



The Minster Junior School Skills Progression

Athletics

In athletics, children learn to improve their performance in a range of running, jumping and throwing activities. As in all athletic activities, children think about how to achieve the greatest speed, height, distance or accuracy.

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can run at different speeds.	I can change speed and direction whilst running.	I can run at a speed appropriate to the distance I am running.	I can improve and sustain running technique at different speeds.	I can demonstrate good control, strength, speed and stamina in a variety of athletic events.
I can jump from a standing position.	I can jump accurately from a standing position.	I can take a running jump.	I can demonstrate accuracy and technique in a range of throwing and jumping actions.	I understand how to apply athletics skills and tactics to competitive situations.
I can throw an object with one hand.	I can throw a variety of objects with one hand.	I can demonstrate a range of throwing actions using a variety of objects.	I can identify and explain good athletic performance.	I can explain how to improve technique in a variety of events.
I can recognise changes in the body when I exercise.	I can recognize a change in heart rate and temperature during exercise.	I can recognise a change in heart rate, temperature and breathing rate during exercise.	I can describe the changes in my body when running, jumping and throwing.	I understand and can explain the short and long term effects of exercise. I understand the need for specific warm up and cool down.

Dance

In dance, children are able to explore different shapes and movements. They learn to work effectively in a group and are given opportunities to self and peer-assess. They learn to use a motif within a dance routine and use a range of stimuli to help their creativity. Our dance units are also linked with our Cornerstone topics.

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can copy and explore basic body patterns and movements.	I can perform with control and co-ordination.	I can improvise freely on my own and with a partner.	I can demonstrate precision, control and fluency in response to stimuli.	I can perform and create motifs in a variety of dance styles with accuracy and consistency.
I can remember simple dance steps and perform in a controlled manner.	I can begin to choreograph short performances in pairs or groups.	I can translate ideas from a variety of stimuli into movement.	I can vary dynamics and develop actions with a partner or as part of a group.	I can select and use a wide range of compositional skills and to demonstrate ideas.
I can choose actions and link them with sounds and music.	I can vary dynamics, levels speeds, and direction.	I can compare, develop and adapt movement and motifs to create longer dances.	I continually demonstrate rhythm and spatial awareness.	I can confidently create longer dances to a variety of different music types, creating mood for effect.
I can describe others' performances.	I can discuss my own and others' performances using simple vocabulary.	I can use dance vocabulary to compare and improve my work.	I can modify my performance and others as a result of observation and basic understanding of the structure of the body.	I can suggest ways to improve quality of performance, showing sound knowledge and understanding.

Gymnastics

In gymnastics, children are able to explore a range of movements, balances and patterns. They are taught about the importance of warming up and cooling down. Our apparatus allows children to experiment with different gymnastic skills and techniques.

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can copy and explore basic actions with some control and co-ordination.	I can copy, remember, explore and repeat simple actions, varying speed and levels.	I can copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination.	I can link ideas, skills and techniques with control, precision and fluency when performing basic skills.	I can perform and create movement sequences with some complex skills, while displaying accuracy and consistency.
I have begun to choose and link basic actions, and I can recognise and use space appropriately.	I am beginning to select simple actions to construct basic sequences.	I can apply compositional ideas to sequences alone and with others.	I understand composition by performing more complex sequences.	I can select and use a wide range of compositional skills in complex sequences alone and in groups.
I can watch and discuss my own work and that of my peers.	I am beginning to identify the difference between my performance and that of others.	I can describe my own and others' work noting similarities and differences. I can make suggestions for improvements.	I can describe how to refine, improve and modify performances.	I can analyse skills and suggest ways to improve quality of performance, showing sound knowledge and understanding.
I can safely perform teacher led warm-ups.	I understand the need for warm-up and cool-down. I understand what is happening to my body during exercise.	I understand working safely. I recognise changes in my body and can give reasons why PE is good for health.	I can demonstrate specific aspects of warm-up and explain the effects exercise has on the body.	I can lead my own warm-up and can demonstrate all round safe practice.

Invasion Games

Invasion games are games where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players, these fast paced games focus on teamwork, keeping possession, scoring and defending. Sports taught at our school include: football, tag-rugby, hockey, basketball, netball and handball.

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can stop a ball with basic control.	I can stop / catch a ball with control.	I can control and catch a ball with movement.	I can control and catch a ball and accurately pass while moving.	I can control movement with a ball while attacking.
I can send a ball in the direction of another person.	I can pass a ball to someone else accurately at short distances.	I can pass a ball to someone else accurately at a range of distances.	I can combine accurate passing skills / techniques in a game.	I can combine accurate passing skills / techniques in a game, choosing the correct pass to create a scoring opportunity against opposition.
I can understand and take part in basic drills to improve different skills.	I can take part in opposed conditioned games.	I am beginning to influence opposed conditioned games.	I can take part in conditioned games with understanding of tactics and rules.	I can advise and help others in their techniques in a game.
I can explain what changes I notice with my body while exercising.	I understand the short-term effects of exercise and how to keep safe.	I can talk about reasons for warming up and why exercise is good for health.	I understand / use principles of warming up and why exercise is good for health.	I can understand and explain long term effects of exercise. I am starting to understand different muscles and how to warm them up with specific stretches.