target using a variety of throwing techniques. • I can intercept and catch a large moving ball. • I can intercept and catch a small moving ball. • I can show a growing awareness of opponents and team mates during a competitive game. • I can throw and catch with control to keep possession and score goals. • I can develop and use simple tactics in team games. • I can showcase sportsmanship within a team game. • I can intercept, catch and pass a ball during a team game. 	

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<p>Alternate year assessment.</p>	<ul style="list-style-type: none"> • I can use a range of power and techniques to score goals into a target area. • I can use a range of sending, receiving and travelling techniques in a game. • I can use a range of throwing and catching techniques to beat an opponent. • I can change direction track a moving ball and catch it with accuracy and control. <p><u>Key Vocabulary:</u> Technique, intercept, opponents, possession, goal, sportsmanship, pass, send, receive, marking, defence, attack.</p>
<p>Body Balance and Fitness</p> <p>Alternate Years</p> <p>Exception to 21/22</p> <p>Combination of yoga, Pilates, mindfulness, strength exercises and Tai Chi to improve balance, core strength, flexibility and coordination in all areas of life</p>	<p>Body Balance:</p> <ul style="list-style-type: none"> • I can explain how body balance makes me feel both physically and mentally. • I can remember, repeat and link more advanced actions with fluidity and control. • I can show an increase in flexibility and core strength. • I can lead a small group Body Balance/Fitness session confidently. • I can focus on my breathing and use breathing techniques in everyday life. <p>Poses:</p> <ul style="list-style-type: none"> • Recap of previous year group's poses. • Chair twist • Downward dog (leg up) • Lord of the dance. • Cobra • Bridge pose • Plow pose • Extended Side Angle • Reverse triangle • Half splits • Half boat • Tiger pose • Standing splits • Headstand Tripod

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	<ul style="list-style-type: none">• Crow pose• Goodness pose• Bow• Bow half• Camel pose <p>Fitness:</p> <ul style="list-style-type: none">• I can plan and deliver a fitness session.• I can adapt activities depending on ability.• I can demonstrate the correct techniques in fitness activities.• I can create reachable personal fitness goals and record them confidently.• I can understand the many components of fitness and how to develop them. <p><u>Must continue using previous Key Vocabulary as well as:</u> Components. Muscle groups, heart rate, blood flow, technique</p>
<p>Manipulative Skills and Invasion Games Specific sports change in alternate years.</p>	<p>Hockey</p> <ul style="list-style-type: none">• I can stop and control a received ball and pass on immediately using a push pass.• I can tackle safely using the correct techniques.• I can pass the ball with accuracy and speed while dribbling.• I can dribble confidently into the D to score.• I can play both attack and defence techniques. <p>Netball/Basketball</p> <ul style="list-style-type: none">• I can fully understand the rules for obstruction and footwork (N/B)• I can shoot with some accuracy (N/B)• I can show an increasing awareness of marking and intercepting (N/B)• I can play in a range of positions (N/B)• I can use my initiative to keep possession of the ball to score goals (N/B)• I can accurately pass a ball while moving (B)• I can dribble the ball with good control (B)• I can use a range of basketball passes within a game situation (B)

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Lacrosse

- I can safely and correctly grip the stick when running.
- I can receive and control a ball thrown from a pocket into my pocket (flat pass).
- I can control a cradled ball when running.
- I can receive a rolled ball/pick up a grounded ball using the scoop action during a competitive game.
- I can switch direction or dodge to evade defenders.

Volleyball

- I can accurately use the set shot to direct the ball to a partner (at the front of the net) for a smash shot.
- I can keep an active rally.
- I can confidently use a block shot.
- I can complete a serve with good accuracy to reach the opponent's court.
- I can use an attacking smash shot to score a point.

Football

- I can play effectively in a variety of positions and formations on the pitch.
- I can use a number of attacking and defensive tactics in a game.
- I can perform skills and movements at speed.
- I can perform using sportsmanship values.
- I can shoot and score with increasing accuracy.

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Tag Rugby

- I can avoid being tagged in a variety of ways (passing, side-stepping, dodging a defender).
- I can confidently intercept a ball to win possession and attack.
- I can use the correct grip while moving with the ball and pass effectively.
- I can pass the ball with control and accuracy using the correct techniques and rules.
- I can show great knowledge of the rules and explain them to help others.
- I can demonstrate team work and sportsmanship within a game.

Cricket

- I can predict the movement of the ball and move effectively into position to make a catch.
- I can adapt my body and positioning appropriately to make different types of catches.
- I can use the correct grip and overarm bowling technique using a straight arm.
- I can show excellent understanding of a batsman position with a confident grip.
- I can use excellent footwork and positioning of my body to accurately protect the stumps.
- I can correctly choose the stroke to play based on a bowled ball.
- I can show an excellent understanding of Kwik Cricket rules and scoring system.
- I can communicate effectively in a match environment.

