

PE Skills Progression Year One

Dance	
<p>Copy and repeat simple skills</p> <ul style="list-style-type: none"> →Follow the leader – jumps, hops, skips →Respond to different stimuli with a range of actions →Copy and explore basic body actions demonstrated by the teacher →Copy simple movement patterns from each other and explore the movement →Pupils link simple actions and skills →Compose and link movement phrases to make simple dances with clean beginning, middle and end. →practise and repeat their movement phrases and perform them in a controlled way 	<p>Vocabulary:</p> <p>travel jump turn gesture stillness shape tempo rhythm rhythmic space Fast Slow heavy light Free flowing jerky control feelings expression pathway level direction size sequence</p> <p>P4C What is dance?</p>
Gymnastics	
<p>Copy and repeat simple skills</p> <ul style="list-style-type: none"> →Perform basic gymnastic actions like traveling, rolling and jumping →Manage the space safely, showing good awareness of each other, mats and apparatus <p>Pupils link simple actions and skills</p> <ul style="list-style-type: none"> →Make up simple movement phrases in response to simple tasks. →Link & repeat basic gymnastic actions perform movement phrases with control and accuracy 	<p>Hop flight Climb Hang Swing Points Patches Body tension Strong Describe Sequence Repeat Perform Performance Actions still Stillness Safety Safely Exercise Co-operatively Sideways Forwards Backwards Diagonally apparatus</p> <p>P4C How do we stay safe when using the apparatus?</p>
Games	
<p>Copy and repeat simple skills</p> <ul style="list-style-type: none"> →Throw and catch a ball with a partner →move fluently, changing direction and speed easily and avoiding collisions →show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking <p>Pupils link simple actions and skills</p> <ul style="list-style-type: none"> →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 →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>Speed direction safe Space Move Roll Exercise Partner space</p> <p>P4C Do we need rules in a game? Explain your answer.</p>
Athletics	
<ul style="list-style-type: none"> →Run at different speeds, jump with accuracy, use a small range of techniques →Choose which throwing and retrieving technique to use 	<p>Walk Run Jump Skip Hop Bounce Throw Fast/slow Faster/slower Active High low P4C How do you turn around quickly when running?</p>
OAA	
<ul style="list-style-type: none"> →Use simple plans and diagrams of familiar environments. →Use skills to solve a basic challenge or problem 	<p>Problem Confident Trust solve P4C Should we always trust people?</p>
Evaluating and improving performance	
<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 	<p>P4C What can your friend do to make their performance better?</p>
Knowledge and understanding of fitness and health	
<ul style="list-style-type: none"> →Describe how their bodies feel when still and when exercising. Can talk about how to exercise safely. 	<p>P4C How do you know that your heart is beating faster?</p>

PE Skills Progression Year Two

Dance	
<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</p> <p>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-ordination and spatial awareness</p>	<p>Vocabulary:</p> <p>Motif Mirroring Flexible Flexibility Extension Expression Feeling Grace Posture Movement Timing Pattern Start End</p> <p>P4C What makes a good beginning to a dance? (e.g. stillness, levels)</p>
Gymnastics	
<p>Copy, remember and repeat simple skills with control and co-ordination</p> <p>→Perform a variety of actions with increasing control repeat accurately</p> <p>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, showing control, accuracy and fluency</p>	<p>Co-ordination Quality Different Combine Start Middle End Precise Precision Observe Discuss Advice Variety Adapt Circular Zig-zag Spiral Spiralling Turn Twist Spin Smooth rock link fluency</p> <p>P4C What does fluency look like?</p>
Games	
<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</p> <p>react to situations in a way that helps their partners and makes it difficult for their opponents</p>	<p>Aim Direction Overhead Under Control Underarm Overarm Dribble Attack Tactics Score Scoring System improve</p> <p>P4C Do we need rules in a game? Explain your answer.</p>
Athletics	
<p>→Change speed and direction, link running and jumping, throw accurately</p> <p>→Choose when to run and when to jump.</p> <p>Select which throwing technique to use for accuracy and distance</p>	<p>Efficient Posture Distance Co-ordination Opposite Obstacles Rhythm speed P4C What games do we need to jump in?</p>
OAA	
<p>→Use simple plans and diagrams of familiar environments.</p> <p>→Use skills to solve a basic challenge or problem</p>	<p>Effective Test Communicate Decision Solution Adapt P4C What skills do you need to use to work effectively with a partner?</p>
Evaluating and improving performance	
<p>→Talk about differences between their own and others' performance and suggest improvements</p>	<p>P4C How does your friend's performance differ?</p>
Knowledge and understanding of fitness and health	
<p>→understand how to exercise and describe how their bodies feel during different activities.</p>	<p>P4C Is PE our only exercise?</p>

