



Year 6 P.E Progression of Knowledge and Skills



KS2 National Curriculum

PE2/1.1 Sport & Games

- PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
- PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- PE2/1.1c develop flexibility, strength, technique, control and balance
- PE2/1.1d perform dances using a range of movement patterns
- PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE2/1.2 Swimming and water safety

- PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres
- PE2/1.2b use a range of strokes effectively
- PE2/1.2c perform safe self-rescue in different water-based situations

Year 6 Progression of Knowledge and Skills

GAMES Invasion Games Net and Wall Games Striking and Fielding Games

I know how to select and apply footwork and travelling skills to all games, therefore I can:

- apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting,
- move at different speeds and in different directions and transfer this into a game scenario
- move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction

I know how to select and apply invasion games skills, therefore I can:

- understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation
- play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal
- know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting
- understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games

I know how to select and apply net and wall games skills, therefore I can:

- play a variety of shots with intent when striking a ball after one bounce or on the volley
- direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it
- evaluate the effectiveness of a shot and suggest ways of improving
- work cooperatively as a team in twos or small groups to create rules and play them
- play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities

I know how to select and apply striking and fielding games skills, therefore I can:

- know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds
- bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases
- field the ball and return it with an overarm throw
- know when to run after hitting a ball
- play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters

GYMNASTICS

I know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:

- explore different ways of entries and exits when performing specific skills such as handstands
- perform a range of straightforward part-weight partner balances safely and effectively
- travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus

	<ul style="list-style-type: none"> identify and show the five basic jumps (1-1, 1- other 1, 1-2. 2-2. 2-1) and demonstrate a variety of clear body shapes in the air understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in pathway understand that spinning occurs around a body part in contact with the floor and show a variety of shapes and speeds when spinning on different body parts identify a variety of rotations around the long axis (an imaginary line from the head to the feet) e.g. turning jumps, sideways rolls, cartwheels and turning on hands know and understand that rotation around the side to side axis (an imaginary line through the hips from one side of the body to the other) involves rocking, forward rolls and progressions for backwards rolling spring from feet to hands and back to feet again with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others
DANCE	<p>I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can:</p> <ul style="list-style-type: none"> perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) maintain the tempo and rhythm of particular patterns demonstrate an awareness of the value of other dancers in their relationship to each other within the dance explore the range of movements I can use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting <p>I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively
ATHLETICS	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> understand and describe what is required to make a fast start understand and demonstrate an effective relay takeover technique understand how to position others in a relay team run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern confidently and independently select the most appropriate pace for different distances and different parts of the run <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> display a strong release position and strong braced side demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak) identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> understand that a long stride will help increase distance or height explain the need to start consistently from their own special starting position and to mark out a run up <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> perform as an athlete but also take on the role of an official
OAA	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> discuss and plan an activity and consider the most effective approach for successful completion, adapting the approach as necessary select, based on agreed criteria, the best equipment for an outdoor activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> orientate myself, partner and team with confidence and accuracy around an orienteering course when under pressure design an orienteering course that is clear to follow and offers challenge to others use navigation equipment (maps and compasses) to improve the trail use a range of map styles and make informed decisions on the most effective manage an orienteering event for others to compete in

