

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.</p> <p>Leaf & Tree I.D.</p> <p>Scavenger hunt.</p> <p>Tree climbing.</p> <p>Art & craft making spiritual face/design with leaves, sticks, mud.</p> <p>Sessions on fire and safety. Make own tools. Make own small scale fires. Cooking tasty snacks weekly with fire.</p> <p>Using tools. Create wildlife habitats.</p> <p>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>