PE Skills Progression Year Three

Dance	
<p>Select and use skills and ideas with co-ordination and control</p> <ul style="list-style-type: none"> →Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different →stimuli through their use of language and choice of movement →Incorporate different qualities and dynamics into their movements →explore and develop new actions while working with a partner or a small group →Pupils show that they understand tactics and composition by starting to vary how they respond →Apply basic compositional ideas to create 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>Vocabulary:</p> <p>Choreograph (A range of genres of dance- lyrical, hip hop, commercial, ballet) Core strength Improvisation Musicality Justify Explain Compare P4C Why do you like a specific genre of dance?</p>
Gymnastics	
<p>Select and use skills and ideas with co-ordination and control</p> <ul style="list-style-type: none"> →Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel →practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner <p>Pupils show that they understand composition by starting to vary how they respond</p> <ul style="list-style-type: none"> →Plan and perform a movement sequence showing contrasts 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>Contrast Contrasting Strength Suppleness Effectiveness Criteria Create Flexible Direct Explosive Weight change Transfer Pathways Synchronised P4C What is the difference between working as an individual and working with a partner to create a sequence?</p>
Games	
<p>Select and use skills and ideas with co-ordination and control</p> <ul style="list-style-type: none"> →Travel whilst bouncing a ball showing control →use a range of skills to help them keep possession and control of the ball →perform the basic skills needed for the games with control and consistency use a range of skills with increasing control <p>Pupils show that they understand tactics and composition by starting to vary how they respond</p> <ul style="list-style-type: none"> →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 →choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents 	<p>Dodging Marking Intercept/ion Possession Stamina Attack Defend Adapt Refine Body position Analyse Technique Return Shot Bowl Fielder Fielding Strike stationary P4C What is co-ordination and how does it help us to improve our performance?</p>
Athletics	
<ul style="list-style-type: none"> →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 	<p>Sprint Accelerate/ion Position React/ion Technique Push throw Pull throw P4C When might you use sprinting in other activities?</p>
Swimming	
<ul style="list-style-type: none"> →25-30 metres in water unaided, co-ordination with arms and legs, use different stokes, describe how to move arms and legs together. →Use their arms and legs in the correct manner for the chosen stroke. 	<p>P4C What helps keep you safe when you are near water?</p>
Evaluating and improving performance	
<ul style="list-style-type: none"> →Describe and comment on their own performance and that of others and make simple suggestions to improve quality. 	<p>P4C How can you suggest improvements in a positive way?</p>
Knowledge and understanding of fitness and health	
<ul style="list-style-type: none"> →Suggest appropriate warm up ideas. →Recognise changes in body temperature, heart rate and breathing. 	<p>P4C Why is it important to warm up?</p>

PE Skills Progression Year Four

Dance

Select, use and perform with co-ordination and fluency

- Respond and perform with a partner, demonstrating actions that link with fluency and accuracy
- Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases
- Use a range of actions and begin to combine movement phrases and patterns..
- Begin to respond within a small group of partnership, to speed and level.
- Pupils can link movement phrases together with increased precision.
- Begin to design their own movement 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.

Vocabulary:

Cultural (e.g. Chinese Dragon dance, Highland dancing, Hacker)
Accuracy Fluency Improvise Precision
Flow Technique poise

P4C Why is this piece of music right for the dance?

Gymnastics

Select, use and perform with coo-ordination and fluency.

- Perform a range of rolls with control and accuracy
- Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,
- 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.

Pupils can link movement phrases together with increased precision.

- Begin to develop a longer and more varied movement phrase with smooth, planned links between 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.

Similar Combine combinations
Accuracy Base Change of front
Rotate Rotation Bridge Fluency
Complex Complexity Devise
Investigate Symmetry Asymmetry

P4C What does quality look like in gymnastics?

Games

Pupils can link movement phrases together with increased precision.

- Travel with a ball showing increasing control using both hands and feet.
- Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.
- Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.

Use a range of different skills with increasing control and skill

Pupils can link tactics and skills together with increased precision.

- In small groups make up a game with simple rules.
- Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.
- Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.

Interception Efficient Stamina
Impact Variety Quality Dodge
Mark Signal Accurate Demonstrate
Effective

P4C What is the most successful aspect of your performance?
Why do you think that?

Athletics

- 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.

Action Driving pushing propel pace
exaggerated fling throw heave throw
flight scissor jump stance
P4C When and why is jumping used in games?

OAA

- 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

Compass points (cardinal)
collaboration
P4C How does working outdoors make you feel?

Evaluating and improving performance

- 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.

P4C How can you modify your performances to maximize your performance?

Knowledge and understanding of fitness and health

- 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.

