



Ashley Junior School



Progression of Skills





Unit 1- Year 3 & 4

Unit 6- Year 5 & 6

Key:

GDS- Greater Depth

EXS- Expected

WTS- Working Towards

Expected-End of Year 3

I know where I am with my learning and I have begun to challenge myself.

Expected- End of Year 4

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

Expected- End of Year 5

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

Expected- End of Year 6

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.

GDS

I consistently know where I am with my learning and can cope well and react positively when things become difficult.
With regular practise I can improve my performance.

EXS

I regularly know where I am with my learning. I am able to show resilience and begin to challenge myself.

WTS

I can begin to build resilience and try multiple times to complete a challenge with support.

Year 3

Unit 1-Personal

Fundamental Skills:
Coordination/Footwork
Static balance/One leg

GDS

I consistently know where I am with my learning and I can cope well and react positively when things become difficult. I can persevere with a task and can improve my performance through regular practice.

EXS

I know where I am with my learning and I have begun to challenge myself. I can be resilient and try several times to complete a challenge.

WTS

I can begin to build resilience and try multiple times to complete a challenge and ask for help when appropriate.

Year 4
Unit 1-Personal

Fundamental Skills:
Coordination/Footwork
Static balance/One leg

GDS

I can consistently create my own learning plan and can revise that plan when necessary. I am open to critical feedback and can make changes to improve my performance.

EXS

I can often see that new challenges are opportunities to learn and develop. I can recognise my strengths and weaknesses and set myself appropriate targets.

WTS

I can begin to cope and react positively when things become difficult. I can begin to improve my performance through regular practise and persevere with a task.

Year 5
Unit 6-Personal

Fundamental Skills:
Coordination/Footwork
Static balance/One leg

GDS

I can consistently create my own learning plan and can revise that plan when necessary. I can accept critical feedback and can make changes.

EXS

I see all new challenges as opportunities to learn and develop. I can recognise my strengths and weaknesses and set myself appropriate targets.

WTS

I can begin to cope well and react positively when things become difficult. I can improve my performance through regular practise and preserve with a task.

Year 6
Unit 6-Personal

Fundamental Skills:
Coordination/Footwork
Static balance/One leg

GDS ARE

I can consistently cooperate well with others and give helpful feedback. I can frequently organise roles and responsibilities within a small group.

EXS ARE

I can regularly show patience and support others, listening to them about our work.
Occasionally I am happy to show and tell my ideas with others.

WTS ARE

I can begin to help praise and encourage others in their learning with support.

Year 3
Unit 2- Social

Fundamental Skills:
Dynamic balance/Jumping and landing
Static balance/Seated

GDS

I can consistently cooperate well with others and give helpful feedback. I can organise roles and responsibilities within a small group to complete a task.

EXS

I can show patience and support others, listening to them about our work. I am happy to show and tell my ideas with others.

WTS

I can begin to help praise and encourage others in their learning.
I can ask for help when appropriate.

Year 4
Unit 2- Social

Fundamental Skills:
Dynamic balance/Jumping and landing
Static balance/Seated

GDS

I can frequently involve others and motivate those around me to perform better .

EXS

I can regularly give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

WTS

I can begin to cooperate well with others and give helpful feedback. With support I can organise roles and responsibilities within a small group to complete a task.

Year 5
Unit 2- Social

Fundamental Skills:
Dynamic balance/Jumping and landing
Static balance/Seated



GDS

I can consistently involve others and motivate those around me to perform better.

EXS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

WTS

I can begin to cooperate well with others and give helpful feedback. I can begin to organise roles and responsibilities within a small group to complete a task.

Year 6
Unit 2- Social

Fundamental Skills:
Dynamic balance/Jumping and landing
Static balance/Seated

GDS

I can consistently use my awareness of space and others to make good decisions. I can frequently judge performances and identify areas for improvement.

EXS

I can regularly understand simple tactics of attacking and defending and explain what I am doing well.

WTS

I can begin to order instructions, movements and skills. With support I can label similarities and differences in my performance.

Year 3
Unit 3- Cognitive

Fundamental Skills:
Dynamic balance/On a line
Coordination/ Ball skills

GDS

I can consistently use my awareness of space and others to make good decisions. I can understand ways (criteria) to judge performances and identify specific parts to continue to work upon.

EXS

I can understand simple tactics of attacking and defending. I can explain what I am doing well and begun to identify areas for improvement.

WTS

I can begin to order instructions, movements and skills. I can start to label similarities and differences in my performance and ask for help when appropriate.

Year 4
Unit 3- Cognitive

Fundamental Skills:
Dynamic balance/On a line
Coordination/ Ball skills

GDS

I can consistently review, analyse and evaluate my own and others' strengths and weakness. I can frequently read and react to different game situations as they develop.

EXS

I can regularly develop my own and others' work. I often suggest patterns of play which will increase chances of success. I am starting to develop methods to outwit opponents.

WTS

I can begin to use my awareness of space and others to make good decisions. With support I can understand ways (criteria) to judge performances and identify specific parts to continue to work upon.

Year 5
Unit 1- Cognitive

Fundamental Skills:
Coordination/ Ball skills
Agility/ Reaction and response

GDS

I can consistently review, analyse and evaluate my own and others' strengths and weakness. I can read and react to different game situations as they develop.

