



Progression of Skills: Physical Education

Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<b>Dance</b>						
Ra: Copies and explores some basic movements.	1a: Copies and explores basic movements and body patterns.	2a: Copies and explores basic movements with clear control.	3a: Beginning to improvise independently to create a simple dance.	4a: Confidently improvises with a partner or on their own.	5a: Beginning to exaggerate dance movements and motifs (using expression when moving).	6a: Exaggerate dance movements and motifs (using expression when moving).
Rb: Can remember a simple dance with 3 parts.	1b: Remembers simple movements and dance steps.	2b: Varies levels and speed in sequence.	3b: Beginning to improvise with a partner to create a simple dance.	4b: Beginning to create longer dance sequences in a larger group.	5b: Demonstrates strong movements throughout a dance sequence.	6b: Demonstrates a strong imagination when creating own dance sequences and motifs.
Rc: Links movements to sounds and music.	1c: Links movements to sounds and music.	2c: Can vary the size of their body shapes.	3c: Translates ideas from stimuli into movement with support.	4c: Demonstrating precision and some control in response to stimuli.	5c: Combines flexibility, techniques and movements to create a fluent sequence.	6c: Demonstrates strong movements throughout a dance sequence.
Rd: Responds to some musical stimuli.	1d: Responds to range of stimuli.	2d: Add change of direction to a sequence.	3d: Beginning to compare and adapt movements and motifs to create a larger sequence.	4d: Beginning to vary dynamics and develop actions and motifs.	5d: Moves appropriately and with the required style in relation to the stimulus. e.g. <i>using various levels, ways of travelling and motifs.</i>	6d: Combines flexibility, techniques and movements to create a fluent sequence.
		2e: Uses space well and negotiates space clearly.	3e: Uses simple dance vocabulary to compare and improve work.	4e: Demonstrates rhythm and spatial awareness.	5e: Beginning to show a change of pace and timing in their movements.	6e: Moves appropriately and with the required style in relation to the stimulus e.g <i>using various levels, ways of travelling and motifs.</i>
		2f: Can describe a short dance using appropriate vocabulary.	3f: Modifies parts of a sequence because of self-evaluation.	4f: Uses simple dance vocabulary to compare and improve work.	5f: Uses the space provided to their maximum potential.	6f: Beginning to show a change of pace and timing in their movements.
		2g: Responds imaginatively to stimuli.	3g: Improvises with confidence, still			

					demonstrating fluency across their sequence.  5h: Modifies parts of a sequence because of self and peer evaluation.  5i: Uses more complex dance vocabulary to compare and improve work.	6g: Can move to the beat accurately in dance sequences.  6h: Improvises and performs with confidence, still demonstrating fluency across their sequence and can link all movements and ensuring they flow.  6i: Demonstrates consistent precision when performing dance sequences.  6j: Modifies parts of a sequence because of self and peer evaluation.  6k: Uses more complex dance vocabulary to compare and improve work.
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### Gymnastics

Ra: Copies and explores some basic movements with increasing co-ordination and control.	1a: Copies and explores basic movements with some control and coordination.  1b: Can perform different body shapes.	2a: Explores and creates different pathways and patterns.  2b: Uses equipment in a variety of ways to create a sequence.  2c: Link movements together to create a sequence.	3a: Applies compositional ideas independently and with others to create a sequence.  3b: Copies, explores and remembers a variety of movements and uses these to create their own sequence.  3c: Describes their own work using	4a: Links skills with control, technique, co-ordination and fluency.  4b: Understands composition by performing more complex sequences.  4c: Beginning to use gym vocabulary to describe how to improve and refine performances.	5a: Select and combine their skills, techniques and ideas.  5b: Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.  5c: Draw on what they know about composition of movements when	6a: Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.  6b: Performs difficult actions, with an emphasis on extension, clear body
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<p>Rd: I can travel safely around a space and along benches.</p> <p>Re: I can link 2 simple movements together.</p>	<p>1e: Can use equipment safely.</p> <p>1f: Balances with some control.</p> <p>1g: Can link 2-3 simple movements.</p>	<p>simple gymnastic vocabulary.</p> <p>3d: Beginning to notice similarities and differences between sequences.</p> <p>3e: Uses turns whilst travelling in a variety of ways.</p> <p>3f: Beginning to show flexibility in movements</p> <p>3g: Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>4d: Develops strength, technique and flexibility throughout performances.</p> <p>4e: Creates sequences using various body shapes and equipment.</p> <p>4f: Combines equipment with movement to create sequences.</p>	<p>performing and evaluating.</p> <p>5d: Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>5e: Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>5f: Develops strength, technique and flexibility throughout performances.</p> <p>5g: Links skills with control, technique, co-ordination and fluency.</p> <p>5h: Understands composition by performing more complex sequences.</p>	<p>shape and changes in direction.</p> <p>6c: Adapts sequences to include a partner or a small group.</p> <p>6d: 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>6e: Draw on what they know about composition of movements when performing and evaluating.</p> <p>6f: Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>6g: Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>6h: Develops strength, technique and flexibility throughout performances.</p>
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### Games : Invasion Games and Striking and Fielding.