P4C What is an effective warm up exercise and why?

PE Skills Progression Year Five

Dance	
<p>Performance shows precision, control and fluency</p> <ul style="list-style-type: none"> →Respond to a variety of stimuli showing a range of actions performed with control and fluency →think about character and narrative ideas created by the stimulus, and respond through movement →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 →Pupils link skills, techniques and ideas accurately and appropriately →Create and perform dances using a range of movement 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>Vocabulary:</p> <p>Tempo Composition Side by side phrases P4C How does a change in music effect a dance?</p>
Gymnastics	
<p>Select and use skills and ideas with co-ordination and control</p> <ul style="list-style-type: none"> →Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel →Practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner <p>Pupils show that they understand composition by starting to vary how they respond</p> <ul style="list-style-type: none"> →Plan and perform a movement sequence showing contrasts 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>Refine Flight Extension Precision Creative Counterbalance Counter-tension composition axes bridge</p> <p>P4C Do partnerships require adaptations to the way we work?</p>
Games	
<p>Performance shows precision, control and fluency</p> <ul style="list-style-type: none"> →Travel with a ball showing changes of speed and directions using either foot or hand. →use a range of techniques when passing, eg <i>high, low, bounced, fast, slow</i> →keep a game going using a range of different ways of throwing →strike a ball with intent and throw it more accurately when bowling and/or fielding Pupils link skills, techniques and ideas accurately and appropriately →Effectively play a competitive net/wall game keep and use rules they are given →try to make things difficult for their opponent by directing the ball to space, at different speeds and heights →judge how far they can run to score points 	<p>Principles Performance specific Execution Position accuracy</p> <p>P4C Is it ever OK to not try and win?</p>
Athletics	
<ul style="list-style-type: none"> →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 	<p>Tempo endurance P4C When might changing pace be useful in athletics and in other games and activities?</p>
OAA	
<ul style="list-style-type: none"> →Move confidently through familiar and less familiar environments, prepare self →Adapt skills and strategies as situation demands. 	<p>orienteering P4C Is it worse to fail at something than never attempt it?</p>
Evaluating and improving performance	
<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. 	<p>P4C What is effective observation and how can you use this to help?</p>
Knowledge and understanding of fitness and health	
<ul style="list-style-type: none"> →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. 	<p>P4C How could you persuade someone that exercise is an important part of a healthy lifestyle?</p>

PE Skills Progression Year Six

Dance	
<p>Consistent performance showing precision, control and fluency</p> <ul style="list-style-type: none"> →Perform a variety of dance styles with accuracy and consistency →explore, improvise and choose appropriate material to create new motifs in a chosen dance style →respond to a range of stimuli, improvising freely using a range of controlled movements and patterns →Pupils select and combine skills, techniques and ideas demonstrating their knowledge of composition →Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances →select and use a range of compositional ideas to create motifs that demonstrate their dance idea 	<p>Vocabulary:</p> <p>Combine professional P4C What do you need to be aware of when selecting props for a dance?</p>
Gymnastics	
<p>Consistent performance showing precision, control and fluency</p> <ul style="list-style-type: none"> →Perform a range of rolls showing different entrances and exits. perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy →perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension <p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition</p> <ul style="list-style-type: none"> →Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, 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>Mobilise Synchronisation Canon Clarity Responsibility stationary</p> <p>P4C Is it more difficult to work alone or with others?</p>
Games	
<p>Consistent performance showing precision, control and fluency</p> <ul style="list-style-type: none"> →Dribble effectively around obstacles. Show precision and accuracy when sending and receiving →perform skills with accuracy, confidence, and control combine and perform skills with control, adapting them to meet the needs of the situation →play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game →use different ways of bowling <p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition</p> <ul style="list-style-type: none"> →Play recognised version of net game showing tactical awareness and knowledge of rules and scoring. →they play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal →hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body 	<p>Volley consistent combine Stance participator</p> <p>P4C How does collaboration support a good performance in a team game?</p>
Athletics	
<ul style="list-style-type: none"> →Strength, stamina and speed when running, jumping and throwing, know rules, judge events →Adapt skills and techniques to different challenges and equipment 	<p>P4C Which throw generates the most force – why is that?</p>
OAA	
<ul style="list-style-type: none"> →Work confidently in changing environments, adapt quickly. →Devise and put into practice a range of solutions and challenges. 	<p>P4C Whose skills are needed for orienteering role?</p>
Evaluating and improving performance	
<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. 	<p>P4C Which skills have helped you?</p>
Knowledge and understanding of fitness and health	
<ul style="list-style-type: none"> →Show responsibility for personal warm up program specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions. 	<p>P4C Is ever OK to adapt rules?</p>