

Ashford Oaks Primary School Curriculum Skills Progression Map September 2026



At Ashford Oaks we aim to provide a clear path in order for all children to learn together so that we can succeed. We have created a skills progression document based around the important skills needed for our children to progress in life.

Skills Progression

Year 6

Dance

Exaggerate dance movements and motifs (using expression when moving)
Performs with confidence, using a range of movement patterns.
Demonstrates a strong imagination when creating own dance sequences and motifs.
Demonstrates strong movements throughout a dance sequence.
Combines flexibility, techniques and movements to create a fluent sequence.
Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.
Beginning to show a change of pace and timing in their movements.
Is able to move to the beat accurately in dance sequences.
Improvises with confidence, still demonstrating fluency across their sequence.
Dances with fluency, linking all movements and ensuring they flow.
Demonstrates consistent precision when performing dance sequences.
Modifies parts of a sequence as a result of self and peer evaluation.
Uses more complex dance vocabulary to compare and improve work.

Gymnastics

Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
Adapts sequences to include a partner or a small group.
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.
Draw on what they know about strategy, tactics and composition when performing and evaluating.
Analyse and comment on skills and techniques and how these are applied in their own and others' work.
Uses more complex gym vocabulary to describe how to improve and refine performances.
Develops strength, technique and flexibility throughout performances.

Games

Vary skills, actions and ideas and link these in ways that suit the games activity.
Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking
Keeps possession of balls during games situations.
Consistently uses skills with co-ordination, control and fluency.
Takes part in competitive games with a strong understanding of tactics and composition.
Can create their own games using knowledge and skills.
Modifies competitive games.
Compares and comments on skills to support creation of new games.
Can make suggestions as to what resources can be used to differentiate a game.
Apply knowledge of skills for attacking and defending.

Athletics

Uses running, jumping, throwing and catching in isolation and in combination.
Beginning to build a variety of running techniques and use with confidence.
Can perform a running jump with more than one component e.g. hop skip jump (triple jump)
Beginning to record peers performances, and evaluate these.
Demonstrates accuracy and confidence in throwing and catching activities.
Describes good athletic performance using correct vocabulary.
Can use equipment safely and with good control.

Personal & Health

Develops strong listening skills.
Uses and interprets simple maps.
Think activities through and problem solve using general knowledge.
Choose and apply strategies to solve problems with support.
Discuss and work with others in a group.
Demonstrates an understanding of how to stay safe.
Watches and describes performances accurately.
Learn from others how they can improve their skills.
Comment on tactics and techniques to help improve performances.
Make suggestions on how to improve their work, commenting on similarities and differences.
Can describe the effect exercise has on the body
Can explain the importance of exercise and a healthy lifestyle.
Understands the need to warm up and cool down.

