Progression of skills: Physical Education

These sections should be embedded in all the topics taught in your year. They are not separate units.

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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Acquiringanddevelopingskills | Pupils move with confidence,imaginationand safety. | Pupil’s copy,repeat andexplore simpleskills and actionswith basic control and co-ordination. | Pupils exploresimple skills.Copy, remember,repeat and explore simple actions withcontrol and co-ordination. | Pupils consolidateexisting skillsapplying them with greater control andco-ordination andgain new ones. | Pupils select anduse skills, actionsand ideasappropriately,applying them with greater control andco-ordination. | Pupils linkskills,techniques and ideas andapply themaccurately andappropriately. | Pupils selectand combineskills,techniques and ideas and apply them accurately and appropriatelyshowing precision,control andfluency. |
| Health andFitness | Pupils recognisethe importance of keeping healthy. They should recognise the changes thathappen to their bodies when active e.g. increasedheart beats. | Pupils talk about how to exercisesafely and how their bodies feel during activities. | Pupils understand how to exercisesafely and describe how their bodies feel during various activities. | Pupils begin tounderstand whythey warm upand why physical activity is important for good health. | Pupils givereasons why theywarm up beforeexercise and whyphysical activity isgood for theirhealth. | Pupils explainand apply basicsafety principlesin preparing forexercise. Theydescribe theeffects exerciseHas on their own bodies and how it is valuable totheir own healthand fitness. | Pupils explain howtheir body reactsduring differenttypes of exercise.They warm up andcool down in waysthat suit the activity. They explain whyregular safeexercise is good fortheir fitness andhealth. |
| Evaluating andimproving | Teachers talk with children about whatworked well andhow they wouldchange it next time. | Pupils describe and comment ontheir own and others’ actions. | Pupils understand how to exercisesafely and describe how their bodies feel during variousactivities. | Pupils begin tounderstand whythey warm upand why physical activity is important forgood health. | Pupils givereasons why theywarm up beforeexercise and whyphysical activity isgood for theirhealth. | Pupils compareand comment on skills, techniquesand ideas used in own and others’ work and use thisunderstanding to improve theirperformance. | Pupils analyse andcomment on skillstechniques and ideas and how these are applied in their own and others’ work. They modify and refine skills and techniques to improve theirperformance. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Dance | Children move to music and can build a repertoire of dances. | Children can compose and linkmovement to make simpledances with clear beginnings,middles and ends. They can perform movement phrases using a range of body actions. | Children can explore, rememberand repeat dance actions and can compose and perform danceroutines. They can respond imaginatively to a variety of stimuli and be able to varydynamics, levels, speed & direction. | Children can describe howdifferent dance movementsmake them feel. They can watchand describe dance phrases and dances and use what they learn to improve. Children are able to choose appropriate moves to suit a task. Children are able to translate ideas from a variety of stimuli into movement. | Children can use simplechoreographic principles tocreate motifs and narrative. Theycan perform complex dancephrases and dances thatcommunicate character andbody parts. They are able toimprovise freely on own & with apartner. They are able to plan actions andmovements for a longer sequence. | Children can link ideas, skills andtechniques with control precision and fluency whenperforming basic skills. Children are able to link ideas, skills &techniques with control, precision & fluency whenperforming basic skillsChildren are able to understandcomposition by performing morecomplex sequences. | Children are confident toperform sequence and routinedance to others. They can demonstrate some complex skillsshowing accuracy and consistency in different dancemovements. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Gymnastics | Children can access a widerange of equipment. They canclimb, jump and roll overequipment. | Children can exploreequipment safely and carry it.They can experiment withdifferent jumps and rolls.Children perform simplemovements with control andCoordination | Children can jump forwards,sideways and backwards. Theycan use a skipping rope toexperiment with differentmovements. Children developa good sense of balance. Theyto choose, use and vary simplecompositional ideas in the sequences they create and perform. | Children can demonstratetechnique by doing differentmovements such as forwardsand backwards rolls and jumping on and off equipment safely. They can perform a small gymnastic routine to somemusic. Children are able toconsolidate and improve thequality of their actions, bodyshapes and balances, and ability to link movements. | Children can work in a team to create gymnastic movements to music. They can twist, jump andturn and perform these actionsto some music. They are ableto use compositional devices when creating theirsequences, such as changes inspeed, level and direction. | Children can apply basiccompositional ideas to thesequences that they create. They can also adapt them to newsituations. Children are able to perform actions and balancesconsistently and fluently inspecific activities. | Children can develop their owngymnastic sequences byunderstanding, choosing andapplying a range ofcompositional principles.They are able to develop their own gymnasticsequences by understanding,choosing and applying a range of compositional principles. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Games | Children move freely and with pleasure. They have a go at moving in different ways.They can attempt to catch large pieces ofequipment e.g. a larger ball. Children negotiate space effectively andshow increasing control over objects e.g.kicking, pushing and patting. | Children can be confident and safe in thespaces used to play games. They explore anduse skills, actions and ideas individually andin combination to suit the game they areplaying. They are able to use increasing control when jumping, running and using apparatus. | Children use their space effectively. They begin to understand that in games sometimes we win and lose. They can dribble, bounce and catch. They improvethe way they coordinate and control their bodies and a range of equipment. They remember,repeat and link combinations of skills. Children are able to understand the word opponent and are beginning to develop basic tactics for small games. | Children develop a healthy sense ofcompetition. They enjoy team games andcan co-operate. They enjoy experimentingwith different games such as hockey and football.Children are able to develop the rangeand consistency of their skills in all games. They can throw and catch various objects / balls with controland accuracy, follow rules of games and play fairly, maintain possession ofa ball and pass to teammates when appropriate. | Children enjoy a range of different team games where they can compete against one another. They devise and use rules as well as keep and adapt the rules for ball games and team games. They can use and adapt tactics in different situations. Children can strike a ball and field with control, choose appropriatetactics to cause problems for the opposition, become an effective teammember. | Children can develop a broader range oftechniques and skills for attacking and defending and can develop consistency inthese skills. They know and apply basic strategic and tactical principles of attack andadapt them to different situations.Children are able to work alone or with team mates in order to gain points or possession, they can strike a bowled orvolleyed ball with some accuracy and choose appropriatetactics for a game. They can uphold the spirit of fair playand respect in all competitivesituations. | Children can employ a range of tactics andstrategies for defence and attack. They can apply a range of skills in a wide variety of games such as tennis and athletics. Children are able to use these tactics andstrategies more consistently in similar games. They can strike a bowled or volleyed ball with increasingaccuracy, field, defend andattack tactically byanticipating the direction ofplay, lead others when called upon, be a good role model to others. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Athletics |  | Children can run at differentspeeds over shorter and longer distances.They can jump high and far from a standing position and can perform a variety of throws with basic control. | Children can change speed anddirection whilst running shorter and longer distances.They can jump high and far from a standingposition with accuracy and can perform a variety of throws with control andco-ordination. | Children can sprint over a short distance up to 60m. They can use a range of throwingtechniques (underarm /overarm) to throw a variety of objects. They can compete with others and improve personal bestperformances. | Children can run over a longerdistance, conserving energyto sustain performance. They can throw with accuracyto hit a target or cover adistance. Children can jump in a number ofways, using a run up if appropriate. They can compete with others and aim to improve personal best performances. | Children can combine sprinting with low hurdles over 60m. They can throw accurately andRefine performance byanalysing technique and body shapeThey can compete with others andkeep track of personal bestperformances, setting targetsfor improvement. | Children can choose the best place for running over a variety ofDistances. They show control in take-offand landing when jumping. They compete with others andkeep track of personal bestperformances, settingchallenging targets for improvement. |
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| Outdoor Adventurous Activities |  |  |  | Children can listen to instructionsfrom a partner/ adult. They can think activities throughand problem solve.Children can discuss and work with others in a group and demonstrate anunderstanding of how to staysafe. | Children can support others and seek support when they need it. They can orientate a map and lead a team.They are an effective teammember and show resilience when plans do not work.Children can use their initiative to try new ways of working and can use a compass toorientate themselves. | Children can support others and seek support when they need it.They can orientate a map, lead a team effectively and be an effective teamMember. They can show resilience when plans do not workand use initiative to try new ways of working.Children can use a compass to orientate themselves. They remain aware of changingconditions and change plans ifnecessary. | Children can select appropriateequipment for OAA. They can identify possible risks and think of ways to manage them. They ask for and listen to expertadvice, embrace leadership andteam roles. Children can gain the commitmentand respect of their team and remain positive even inthe most challenging ofcircumstances.They show empathy towardsothers and offer support without being asked. They seek support from the team and experts if in anydoubt.Children can use a range of devicesin order to orientate themselves. |
| Swimming |  |  |  |  | Children should be able to swim competently, confidently and proficiently over a distance of at least 25 metres.They can use a range of strokes effectively eg, front crawl, backstroke and breaststroke. They perform safe self-rescue in different water-based situations. |  |  |
| Vocabulary | attackingagilitybalanceco-ordinationdancedefendinggamesjumpingmovementpatternsrunningteamtacticsthrowingopponent | Actions Techniqueapplycollaboratingcontrolcommunicatingcompetingdevelopevaluateflexibilityintensityintervalisolationpersonal bestsequencesskillsstrength |