

## PE Progression of Skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	<ul style="list-style-type: none"> <li>- Experiments with different ways of moving</li> <li>- Show good control and co-ordination in large and small movements</li> <li>- Move confidently in a range of ways, safely negotiating space</li> </ul>	<ul style="list-style-type: none"> <li>- Copy and explore basic movements and body patterns.</li> <li>- Remember simple movements and dance steps</li> <li>- Link movements to sounds and music</li> <li>- Respond to range of stimuli</li> <li>- Select movements to create their own dance phrases with beginnings, middles and ends</li> <li>- Describe what they and others have done, using appropriate vocabulary with support</li> </ul>	<ul style="list-style-type: none"> <li>- Copy and explore basic movements with clear control and coordination</li> <li>- Vary levels and speed in sequence</li> <li>- Vary the size of their body shapes</li> <li>- Add change of direction to a sequence</li> <li>- Use space well and negotiate space clearly</li> <li>- Respond imaginatively to stimuli</li> <li>- Perform a dance phrase with 2 or more joined movements / shapes</li> <li>- Describe a short dance using appropriate vocabulary</li> <li>- Improve work through watching and commenting on others work</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to improvise independently to create a simple dance</li> <li>- Begin to improvise with a partner to create a simple dance</li> <li>- Translate ideas from stimuli into movement with support</li> <li>- Begin to compare and adapt movements and motifs to create a larger sequence</li> <li>- Experiment with actions, dynamics, directions and levels</li> <li>- Describe the similarities and differences, and evaluate the effectiveness and quality of a performance using simple dance vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently improvise with a partner or on their own</li> <li>- Begin to create longer dance sequences in a larger group</li> <li>- Link movements into dance sequences</li> <li>- Demonstrate precision and some control in response to stimuli</li> <li>- Begin to vary dynamics, speed and levels and develop actions and motifs</li> <li>- Demonstrate rhythm and spatial awareness</li> <li>- Modify parts of a sequence as a result of self-evaluation</li> <li>- Use simple dance vocabulary to compare work and suggest ways to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to exaggerate dance movements and motifs (using expression when moving)</li> <li>- Demonstrate strong movements throughout a dance sequence</li> <li>- Combine flexibility, techniques and movements to create a fluent sequence</li> <li>- Move appropriately and with the required style in relation to the stimulus</li> <li>- Begin to show a change of pace and timing in movements</li> <li>- Actions are controlled and express emotions</li> <li>- Use the space provided to maximum potential</li> <li>- Improvise with confidence, still demonstrating fluency across their sequence</li> <li>- Modify parts of a sequence as a result of self and peer evaluation</li> <li>- Use more complex dance vocabulary to compare and improve work</li> <li>- Learn different dance styles, explaining the patterns and forms of the dance</li> </ul>	<ul style="list-style-type: none"> <li>- Exaggerate dance movements and motifs (using expression when moving)</li> <li>- Perform and improvise with confidence, using a range of movement patterns</li> <li>- Dance with fluency, linking all movements and ensuring they flow</li> <li>- Show a change of pace and timing in their movements</li> <li>- Choreograph creative and imaginative dance sequences, independently and in a group</li> <li>- Demonstrate a strong imagination when creating own dance sequences and motifs</li> <li>- Demonstrate strong movements and a consistent theme throughout a dance sequence</li> <li>- Combine flexibility, techniques and movements to create a fluent sequence.</li> <li>- Move appropriately and with the required style in relation to the stimulus.</li> <li>- Move to the beat accurately in dance sequences</li> <li>- Demonstrate consistent precision when performing dance sequences</li> <li>- Modify parts of a sequence as a result of self and peer evaluation.</li> <li>- Use more complex dance vocabulary to compare and improve work.</li> </ul>
<b>Gym</b>	<ul style="list-style-type: none"> <li>- Travel with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Copy and explore basic movements with some control and coordination</li> <li>- Perform the basic actions of travelling, rolling, jumping and climbing</li> </ul>	<ul style="list-style-type: none"> <li>- Explore and create different pathways and patterns</li> <li>- Use equipment in a variety of ways to create a sequence.</li> <li>- Link movements together to create a</li> </ul>	<ul style="list-style-type: none"> <li>- Apply compositional ideas independently and with others to create a sequence</li> <li>- Copy, explore and remember a variety of movements and use these to create a</li> </ul>	<ul style="list-style-type: none"> <li>- Link skills with control, technique, co-ordination and fluency</li> <li>- Understand composition by performing more complex sequences</li> <li>- Develop strength, technique and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>- Select and combine skills, techniques and ideas</li> <li>- Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</li> <li>- Develop strength,</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction.</li> <li>- Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction</li> </ul>

