



# Physical Education Progression of Skills

## DANCE

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use count.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p>

						Use counts when choreographing and performing to improve the quality of work.
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### FUNDAMENTALS, FITNESS AND ATHLETICS

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jumping and hopping with bent knees.</p> <p>Throw larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p>

		Perform actions with increased control when co-ordinating their body with and without equipment.	<p>Show balance when changing direction in combination with other skills.</p> <p>Co-ordinate their bodies with increased consistency in a variety of activities.</p>	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	<p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p>
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### GYMNASTICS AND YOGA

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled actions with some control and technique.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p>

					Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
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### OUTDOOR ADVENTURE ACTIVITIES

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space. Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p>	<p>Identify own and others' success. Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p>

				Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.		Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
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### ATHLETICS / GAMES

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drop and catch with two hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Kick larger balls to space.</p> <p>Stop a beanbag or large ball sent to them using hands.</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Move a ball using different parts of the foot.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Strike a ball using a racket.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and two hands with some success.</p> <p>Receive a ball sent to them using different parts of the foot.</p> <p>Strike a ball with varying techniques.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p>

<p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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## SWIMMING

<b>Working Towards</b>	<b>Working At</b>	<b>Working Above</b>
<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>