

Progression in Physical Education Skills

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Aut 1: Invasions Games Aut 2: Dance Spr 1: Gymnastics Spr 2: Invasion Games Sum 1: Striking/Fielding Sum2: Athletics	Aut 1: Invasions Games Aut 2: Dance Spr 1: Gymnastics Spr 2: Invasion Games Sum 1: Striking/Fielding Sum2: Athletics	Aut 1: Invasions Games Aut 2: Dance Spr 1: Gymnastics Spr 2: Invasion Games Sum 1: Striking/Fielding Sum2: Athletics	Aut 1: Invasions Games Aut 2: Dance Spr 1: Gymnastics Spr 2: Invasion Games Sum 1: Striking/Fielding Sum2: Athletics/OAA	Aut 1: Invasions Games Aut 2: Dance Spr 1: Gymnastics Spr 2: Invasion Games Sum 1: Striking/Fielding Sum2: Athletics/OAA	Aut 1: Invasions Games Aut 2: Dance Spr 1: Gymnastics Spr 2: Invasion Games Sum 1: Striking/Fielding Sum2: Athletics/OAA
Dance	<p>Copies and explores basic movements and body patterns.</p> <p>Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p> <p>Responds to a range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes.</p> <p>Add a change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Experiment creating actions and performing movements with different body parts.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into a movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Describe and explain how performers can transition and link shapes and balances</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Shows a change of pace and timing in their movements.</p>

			<p>Perform with control and consistency, basic actions and different speeds and on different levels.</p> <p>Challenge themselves to move imaginatively.</p>	Perform using facial expressions.	<p>Uses the space provided to its maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Work to include freeze frame routines.</p>	<p>Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
--	--	--	---	-----------------------------------	--	---

Gym	<p>Copies and explores basic movements with some control and coordination. Can perform different body Shapes.</p> <p>Performs at different levels.</p> <p>Can perform 2 footed jump.</p> <p>Can use equipment safely.</p> <p>Balances with some control.</p> <p>Can link 2-3 simple movements e.g. taking off, jumping and landing.</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p> <p>Demonstrate a range of gymnastic actions showing control e.g. turn, twist, spin and roll.</p>	<p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p> <p>Use core strength to link recognised gymnastic elements.</p> <p>Attempts to use rhythm while</p>	<p>Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Identify similarities and differences between sequences.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>Attempt to bring explosive movements into floor work through jumps and leaps.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique,</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>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.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p>
-----	---	---	--	--	--	---

			<p>performing a sequence.</p> <p>Challenge themselves to develop strength and flexibility.</p>		<p>coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
Games (Invasion and Striking and Fielding)	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Master basic walking, running and jumping movements in different directions.</p> <p>Participates in simple games.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together e.g. dribbling, bouncing, kicking.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game, including defensive skills.</p> <p>Shows confidence in using ball skills in various ways and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together effectively e.g. dribbling, bouncing, kicking.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p>

	Can roll and follow and rolling ball.	Beginning to develop an understanding of attacking/ defending. Develop sending and receiving skill to benefit fielding as a team.	Makes imaginative pathways using the equipment. Works well in a group to develop various games.	Can create their own games using knowledge and skills. Works well in a group to develop various games.	Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game.	Takes part in competitive games with a strong understanding of tactics and composition.
	Can distinguish between the rolls of batters and fielders.	Can distinguish between the rolls of batters and fielders.	Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. Experience different types of small sided invasion games. Able to send and receive balls. Able to hit and strike a ball with hand and racquets/bats. Recognise boundary lines in games. Recognise how to score points in a game.	Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. Ability to sending a ball with accuracy to maintain possession in a game. Receive a ball with accuracy. Experience different types of fielding	Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. Use a range of striking, fielding and rounders skills applied in a competitive context. Explore forehand and backhand shots in tennis. Serve and work to return serve in tennis. Can identify good positions to stand on a court.	Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Modifies competitive games. Compares and comments on skills to support the 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. Uses running, jumping, throwing and catching in isolation and in combination. Play effectively in a variety of positions and formations on the pitch.

				<p>games including rounders.</p> <p>Experience striking a bowled ball .</p> <p>Experience serving a in tennis and have an understanding of the rules.</p>		<p>Be able to play a range of shots e.g. forehand, backhand, volley and overhead in tennis.</p> <p>Serve and work to return serve in tennis.</p> <p>Can identify good positions to stand on a court.</p> <p>Can play in singles and doubles in tennis matches.</p>
Athletics	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and coordination, in preparation for shot put and javelin.</p> <p>Can use equipment safely.</p>	<p>Beginning to run at speeds appropriate for the distance e.g. sprinting and cross country.</p> <p>Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump).</p> <p>Jumps for height, distance and balance.</p> <p>Throw with speed and power.</p> <p>Demonstrates accuracy in throwing</p>	<p>Uses a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump).</p> <p>Beginning to record peers' performances and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p>	<p>Uses a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump).</p> <p>Records peers' performances and evaluate these confidently.</p> <p>Demonstrates accuracy and confidence in</p>

				<p>and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p>Can sustain pace over short and longer distances.</p> <p>Able to run as part of a relay team working at their maximum speed.</p>
Outdoor Adventurous Activities	N/A	N/A	N/A	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge confidently.</p> <p>Choose and apply strategies to solve problems confidently.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an</p>

					strong understanding of how to stay safe.	strong understanding of how to stay safe.
Swimming	N/A	N/A	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively.</p> <p>Performs safe self-rescue in different water-based situations.</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively.</p> <p>Performs safe self-rescue in different water-based situations.</p>	N/A	N/A
Healthy Lifestyle	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>