

PE Skills Progression

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance						
<p>-Negotiate space and obstacles safely with consideration for themselves and others</p> <p>-Demonstrate strength, balance and coordination when playing</p> <p>-Move energetically, such as running, jumping, dancing hopping, skipping and climbing</p> <p>→find and keep a space and copy simple instructions</p> <p>→Demonstrates fundamental movements in locomotion- rolling, stepping, jogging, hopping, galloping, leading, skipping, climbing, crawling, running</p> <p>→ Demonstrates fundamental movements in Stability- standing, lying, sitting, static balance, dynamic balance, pivoting, twisting, lunging,</p>	<p>Copy and repeat simple skills</p> <p>→Follow the leader – jumps, hops, skips</p> <p>→Respond to different stimuli with a range of actions</p> <p>→Copy and explore basic body actions demonstrated by the teacher</p> <p>→Copy simple movement patterns from each other and explore the movement</p> <p>→Pupils link simple actions and skills</p> <p>→Compose and link movement phrases to make simple dances with clean beginning, middle and end.</p> <p>→practise and repeat their movement phrases and perform them in a controlled way</p>	<p>Copy, remember and repeat simple skills with control and co-ordination</p> <p>→Can link several movements together with control and co-ordination</p> <p>→talk about different stimuli as the starting point for creating dance phrases and short dances</p> <p>→explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>→Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics</p> <p>→Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings</p> <p>→remember and repeat a short dance phrase, showing greater control, co-</p>	<p>Select and use skills and ideas with co-ordination and control</p> <p>→Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different</p> <p>→stimuli through their use of language and choice of movement</p> <p>→Incorporate different qualities and dynamics into their movements</p> <p>→explore and develop new actions while working with a partner or a small group</p> <p>→Pupils show that they understand tactics and composition by starting to vary how they respond</p> <p>→Apply basic compositional ideas to create</p>	<p>Select, use and perform with co-ordination and fluency</p> <p>→Respond and perform with a partner, demonstrating actions that link with fluency and accuracy</p> <p>→Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases</p> <p>→Use a range of actions and begin to combine movement phrases and patterns..</p> <p>→Begin to respond within a small group of partnership, to speed and level.</p> <p>→Pupils can link movement phrases together with increased precision.</p> <p>→Begin to design their own movement</p>	<p>Performance shows precision, control and fluency</p> <p>→Respond to a variety of stimuli showing a range of actions performed with control and fluency</p> <p>→think about character and narrative ideas created by the stimulus, and respond through movement</p> <p>→experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group</p> <p>→Pupils link skills, techniques and ideas accurately and appropriately</p> <p>→Create and perform dances using a range of movement</p>	<p>Consistent performance showing precision, control and fluency</p> <p>→Perform a variety of dance styles with accuracy and consistency</p> <p>→explore, improvise and choose appropriate material to create new motifs in a chosen dance style</p> <p>→respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p> <p>→Pupils select and combine skills, techniques and ideas demonstrating their knowledge of composition</p> <p>→Extend compositional skills incorporating a wider range of dance styles and forms</p> <p>compose, develop and adapt motifs to make dance phrases and use</p>

<p>bending, stretching</p>		<p>ordination and spatial awareness</p>	<p>dance which convey feelings and emotions →link actions to make dance phrases, working with a partner and in a small group →perform short dances with expression, showing an awareness of others when moving →describe what makes a good dance phrase</p>	<p>phrases that respond to the stimuli or emotion →Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group →Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.</p>	<p>patterns in response to a range of stimuli →use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer →remember, practise and combine longer, more complex dance phrases</p>	<p>these in longer dances →select and use a range of compositional ideas to create motifs that demonstrate their dance idea</p>
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Gymnastics