	<p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> • discuss and allocate roles within my team fairly • use clear and effective communication to make a positive contribution to a team • work effectively as part of a team, demonstrating leadership skills where necessary
SWIMMING	<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> • travel on back and roll in one continuous movement onto front • travel on front and roll in one continuous movement onto back • perform 3 different jumps into deep water (one must be a straddle jump) • perform a horizontal stationary scull on the back • perform a head first sculling action for 5m • perform a feet first sculling action on the back • perform a sculling sequence with a partner for 30-45secs to include a rotation • tread water for 30secs • perform a handstand and hold for a minimum of 3secs • perform a forward somersault, tucked in the water • submerge to pick up an object from the pool floor (full reach depth) • participate in a game of mini polo • in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation • tread water for 20secs <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> • kick 10m Backstroke (one item of equipment may be used) • kick 10m Front Crawl (one item of equipment may be used) • kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used) • swim 10m (own choice of stroke) • swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen) • swim 25m (own choice of stroke) • swim 25m to a floating object (own choice of stroke) • - swim 10m retaining a floating object <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> • enter the water safely from a jump • perform a shout and signal rescue • exit deep water without the use of steps • swim 10m in clothes • enter the water safely (swivel entry, surface dive or straddle jump) • float or scull waving one arm and shout for help • demonstrate the HELP position • in groups demonstrate the Huddle position • swim using a long front paddle to the side (survival stroke) • exit the pool from at least full reach depth without using the steps • discuss as a group which skills might be used to self-rescue in different situations
Thinking	<p>I can:</p> <ul style="list-style-type: none"> • lead warm-ups and cool-downs safely and effectively • explain what is happening to my body when I exercise, using the correct vocabulary for parts of the body and muscle names • describe different positions in games and activities • name different equipment used in different activities • describe different tactics used in games • read and react to different game situations as they develop • effectively disguise what I am about to do next • use variety and creativity to engage an audience • effectively transfer skills and movements across a range of activities and sports • perform a variety of skills consistently and effectively in challenging or competitive situations • comment on my performance and that of my peers • advise and help others in their techniques and skills in activities • review, analyse and evaluate my own and others' strengths and weaknesses • understand a wide range of rules and have begun to officiate small sided games • describe different safety aspects of PE lessons
Feeling	<p>I can:</p> <ul style="list-style-type: none"> • create my own learning plan and revise that plan when necessary

	<ul style="list-style-type: none"> • accept critical feedback and make changes • demonstrate a growth mindset when finding tasks difficult, remaining resilient • show sportsmanship across all activities and understand the feelings associated with winning and losing • understand the feelings of others when in PE lessons • work in teams of different sizes up to 8 people • effectively lead my group involving others and motivating those around me to perform better • explain how individuals need different types of and levels of fitness to be more effective in their activity / role / event • understand ways I can become healthier • know and understand the benefits of a balanced lifestyle
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Assessment End Points Year 6

Knowledge and Skills

Games:

- I can demonstrate a good awareness of space
- I can perform and apply a variety of skills and techniques confidently, consistently and with precision
- I can use ball skills in various ways in a game situation, and link these skills together effectively with fluency, for example - throw and catch accurately and successfully under pressure in a game, choose and make the best pass in a game situation, pass and receive the ball on the move
- I can think ahead and create a plan of attack or defense, for example - keep and win back possession of the ball effectively and in a variety of ways in a team game
- I can apply knowledge of skills for attacking and defending, for example - work as a team to develop fielding strategies to prevent the opposition from scoring
- I can follow and create complicated rules to play a game successfully

Gymnastics:

- I can demonstrate precise and controlled placement of body parts in my actions, shapes and balances
- I can apply and perform skills and techniques consistently, showing fluency, precision and control
- I can confidently use equipment and incorporate this into sequences
- I can create and perform my own complex sequences involving the full range of actions and movements: traveling, balancing, holding shapes, jumping, leaping, swinging, performed in time to
- music - create and perform a group sequence by linking complex shapes, movements and balances and using apparatus effectively

Dance:

- I can use dynamic, rhythmic and expressive qualities clearly and with control
- I can use movement to explore and communicate ideas and issues, and my own feelings and thoughts
- I can perform to an accompaniment expressively and sensitively, with fluency, control and accuracy
- I can work creatively and imaginatively on my own, with a partner and in a group to compose motifs and structure more complex dances

Athletics:

- I can maintain a good running technique whilst in a competitive situation including building up speed for a sprint finish, accelerating to pass other competitors and working as a team to competitively perform a relay
- I can maintain a good jumping technique whilst in a competitive situation maintaining control at each of the different stages of the jumps
- I can maintain a good throwing technique whilst in a competitive situation including throwing accurately and with consideration for safety

OAA:

- I can physical and teamwork skills well in a variety of different challenges
- I can successfully compete in orienteering activities both as part of a team and independently
- I can consistently communicate effectively and clearly with others as appropriate using verbal and non-verbal communication

Swimming:

- I can enter and exit deep water safely
- I can swim competently and confidently for 25m
- I can perform a safe self-rescue
- I can use personal survival techniques, e.g. floating, sculling and surface diving