<p>Ra: Can travel in different ways including running and jumping.</p> <p>Rb: Can begining to throw a ball towards a specific area using under arm throw.</p> <p>Rc: Beginning to receive a ball with basic control.</p> <p>Rd: Can use hand-eye coordination to catch/ attempt to catch a ball.</p> <p>Re: Participates in simple games.</p>	<p>1a: Can travel in a variety of ways including running and jumping.</p> <p>1b: Beginning to perform a range of throws.</p> <p>1c: Receives a ball with basic control.</p> <p>1d: Beginning to develop hand-eye coordination.</p> <p>1e: Participates in simple games.</p>	<p>2a: Confident to send the ball to others in a range of ways.</p> <p>2b: Beginning to apply and combine a variety of skills (to a game situation).</p> <p>2c: Develop strong spatial awareness.</p> <p>2d: Beginning to develop own games with peers.</p> <p>2e: Understand the importance of rules in games.</p> <p>2f: Develop simple tactics and use them appropriately.</p> <p>2g: Beginning to develop an understanding of attacking/ defending.</p>	<p>3a: Understands tactics and composition by starting to vary how they respond.</p> <p>3b: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>3c: Beginning to communicate with others during game situations.</p> <p>3d: Uses skills with co-ordination and control.</p> <p>3e: Develops own rules for new games.</p> <p>3f: Makes imaginative pathways using equipment.</p> <p>3g: Works well in a group to develop various games.</p> <p>3h: Beginning to understand how to compete in a controlled manner.</p> <p>3i: Beginning to select resources independently to carry out different skills.</p>	<p>4a: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>4b: Shows confidence in using ball skills in various ways and can link these together e.g: <i>dribbling, bouncing, kicking</i>.</p> <p>4c: Uses skills with co-ordination, control, and fluency.</p> <p>4d: Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>4e: Can create their own games using knowledge and skills.</p> <p>4f: Works well in a group to develop various games.</p> <p>4g: Compares and comments on skills to support creation of new games.</p> <p>4h: Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>5a: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>5b: Shows confidence in using ball skills in various ways and can link these together effectively e.g: <i>dribbling, bouncing, kicking</i>.</p> <p>5c: Uses skills with co-ordination, control and fluency.</p> <p>5d: Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>5e: Can create their own games using knowledge and skills.</p> <p>5f: Can make suggestions as to what resources can be used to differentiate a game.</p> <p>5g: Apply basic skills for attacking and defending.</p> <p>5h: Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>6a: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>6b: Shows confidence in using ball skills in various ways and can link these together effectively e.g: <i>dribbling, bouncing, kicking</i>.</p> <p>6c: Keeps possession during games situations.</p> <p>6d: Consistently uses skills with co-ordination, control and fluency.</p> <p>6e: Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>6f: Can create and modify competitive games using knowledge and skills.</p> <p>6g: Compares and comments on skills to support creation of new games.</p> <p>6h: Can make suggestions as to what resources can</p>
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				4i: Apply basic skills for attacking and defending.  4j: Uses running, jumping, throwing and catching in isolation and combination.		be used to differentiate a game.  6i: Apply knowledge of skills for attacking and defending.  6j: Uses running, jumping, throwing and catching in isolation and in combination.
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### Athletics

Can walk, jog, run when directed by an adult during games.  Can experiment with different jumps using increasing control.  Shows increasing control over throwing and catching a ball.  Knows not to cross the safety line without instruction.	Can run at different speeds.  Can jump from a standing position  Performs a variety of throws with basic control.	Can change speed and direction whilst running.  Can jump from a standing position with accuracy.  Performs a variety of throws with control and co-ordination.  <i>preparation for shot put and javelin</i>	Beginning to run at speeds appropriate for the distance.  <i>e.g. sprinting and cross country</i>  Can perform a running jump with some accuracy  Performs a variety of throws using a selection of equipment.  Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.
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## OAA

<p>Ra: Develops listening skills.</p> <p>Rb: Can listen to simple 2 step instructions given by a partner/ adult.</p> <p>Rc: Beginning to think activities through and problem solve.</p> <p>Rd: Begin to join simple discussions and work with others in a group.</p> <p>Re: Understands we need to follow simple rules to stay safe.</p>	<p>1a: Develops listening skills.</p> <p>1b: Listens to instructions from a partner/ adult.</p> <p>1c: Beginning to think activities through and problem solve.</p> <p>1d: Discuss and work with others in a group.</p> <p>1e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p>	<p>2a: Develops listening skills.</p> <p>2b: Listens to instructions from a partner/ adult.</p> <p>2c: Beginning to think activities through and problem solve.</p> <p>2d: Discuss and work with others in a group.</p> <p>2e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p>	<p>3a: Develops listening skills.</p> <p>3b: Listens to instructions from a partner/ adult.</p> <p>3c: Beginning to think activities through and problem solve.</p> <p>3d: Discuss and work with others in a group.</p> <p>3e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p>	<p>4a: Develops strong listening skills.</p> <p>4b: Beginning to think activities through and problem solve.</p> <p>4c: Choose and apply strategies to solve problems with support.</p> <p>4d: Discuss and work with others in a group.</p> <p>4e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p>	<p>5a: Develops strong listening skills.</p> <p>5b: Think activities through and problem solve using general knowledge.</p> <p>5c: Choose and apply strategies to solve problems with support.</p> <p>5d: Discuss and work with others in a group.</p> <p>5e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p>	<p>6a: Develops strong listening skills.</p> <p>6b: Think activities through and problem solve using general knowledge.</p> <p>6c: Choose and apply strategies to solve problems with support.</p> <p>6d: Discuss and work with others in a group.</p> <p>6e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p>
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## Swimming

<p>Develop listening skills when attending swimming sessions.</p> <p>Develop confidence when in the water.</p> <p>With a float, be able travel from one side of the pool to the other, by kicking legs or scooping the water with their hand.</p>					<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>
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Evaluation (completed in every unit throughout the year)		
<p><b>KS1</b> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.</p>	<p><b>LKS2</b> Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p><b>UKS2</b> Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.</p>
Healthy Lifestyles (focussed upon during PE and PSHE lessons)		
<p><b>KS1</b> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle.</p>	<p><b>LKS2</b> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>	<p><b>UKS2</b> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>