Tennis/Badminton

- I can use a range of techniques to hit a shuttlecock/tennis ball in a game to outwit an opponent.
- I can use good hand/eye contact to contact the shuttle/ball with the face of the racquet.
- I can understand how to serve the shuttle/ball in order to start of the game considering the direction and speed.
- I can recognise the difference between the low serve and high serve.
- I can use a drop shot, overhead shot and an attacking shot.
- I can understand the principles within a doubles game, including tactics and strategies.
- I can fully understand the scoring system.

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	<p><u>Must continue using previous Key Vocabulary as well as:</u> Back line, gameplay,</p>	
<p>Athletics Yearly</p>	<ul style="list-style-type: none"> • I can accelerate from a variety of starting positions. • I can refine my sprint technique and sprint start through video analysis. • I can demonstrate stamina in long distance running and understand its importance for runners. • I can perform an effective standing long jump in a competitive environment. • I can perform an effective triple jump in a competitive environment. • I can develop an effective technique for the standing vertical jump. • I can measure my jumps confidently. • I can perform a fling throw (discus). • I can throw a variety of implements using a range of throwing techniques. • I can measure and record my distances. <p><u>Must continue using previous Key Vocabulary as well as:</u> Technique, sprint, stamina, vertical, fling throw, posture, power, speed, take off,</p>	<ul style="list-style-type: none"> • I can recap, practise and refine effective sprinting techniques including reaction time using video analysis and peer feedback. • I can build up speed quickly for a sprint finish. • I can run over hurdles with fluency focusing on the lead leg technique and use a consistent stride pattern. • I can work as a team to competitively perform a relay. • I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run. • I can set up and lead jumping activities including the measuring of jumps with confidence and accuracy. • I can maintain control at each stage of the different stages of a triple jump • I can perform a heave throw (hammer). • I can measure and record my throw. • I can use peer feedback to improve my heave throw. <p><u>Must continue using previous Key Vocabulary as well as:</u> Relay, baton, change over, hurdle, reaction, fluency, endurance, stamina, heave,</p>
<p>Outdoor Adventurous Activities</p>	<p>Orienteering</p> <ul style="list-style-type: none"> • I can orientate myself, with increasing confidence and accuracy, around a simple orienteering course. • I can design a challenging orienteering course that can be followed by others. 	<p>Orienteering</p> <ul style="list-style-type: none"> • I can orientate myself with confidence and accuracy when under pressure. • I can identify the quickest route to accurately navigate an orienteering course.

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<p>And Forest School</p> <p>Yearly</p>	<ul style="list-style-type: none">• I can begin to use navigation equipment to orientate around a trail.• I can use clear communication to effectively complete a particular role in a team.• I can complete orienteering activities both independently and in a team.• I can identify a key on a map and begin to use the information in activities.• I can choose the best equipment needed for an outdoor activity <p>Forest School</p> <ul style="list-style-type: none">• I can complete all previous learning objectives.• I can create a tipi shelter with camouflage.• I can continue to use tools safely.• I can select the correct knot for a job.• I can cook on a camp fire.• I can support the supervision of a campfire. <p><u>Must continue using previous Key Vocabulary as well as:</u> Orienteering, orientate, navigation, camouflage, compass,</p>	<ul style="list-style-type: none">• I can design an orienteering course that is clear to follow and offers challenge to others.• I can use navigation equipment (maps, compasses) to improve the trial.• I can use clear communication to effectively complete a particular role of a team.• I can use a range of map styles and make an informed decision on the most effective.• I can manage an orienteering event for others to compete in. <p>Forest School- By year 6 they must have met all learning objectives for Forest School as well as:</p> <ul style="list-style-type: none">• I can prepare and light a campfire with supervision.• I can set up a tent.• I can create a shelter with a purpose.• I can compare and evaluate shelters. <p>Other Adventurous Activities:</p> <ul style="list-style-type: none">• I can confidently and safety travel along a zip wire.• I can confidently and safely direct myself up and down a climbing wall/abseiling wall.• I can confidently and safety explore water sports and activities. <p><u>Must continue using previous Key Vocabulary as well as:</u></p>
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Swimming and Water Safety Yearly	See separate progression map	
Evaluation of Performances	<ul style="list-style-type: none">• I can watch and describe performances accurately and comment on tactics, skills and techniques using key vocabulary to help improve performances showcasing sportsmanship qualities.• I can begin to use simple video analysis to analyse and refine performance.	<ul style="list-style-type: none">• I can watch and describe performances accurately and comment on tactics, skills and techniques using key vocabulary to help improve performances showcasing sportsmanship qualities.• I can use more complex video analysis to analyse and refine performance.
Healthy Lifestyles	<ul style="list-style-type: none">• I can begin to explain why exercise is good for health, fitness and wellbeing.• I can support a warm up/cool down and explain its importance using previous scientific knowledge and vocabulary.	<ul style="list-style-type: none">• I can confidently explain why exercise is good for health, fitness and wellbeing using body and muscle names.• I can lead a warm up/cool down and explain its importance using previous scientific knowledge and vocabulary.• I can explain the main parts and functions of the human circulatory system, including the heart and blood vessels (Science link).