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 |
| Acquiring  and  developing  skills | Pupils move with confidence,  imagination  and safety. | Pupil’s copy,  repeat and  explore simple  skills and actions  with basic control and co-ordination. | Pupils explore  simple skills.  Copy, remember,  repeat and explore simple actions with  control and co-  ordination. | Pupils consolidate  existing skills  applying them with greater control and  co-ordination and  gain new ones. | Pupils select and  use skills, actions  and ideas  appropriately,  applying them with greater control and  co-ordination. | Pupils link  skills,  techniques and ideas and  apply them  accurately and  appropriately. | Pupils select  and combine  skills,  techniques and ideas and apply them accurately and appropriately  showing precision,  control and  fluency. |
| Health and  Fitness | Pupils recognise  the importance of keeping healthy. They should recognise the changes that  happen to their bodies when active e.g. increased  heart beats. | Pupils talk about how to exercise  safely and how their bodies feel during activities. | Pupils understand how to exercise  safely and describe how their bodies feel during various activities. | Pupils begin to  understand why  they warm up  and why physical activity is important for good health. | Pupils give  reasons why they  warm up before  exercise and why  physical activity is  good for their  health. | Pupils explain  and apply basic  safety principles  in preparing for  exercise. They  describe the  effects exercise  Has on their own bodies and how it is valuable to  their own health  and fitness. | Pupils explain how  their body reacts  during different  types of exercise.  They warm up and  cool down in ways  that suit the activity. They explain why  regular safe  exercise is good for  their fitness and  health. |
| Evaluating and  improving | Teachers talk with children about what  worked well and  how they would  change it next time. | Pupils describe and comment on  their own and others’ actions. | Pupils understand how to exercise  safely and describe how their bodies feel during various  activities. | Pupils begin to  understand why  they warm up  and why physical activity is important for  good health. | Pupils give  reasons why they  warm up before  exercise and why  physical activity is  good for their  health. | Pupils compare  and comment on skills, techniques  and ideas used in own and others’ work and use this  understanding to improve their  performance. | Pupils analyse and  comment on skills  techniques and ideas and how these are applied in their own and others’ work. They modify and refine skills and techniques to improve their  performance. |
|  | 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 link  movement to make simple  dances with clear beginnings,  middles and ends. They can perform movement phrases using a range of body actions. | Children can explore, remember  and repeat dance actions and can compose and perform dance  routines. They can respond imaginatively to a variety of stimuli and be able to vary  dynamics, levels, speed & direction. | Children can describe how  different dance movements  make them feel. They can watch  and 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 simple  choreographic principles to  create motifs and narrative. They  can perform complex dance  phrases and dances that  communicate character and  body parts. They are able to  improvise freely on own & with a  partner. They are able to plan actions and  movements for a longer sequence. | Children can link ideas, skills and  techniques with control precision and fluency when  performing basic skills. Children are able to link ideas, skills &  techniques with control, precision & fluency when  performing basic skills  Children are able to understand  composition by performing more  complex sequences. | Children are confident to  perform sequence and routine  dance to others. They can demonstrate some complex skills  showing accuracy and consistency in different dance  movements. |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Gymnastics | Children can access a wide  range of equipment. They can  climb, jump and roll over  equipment. | Children can explore  equipment safely and carry it.  They can experiment with  different jumps and rolls.  Children perform simple  movements with control and  Coordination | Children can jump forwards,  sideways and backwards. They  can use a skipping rope to  experiment with different  movements. Children develop  a good sense of balance. They  to choose, use and vary simple  compositional ideas in the sequences they create and perform. | Children can demonstrate  technique by doing different  movements such as forwards  and backwards rolls and jumping on and off equipment safely. They can perform a small gymnastic routine to some  music. Children are able to  consolidate and improve the  quality of their actions, body  shapes and balances, and  ability to link movements. | Children can work in a team to create gymnastic movements to music. They can twist, jump and  turn and perform these actions  to some music. They are able  to use compositional devices when creating their  sequences, such as changes in  speed, level and direction. | Children can apply basic  compositional ideas to the  sequences that they create. They can also adapt them to new  situations. Children are able to perform actions and balances  consistently and fluently in  specific activities. | Children can develop their own  gymnastic sequences by  understanding, choosing and  applying a range of  compositional principles.  They are able to develop their own gymnastic  sequences 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 of  equipment e.g. a larger ball. Children negotiate space effectively and  show increasing control over objects e.g.  kicking, pushing and patting. | Children can be confident and safe in the  spaces used to play games. They explore and  use skills, actions and ideas individually and  in combination to suit the game they are  playing. 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 improve  the 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 of  competition. They enjoy team games and  can co-operate. They enjoy experimenting  with different games such as hockey and football.  Children are able to develop the range  and consistency of their skills in all games. They can throw and catch various objects / balls with control  and accuracy, follow rules of games and play fairly, maintain possession of  a 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 appropriate  tactics to cause problems for the opposition, become an effective team  member. | Children can develop a broader range of  techniques and skills for attacking and defending and can develop consistency in  these skills. They know and apply basic strategic and tactical principles of attack and  adapt 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 or  volleyed ball with some accuracy and choose appropriate  tactics for a game. They can uphold the spirit of fair play  and respect in all competitive  situations. | Children can employ a range of tactics and  strategies 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 and  strategies more consistently in similar games. They can strike a bowled or volleyed ball with increasing  accuracy, field, defend and  attack tactically by  anticipating the direction of  play, 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 different  speeds 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 and  direction whilst running shorter and longer distances.  They can jump high and far from a standing  position with accuracy and can perform a variety of throws with control and  co-ordination. | Children can sprint over a short distance up to 60m. They can use a range of throwing  techniques (underarm /  overarm) to throw a variety of objects. They can compete with others and improve personal best  performances. | Children can run over a longer  distance, conserving energy  to sustain performance. They can throw with accuracy  to hit a target or cover a  distance. Children can jump in a number of  ways, 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 and  Refine performance by  analysing technique and body shape  They can compete with others and  keep track of personal best  performances, setting targets  for improvement. | Children can choose the best place for running over a variety of  Distances. They show control in take-off  and landing when jumping. They compete with others and  keep track of personal best  performances, setting  challenging targets for improvement. |
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| Outdoor Adventurous Activities |  |  |  | Children can listen to instructions  from a partner/ adult. They can think activities through  and problem solve.  Children can discuss and work with others in a group and demonstrate an  understanding of how to stay  safe. | Children can support others and seek support when they need it. They can orientate a map and lead a team.  They are an effective team  member and show resilience when plans do not work.  Children can use their initiative to try new ways of working and can use a compass to  orientate 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 team  Member. They can show resilience when plans do not work  and use initiative to try new ways of working.  Children can use a compass to orientate themselves. They remain aware of changing  conditions and change plans if  necessary. | Children can select appropriate  equipment for OAA. They can identify possible risks and think of ways to manage them. They ask for and listen to expert  advice, embrace leadership and  team roles. Children can gain the commitment  and respect of their team and remain positive even in  the most challenging of  circumstances.  They show empathy towards  others and offer support without being asked. They seek support from the team and experts if in any  doubt.  Children can use a range of devices  in 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 | attacking  agility  balance  co-ordination  dance  defending  games  jumping  movement  patterns  running  team  tactics  throwing  opponent | | | Actions Technique  apply  collaborating  control  communicating  competing  develop  evaluate  flexibility  intensity  interval  isolation  personal best  sequences  skills  strength | | | |