EXS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents.

WTS

I can begin to use my awareness of space and others to make good decisions. I can understand ways (criteria) to judge performances and identify specific parts to continue to work upon asking for help when appropriate.

Year 6
Unit 1- Cognitive

Fundamental Skills:
Coordination/ Ball skills
Agility/ Reaction and response

GDS

I can consistently link actions and develop sequences of movements that express my own ideas. I can frequently change tactics, rules or tasks to make activities more engaging.

EXS

I can regularly make up my own rules and versions of activities. I can respond differently to a variety of tasks and start to recognise similarities and differences in movement and expression.

WTS

I can begin to compare my movements and skills with those of others. With support I can select and link movements together to fit a theme.

Year 3
Unit 4- Creative

Fundamental Skills:
Coordination/ Sending and receiving
Counter balance/ With a partner

GDS

I can consistently link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXS

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks and recognise similarities and differences in movement and expression.

WTS

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme and ask for help when appropriate.

Year 4
Unit 4- Creative

Fundamental Skills:
Coordination/ Sending and receiving
Counter balance/ With a partner

GDS

I can consistently disguise what I am about to do next effectively. I can frequently use variety and creativity to engage an audience.

EXS

I am starting to respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so that they are different from or in contrast to others.

WTS

I can begin to link actions and develop sequences of movements that express my own ideas. With support I can change tactics, rules or tasks to make activities more fun or challenging.

Year 5
Unit 4- Creative

Fundamental Skills:
Coordination/ Sending and receiving
Counter balance/ With a partner

GDS

I can consistently disguise what I am about to do next effectively. I can use variety and creativity to engage an audience.

EXS

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so that they are different from or in contrast to others.

WTS

I can begin to link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

Year 6
Unit 4- Creative

Fundamental Skills:
Coordination/ Sending and receiving
Counter balance/ With a partner

GDS

I can consistently perform a variety of movements and skills with good body tension. I can frequently link actions together so that they flow in running, jumping and throwing activities.

EXS

I can regularly perform and repeat longer sequences with clear shapes and controlled movement. I can often select and apply a range of skills with good control and consistency.

WTS

I can begin to perform a range of skills with some control and consistency. With support I can change perform a sequence of movements with some change in level, direction or speed.

Year 3
Unit 5- Physical

Fundamental Skills:
Agility/ Reaction and response
Static balance/ Floor work

GDS

I can consistently perform a variety of movements and skills with good body tension.
I can link actions together so that they flow in running, jumping and throwing activities.

EXS

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

WTS

I can begin to perform a range of skills with some control and consistency. I can change perform a sequence of movements with some change in level, direction or speed and ask for help when appropriate.

Year 4
Unit 5- Physical

Fundamental Skills:
Agility/ Reaction and response
Static balance/ Floor work

GDS

I can consistently transfer skills and movements across a range of activities and sports. I can frequently perform a variety of skills consistently and effectively in challenging or competitive situations.

EXS

I can regularly use combinations of skills with some confidence in sport specific contexts. I can often perform a range of skills fluently and with accuracy in practice situations.

WTS

I can begin to perform a variety of movements and skills with good body tension. With support I can link actions together so that they flow in running, jumping and throwing activities.

Year 5
Unit 5- Physical

Fundamental Skills:
Agility/ Reaction and response
Static balance/ Floor work

GDS

I can consistently transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.

EXS

I can use combinations of skills with some confidence in sport specific contexts. I can perform a range of skills fluently and with accuracy in practice situations.

WTS

I can begin to perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

Year 6
Unit 5- Physical

Fundamental Skills:
Agility/ Reaction and response
Static balance/ Floor work

GDS

I can consistently describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can frequently record and monitor how hard I am working.

EXS

I can regularly describe how and why my body feels during and after exercise. I can often explain why we need to warm up and cool down.

WTS

I can begin to say how my body feels during and after exercise. With support I can use equipment appropriately and move and land safely.

Year 3

Unit 6- Health and Fitness

Fundamental Skills:
Agility/ Ball chasing
Static balance/ Stance

GDS

I can consistently describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

EXS

I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.

WTS

I can begin to say how my body feels during and after exercise. I can ask for help when using equipment to support appropriate and movements such as landing safely.

Year 4

Unit 6- Health and Fitness

Fundamental Skills:
Agility/ Ball chasing
Static balance/ Stance

GDS

I can consistently explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.
I can frequently plan and follow my own basic fitness programme.

EXS

I can regularly select and perform appropriate warm up and cool down activities. I can often identify possible dangers when playing an activity.

WTS

I can begin to describe the basic fitness components and explain how often and how long I should exercise to be healthy.
With support I can record and monitor how hard I am working.

Year 5

Unit 6- Health and Fitness

Fundamental Skills:
Agility/ Ball chasing
Static balance/ Stance

GDS

I can consistently explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.
I can plan and follow my own basic fitness programme.

EXS

I can select and perform appropriate warm up and cool down activities. I can identify possible dangers when playing an activity.

WTS

I can begin to describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can begin to record and monitor how hard I am working.

Year 6

Unit 6- Health and Fitness

Fundamental Skills:
Agility/ Ball chasing
Static balance/ Stance