

PE Progression of Skills

	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year 1	<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p> <p>Respond to a range of stimuli.</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes.</p> <p>Perform at different levels.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely.</p> <p>Balance with some control.</p> <p>Link 2-3 simple movements.</p>	<p>Travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws.</p> <p>Receive a ball with basic control.</p> <p>Begin to develop hand-eye coordination.</p> <p>Participate in simple games.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Perform a variety of throws with basic control.</p>		<p>Trim trail, exercise, endurance, direction through woods.</p> <ul style="list-style-type: none"> negotiate space and obstacles safely, with consideration for themselves and others demonstrate strength, balance and co-ordination when playing move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle</p>

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Year 2	<p>Copy and explore basic movements with clear control. Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Use and negotiate space clearly describe a short dance using appropriate vocabulary.</p> <p>Respond imaginatively to stimuli.</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence.</p>	<p>Confidently send the ball to others in a range of ways.</p> <p>Begin to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Begin 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>Begin to develop an understanding of attacking/defending.</p>	<p>Can change the speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Perform a variety of throws with control and coordination.</p> <p>Can use equipment safely.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Trim trail, exercise, endurance, direction through woods.</p>	<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle</p>

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Year 3	<p>Begin to improvise both independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a longer sequence. Use simple dance vocabulary to compare and improve work.</p>	<p>Work independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Understand 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 games activity.</p> <p>Begin to communicate with others during game situations.</p> <p>Use skills with coordination and control.</p> <p>Make imaginative pathways using equipment.</p> <p>Work well in a group to develop various games.</p> <p>Begin to understand how to compete with each other in a controlled manner.</p> <p>Begin to select resources</p> <p>Independently to carry out different skills.</p>	<p>Begin to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Safe entry into pool.</p>	<p>Develop listening skills.</p> <p>Create simple body shapes.</p> <p>Listen to instructions from a partner/ adult.</p> <p>Begin to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p> <p>Orienteering, use basic map reading skills.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</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>To begin to Understand the need to warm up and cool down.</p>

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Year 4	<p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work.</p>	<p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Work well in a group to develop various games.</p> <p>Make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p> <p>Skills learnt to compete against other schools.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump).</i></p> <p>Demonstrate accuracy in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively <i>e.g. front crawl, backstroke and breaststroke.</i></p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Develop strong listening skills. Use simple maps.</p> <p>Begin 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>Demonstrate an understanding of how to stay safe.</p> <p>Orienteering, use symbols to interpret map reading skills.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</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>Understand the need to warm up and cool down.</p>

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Year 5	<p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. <i>e.g. using various levels, ways of travelling and motifs.</i></p> <p>Begin to show a change of pace and timing in movements.</p> <p>Use the space provided effectively.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together.</p> <p>Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump).</i></p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p> <p>Orienteering, use map reading skills.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</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>Understand the need to warm up and cool down.</p>

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Year 6	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Move accurately to the beat.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Dance with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify 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>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>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increase 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>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keep possession of balls during games situations.</p> <p>Consistently use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modify competitive games.</p> <p>Compare and comment on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump).</i></p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>		<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p> <p>Orienteering, gain experience of different activities from residential trips.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</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>Understand the need to warm up and cool down</p>