	<ul style="list-style-type: none"> <li>- Jump off an object and lands appropriately</li> <li>- Show good control and co-ordination in large and small movements</li> <li>- Move confidently in a range of ways, safely negotiating space</li> </ul>	<ul style="list-style-type: none"> <li>- Perform different body shapes</li> <li>- Perform at different levels</li> <li>- Perform two footed jumps</li> <li>- Use equipment safely</li> <li>- Balance with some control</li> <li>- Link two simple movements</li> <li>- Describe what they and others have done, using appropriate vocabulary with support</li> </ul>	<ul style="list-style-type: none"> <li>sequence using two or more actions</li> <li>- Move and jump with some control and awareness of space</li> <li>- Balance on different points of the body, holding a still position</li> <li>- Use equipment safely</li> <li>- Improve work through watching and commenting on others work</li> </ul>	<ul style="list-style-type: none"> <li>sequence</li> <li>- Use turns whilst travelling in a variety of ways</li> <li>- Begin to develop good technique when travelling, balancing, using equipment etc</li> <li>- Demonstrate control and coordination when performing a range of actions with transitions</li> <li>- Create a sequence using apparatus</li> <li>- Describe the similarities and differences between sequences</li> <li>- Evaluate the effectiveness and quality of a performance using simple gym vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>throughout performances</li> <li>- Create sequences using various body shapes and equipment</li> <li>- Combine equipment with movement to create sequences.</li> <li>- Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</li> <li>- Create successful and stable balances and shapes</li> <li>- Begin to use gym vocabulary to describe how to improve and refine performances</li> </ul>	<ul style="list-style-type: none"> <li>technique and flexibility throughout performances.</li> <li>- Link skills with control, technique, co-ordination and fluency</li> <li>- Perform a range of gymnastic actions with consistency, fluency and clarity of movement</li> <li>- Understand composition by performing more complex sequences</li> <li>- Develop basic criteria to evaluate own and others' work based on previous learning</li> <li>- Draw on what they know about strategy, tactics and composition when performing and evaluating</li> <li>- Analyse and comment on skills and techniques and how these are applied in their own and others' work</li> <li>- Use more complex gym vocabulary to describe how to improve and refine performances</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt sequences to include a partner or a small group</li> <li>- 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</li> <li>- Develop strength, technique and flexibility throughout performances</li> <li>- Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</li> <li>- Rehearse, refine and perfect gymnastic skills</li> <li>- Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>- Analyse and comment on skills and techniques and how these are applied in their own and others' work</li> <li>- Use more complex gym vocabulary to describe how to improve and refine performances</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>- Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>- Show increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>- Show good control and co-ordination in large and small movements</li> <li>- Move confidently in a range of ways, safely negotiating space</li> </ul>	<ul style="list-style-type: none"> <li>- Travel in a variety of ways including running and jumping</li> <li>- Begin to perform a range of throws</li> <li>- Receive a ball with basic control</li> <li>- Begin to develop hand-eye coordination</li> <li>- Participate in simple games</li> <li>- Roll, hit, run, jump, catch, throw and kick with some control</li> <li>- Describe what they and others have done, using appropriate vocabulary with support</li> </ul>	<ul style="list-style-type: none"> <li>- Confident to send the ball to others in a range of ways</li> <li>- Begin to apply and combine a variety of skills (to a game situation)</li> <li>- Develop strong spatial awareness</li> <li>- Begin to develop own games with peers</li> <li>- Understand the importance of rules in games</li> <li>- Develop simple tactics and use them appropriately</li> <li>- Begin to develop an understanding of attacking/ defending</li> <li>- Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination</li> <li>- Improve work through watching and</li> </ul>	<ul style="list-style-type: none"> <li>- Understand tactics and composition by starting to vary how they respond</li> <li>- Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>- Begin to communicate with others during game situations</li> <li>- Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing, catching.</li> <li>- Use skills with co-ordination and control. Develops own rules for new games</li> <li>- Make imaginative pathways using equipment</li> <li>- Work well in a group to develop various games</li> <li>- Begin to understand how to compete with</li> </ul>	<ul style="list-style-type: none"> <li>- Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>- Show confidence in using ball skills in various ways and can link these together. e.g. <i>dribbling, bouncing, kicking</i></li> <li>- Use skills with co-ordination, control and fluency</li> <li>- Take part in competitive games with a strong understanding of tactics and composition</li> <li>- Work well in a group to develop various games</li> <li>- Create their own games using knowledge and skills</li> <li>- Compare and comment on skills to support creation of new games</li> <li>- Apply basic skills for attacking and defending</li> <li>- Use running, jumping, throwing and catching in isolation and combination</li> <li>- Strike, throw and catch</li> </ul>	<ul style="list-style-type: none"> <li>- Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>- Show confidence in using ball skills in various ways, and can link these together</li> <li>- Use skills with co-ordination, control and fluency</li> <li>- Take part in competitive games with a strong understanding of tactics and composition</li> <li>- Work well in a group to develop various games</li> <li>- Create their own games using knowledge and skills</li> <li>- Make suggestions as to what resources can be used to differentiate a game</li> <li>- Apply basic skills for attacking and defending</li> <li>- Use running, jumping, throwing and catching in isolation and combination</li> <li>- Develop own basic criteria to evaluate own and others'</li> </ul>	<ul style="list-style-type: none"> <li>- Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>- Show confidence in using ball skills in various ways, and link these together effectively. e.g. <i>dribbling, bouncing, kicking</i></li> <li>- Keep possession of balls during games situations</li> <li>- Consistently use skills with co-ordination, control and fluency</li> <li>- Take part in competitive games with a strong understanding of tactics and composition</li> <li>- Create games using knowledge and skills</li> <li>- Modify competitive games</li> <li>- Compare and comment on skills to support creation of new games.</li> <li>- Make suggestions as to what resources can be used to differentiate a game</li> <li>- Apply knowledge of skills for attacking and defending</li> <li>- Use running, jumping, throwing and catching in isolation and in combination</li> </ul>