<p>-Negotiate space and obstacles safely with consideration for themselves and others</p> <p>-Demonstrate strength, balance and coordination when playing</p> <p>-Move energetically, such as running, jumping, dancing hopping, skipping and climbing</p> <p>→Demonstrates fundamental movements in locomotion- rolling, stepping, jogging, hopping, galloping, leading, skipping, climbing, crawling, running</p> <p>→ Demonstrates fundamental movements in Stability- standing, lying, sitting, static balance, dynamic balance, pivoting, twisting, lunging, bending, stretching</p>	<p>Copy and repeat simple skills</p> <p>→Perform basic gymnastic actions like traveling, rolling and jumping</p> <p>→Manage the space safely, showing good awareness of each other, mats and apparatus</p> <p>Pupils link simple actions and skills</p> <p>→Make up simple movement phrases in response to simple tasks.</p> <p>→Link & repeat basic gymnastic actions perform movement phrases with control and accuracy</p>	<p>Copy, remember and repeat simple skills with control and co-ordination</p> <p>→Perform a variety of actions with increasing control repeat accurately sequences of gymnastic actions</p> <p>→move smoothly from a position of stillness to travelling movement move smoothly and in a controlled way from one position of stillness to another</p> <p>Pupils vary skills, actions and ideas.</p> <p>→Choose, use and vary simple compositional ideas to create and perform a sequence</p> <p>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</p> <p>→Adapt the sequence to include apparatus or a partner</p> <p>→use different combinations of floor, mats and apparatus,</p>	<p>Select and use skills and ideas with co-ordination and control</p> <p>→Perform a competent forward roll, rug roll, shoulder roll</p> <p>Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel</p> <p>→practise an action or short sequence of movements, and improve the quality of the actions and transitions</p> <p>show control, accuracy and fluency of movement when performing actions on their own and with a partner</p> <p>Pupils show that they understand composition by starting to vary how they respond</p> <p>→Plan and perform a movement sequence showing contrasts</p>	<p>Select, use and perform with co-ordination and fluency.</p> <p>→Perform a range of rolls with control and accuracy</p> <p>Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,</p> <p>→Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.</p> <p>Pupils can link movement phrases together with increased precision.</p> <p>→Begin to develop a longer and more varied movement phrase with smooth, planned links between</p>	<p>Performance shows precision, control and fluency</p> <p>→Perform a range of rolls including backwards roll consistently.</p> <p>perform a range of actions and abilities with consistency, fluency and clarity of movement</p> <p>→Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p>Pupils link skills, techniques and ideas accurately and appropriately</p> <p>→Develop a longer and more varied movement sequence demonstrating smooth transitions between actions</p> <p>combine actions</p>	<p>Consistent performance showing precision, control and fluency</p> <p>→Perform a range of rolls showing different entrances and exits.</p> <p>perform combinations of actions and abilities that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>→perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</p> <p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition</p> <p>→Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed,</p>
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		<p>showing control, accuracy and fluency</p>	<p>in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end →adapt a sequence to include different levels, speeds or directions →work well on their own and contribute to pair sequences</p>	<p>actions. →Perform a sequence where the children combine speed, level, direction and a variety of shapes. →Work within different groups to contribute to a variety of different sequences.</p>	<p>to make a sequence. →sequences with changes of speed, level and direction, and clarity of shape →Gradually increase the length of sequences 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>levels and directions →repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body →shape and changes in direction adapt sequences to include a partner or a small group</p>
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Games						
<p>-Negotiate space and obstacles safely with consideration for themselves and others</p> <p>-Demonstrate strength, balance and coordination when playing</p> <p>-Move energetically, such as running, jumping, dancing hopping, skipping and climbing</p> <p>→Demonstrates the fundamental movements in object control through; reaching, grasping, gripping, releasing, lifting and carrying, passing an object from hand to hand, send, receive, roll, bounce dribble, kick, strike, stop and trap</p>	<p>Copy and repeat simple skills</p> <p>→Throw and catch a ball with a partner</p> <p>→move fluently, changing direction and speed easily and avoiding collisions</p> <p>→show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p>Pupils link simple actions and skills</p> <p>→Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</p> <p>→use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</p>	<p>Copy, remember and repeat simple skills with control and co-ordination</p> <p>→Pass a ball accurately to a partner over a variety of distances</p> <p>→perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>→show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</p> <p>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics</p> <p>→They vary skills and show some understanding of simple tactics</p> <p>→choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents</p>	<p>Select and use skills and ideas with co-ordination and control</p> <p>→Travel whilst bouncing a ball showing control</p> <p>→use a range of skills to help them keep possession and control of the ball</p> <p>→perform the basic skills needed for the games with control and consistency</p> <p>use a range of skills with increasing control</p> <p>Pupils show that they understand tactics and composition by starting to vary how they respond</p> <p>→In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others</p> <p>→choose good places to stand when receiving,</p>	<p>Pupils can link movement phrases together with increased precision.</p> <p>→Travel with a ball showing increasing control using both hands and feet.</p> <p>→Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.</p> <p>→Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.</p> <p>Use a range of different skills with increasing control and skill</p> <p>Pupils can link tactics and skills together with increased precision.</p> <p>→In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play</p>	<p>Performance shows precision, control and fluency</p> <p>→Travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>→use a range of techniques when passing, eg <i>high, low, bounced, fast, slow</i></p> <p>→keep a game going using a range of different ways of throwing</p> <p>→strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Pupils link skills, techniques and ideas accurately and appropriately</p> <p>→Effectively play a competitive net/wall game keep and use rules they are given</p> <p>→try to make things difficult for their opponent by directing the ball to space, at</p>	<p>Consistent performance showing precision, control and fluency</p> <p>→Dribble effectively around obstacles. Show precision and accuracy when sending and receiving</p> <p>→perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>→play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game</p> <p>→use different ways of bowling</p> <p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition</p> <p>→Play recognised version of net game showing tactical awareness and</p>

