

PE Skills Progression Year 6

Year 6	Invasion Games (Competitive sports)	Gymnastics	Dance	Net and Wall	Striking and Fielding	Multiskills and athletics	Outdoor/Forest School
Key Skills	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p>	<p>Use a wider range of skills in game situations.</p> <p>Play cooperatively with a partner / in a team.</p> <p>Demonstrate good decision making when making shots within a game.</p> <p>Identify and use a variety of tactics.</p>	<p>Strike a bowled ball with increasing consistency.</p> <p>Use some tactics in the game as a batter, bowler and fielder.</p> <p>Select the appropriate action for the situation.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p>	<p>Den building. Leaf & Tree I.D. Scavenger hunt. Tree climbing. Art & craft making spiritual face/design with leaves, sticks, mud. Sessions on fire and safety. Make own tools. Make own small scale fires. Cooking tasty snacks weekly with fire. Using tools. Create wildlife habitats. How to support eco system & environment.</p>

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<p>games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comment on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in</p>	<p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym</p>	<p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing</p>				<p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control</p>	
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	combination	<p>vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances</p>	<p>dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>				
<p>When Taught and who by</p> <p>(black - sports coach)</p> <p>(green - class teacher)</p>	<p>Autumn 1 Netball</p> <p>Autumn 1 Basketball</p> <p>Autumn 2 Football</p> <p>Spring 1 Invasion games</p> <p>Summer 1 Tag Rugby</p>	<p>Autumn 2 Gymnastics</p>	<p>Spring 1 Dance</p>	<p>Spring 2 Badminton</p>	<p>Summer 2 Rounders</p> <p>Summer 2 Cricket</p>	<p>Summer 1 Athletics</p> <p>Spring 2 SAQ</p>	<p>Autumn 1 & 2 PM Fridays</p>