			commenting on others work	each other in a controlled manner. - Begin to select resources independently to carry out different skills - Choose, use and vary simple tactics for attacking and defending (e.g. positioning) - Describe the similarities and differences, and evaluate the effectiveness and quality of a performance	with control and clear sense of direction. - Keep possession of a ball (with e.g. hockey stick, hands, feet) - Follow the formal rules of the game and demonstrate they can play fairly - Suggest ways to improve their performance.	work based on previous learning. - Develop consistency in their skills of running, throwing, catching, passing, jumping and kicking through practise and repetition of the skills - Develop the skills of forehand or backhand when playing racket games, showing control when hitting	- Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play - Act as a good role model within a team, taking a lead role when required
<b>Athletics</b>		- Run at different speeds - Jump from a standing position. Performs a variety of throws with basic control - Describe what they and others have done, using appropriate vocabulary with support	- Change speed and direction whilst running - Jump from a standing position with accuracy - Perform a variety of throws with control and co-ordination ( <i>preparation for shot put and javelin</i> ) - Use equipment safely - Improve their own work through watching and commenting on others work	- Begin to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> - Jump from a standing position - Perform a variety of throws using a selection of equipment (under and over technique) - Use equipment safely and with good control. - Run at a speed appropriate to the distance - Describe the similarities and differences and evaluate the effectiveness and quality of a performance	- Begin to build a variety of running techniques and use with confidence - Jump from a standing position and start to experiment with running jumps - Demonstrate accuracy in throwing and catching activities - Develop technique to be able to throw further - Sprint over a short distance and pace run for longer distances - Describe good athletic performance using correct vocabulary - Suggest ways to improve their performance - Use equipment safely and with good control	- Begin to build a variety of running techniques and use with confidence - Perform a running jump with accuracy with more than one component. <i>e.g. hop skip jump (triple jump)</i> - Demonstrate accuracy and confidence in throwing and catching activities - Use equipment safely and with good control - Choose the best pace for running over a variety of distances - Uses a range of throws accurately to hit a target over a range of distances - Combine running and jumping in athletic activities (long jump) - Begin to record peers performances, and evaluate these - Develop own basic criteria to evaluate own and others' work based on previous learning	- Begin to build a variety of running techniques and use with confidence - Perform a running jump with accuracy with more than one component. <i>e.g. hop skip jump (triple jump)</i> - Begin to record peers performances, and evaluate these - Demonstrate accuracy and confidence in throwing and catching activities - Use equipment safely and with good control - Demonstrate control, balance and power in take-off and landing when jumping - When running over a range of distances, show stamina, speed and control. - Describe good athletic performance using correct vocabulary - Throw accurately, perfecting techniques by analysing the movement and body shape

<p><b>Outdoor Adventurous Activities</b></p>				<ul style="list-style-type: none"> <li>- Develop listening skills</li> <li>- Listen to instructions from a partner/ adult</li> <li>- Begin to think activities through and problem solve</li> <li>- Discuss and work with others in a group</li> <li>- Demonstrate an understanding of how to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>- Develop listening skills</li> <li>- Use simple maps</li> <li>- Begin to think activities through and problem solve</li> <li>- Choose and apply strategies to solve problems with support</li> <li>- Discuss and work with others in a group</li> <li>- Demonstrate an understanding of how to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>- Develop strong listening skills</li> <li>- Use and interpret simple maps</li> <li>- Think activities through and problem solve using general knowledge</li> <li>- Choose and apply strategies to solve problems with support</li> <li>- Discuss and work with others in a group</li> <li>- Demonstrate an understanding of how to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop strong listening skills</li> <li>- Use and interpret simple maps</li> <li>- Think activities through and problem solve using general knowledge</li> <li>- Choose and apply strategies to solve problems</li> <li>- Discuss and work with others in a group</li> <li>- Demonstrate an understanding of how to stay safe</li> </ul>
<p><b>Swimming</b></p>				<ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> </ul> <p>Performs safe self-rescue in different water-based situations</p>			