			<p>and give reasons for their choice</p> <p>choose and use batting or throwing skills to make the game hard for their opponents</p>	<p>and that they know how to score goals and win the game.</p> <p>→Choose where they should position themselves to be a defender and an attacker.</p> <p>Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.</p>	<p>different speeds and heights</p> <p>→judge how far they can run to score points</p>	<p>knowledge of rules and scoring.</p> <p>→they play, choosing and using skills which meet the needs of the situation</p> <p>choose when to pass or dribble, so that they keep possession and make progress towards the goal</p> <p>→hit the ball with purpose, varying the speed, height and direction</p> <p>hit the ball from both sides of the body</p>
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Athletics

→Run at different speeds, jump with accuracy, use a small range of techniques
→Choose which throwing and retrieving technique to use

→Change speed and direction, link running and jumping, throw accurately
→Choose when to run and when to jump.
Select which throwing technique to use for accuracy and distance

→Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups
→Choose and use throw to reach target, choose which role to play within group situation

→Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.
→Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.

→Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well
→Choose pace for running, plan and carry through an event

→Strength, stamina and speed when running, jumping and throwing, know rules, judge events
→Adapt skills and techniques to different challenges and equipment

OAA						
	<ul style="list-style-type: none"> →Follow marked tracks in familiar environment. →Choose which way to follow route, by self or in group 	<ul style="list-style-type: none"> →Use simple plans and diagrams of familiar environments. →Use skills to solve a basic challenge or problem 	<ul style="list-style-type: none"> →Use maps and diagrams to orientate themselves around a course. →Respond appropriately when task/environment changes, plan responses 	<ul style="list-style-type: none"> →Use a map with confidence to navigate around a route. →Adapt and respond to changes in the environment to allow them to complete the task 	<ul style="list-style-type: none"> →Move confidently through familiar and less familiar environments, prepare self →Adapt skills and strategies as situation demands. 	<ul style="list-style-type: none"> →Work confidently in changing environments, adapt quickly. →Devise and put into practice a range of solutions and challenges.
Swimming						
			<ul style="list-style-type: none"> →25-30 metres in water unaided, co-ordination with arms and legs, use different strokes, describe how to move arms and legs together. →Use their arms and legs in the correct manner for the chosen stroke. 	<ul style="list-style-type: none"> →Swim 25-30 metres unaided, use a variety of different leg and arm actions. →Link arms and legs correctly to allow effective propulsion across the pool. 		
Evaluating and improving performance						
<ul style="list-style-type: none"> →Say what they have done 	<ul style="list-style-type: none"> →Describe and comment on their own and others actions →Describe what they have done → watch others and say what they are doing 	<ul style="list-style-type: none"> →Talk about differences between their own and others' performance and suggest improvements 	<ul style="list-style-type: none"> →Describe and comment on their own performance and that of others and make simple suggestions to improve quality. 	<ul style="list-style-type: none"> →Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. →Be confident to analyse and comment on what they see. 	<ul style="list-style-type: none"> →From observation of others begin to describe constructively how to refine improve and modify performance. →Refine own performance in response to comments of others' and self analysis. 	<ul style="list-style-type: none"> →Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.

Knowledge and understanding of fitness and health

→ Says how they feel after exercise

→Describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.

→understand how to exercise and describe how their bodies feel during different activities.

→Suggest appropriate warm up ideas.
→Recognise changes in body temperature, heart rate and breathing.

→Begin to think about warm up activities that prepare them for exercise.
→Talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.

→Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates.
→Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.

→Show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.