

## PE Progression of Skills

DANCE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Copy basic body actions and rhythms</li> <li>• Choose and use travelling actions, shapes and balances</li> <li>• Travel in different pathways using the space around them</li> <li>• Begin to use dynamics and expression with guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, remember and repeat actions</li> <li>• Choose actions for an idea</li> <li>• Use changes of direction, speed and levels with guidance</li> <li>• Show some sense of dynamic and expressive qualities</li> <li>• Begin to use counts</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, remember and repeat a series of actions</li> <li>• Select from a wider range of actions in relation to a stimulus</li> <li>• Use pathways, levels, shapes, directions, speeds and timing with guidance</li> <li>• Use mirroring and unison when completing actions with a partner</li> <li>• Show a character through actions, dynamics and expression</li> <li>• Use counts with help to stay in time with the music</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, remember and perform a dance or phrase</li> <li>• Create short dance phrases that communicate an idea</li> <li>• Use canon, unison and formation to represent an idea</li> <li>• Match dynamic and expressive qualities to a range of ideas</li> <li>• Use counts to keep in time with a partner and group</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, remember and adapt set choreography</li> <li>• Choreograph considering structure individually, with a partner and in a group</li> <li>• Use action and reaction to represent an idea</li> <li>• Change dynamics to express changes in character or narrative</li> <li>• Show a character through actions, dynamics and expression</li> <li>• Use counts when choreographing short phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing</li> <li>• Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</li> <li>• Confidently perform choosing appropriate dynamics to represent an idea.</li> <li>• Use counts when choreographing short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform dances confidently and fluently with accuracy and good timing.</li> <li>• 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.</li> <li>• Improvise and combine dynamics demonstrating an awareness of the impact on performance.</li> <li>• Use counts when choreographing and performing to improve the quality of work.</li> </ul>
FMS (Fundamental Movement Skills)						
<ul style="list-style-type: none"> <li>• Run and stop with some control.</li> <li>• Explore skipping as a travelling action.</li> <li>• Jump and hop with bent knees.</li> <li>• Throwing larger balls and beanbags into space.</li> <li>• Balance whilst stationary and on the move.</li> <li>• Change direction at a slow pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to run at different speeds showing an awareness of technique</li> <li>• Begin to link running and jumping movements with some control</li> <li>• Jump, leap and hop and choosing which allows them to jump the furthest.</li> <li>• Throw towards a target</li> <li>• Show some control and balance when travelling at different speeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Show balance and coordination when running at different speeds.</li> <li>• Link running and jumping movements with some control and balance</li> <li>• Show hopping and jumping movements with some balance and control.</li> <li>• Change technique to throw for distance.</li> <li>• Show control and balance when travelling at different speeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Show balance, coordination and technique when running at different speeds, stopping with control.</li> <li>• Link running, hopping and jumping actions using different take offs and landing</li> <li>• Jump for distance and height with an awareness of technique.</li> <li>• Throw a variety of objects, changing action for accuracy and distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how and when to speed up and slow down when running.</li> <li>• Link hopping and jumping actions with some control.</li> <li>• Jump for distance and height showing balance and control.</li> <li>• I Throw with some accuracy and power towards a target area.</li> <li>• Show balance when changing direction at speed in combination with other skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Run at the appropriate speed over longer distances or for longer periods of time.</li> <li>• Show control at take-off and landing in more complex jumping activities.</li> <li>• Perform a range of more complex jumps showing some technique.</li> <li>• Show accuracy and power when throwing for distance.</li> <li>• Demonstrate good balance and control</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</li> <li>• Link running, jumping and hopping actions with greater control and co-ordination.</li> <li>• Perform jumps for height and distance using good technique.</li> <li>• Show accuracy and good technique when throwing for distance.</li> <li>• Show fluency and control when travelling,</li> </ul>

## PE Progression of Skills

<ul style="list-style-type: none"> <li>Explore moving different body parts together</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show balance and co-ordination when changing direction.</li> <li>Use co-ordination with and without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates balance and co-ordination when changing direction</li> <li>Perform actions with increased control when co-ordinating their body with and without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate balance when performing other fundamental skills.</li> <li>Show balance when changing direction in combination with other skills.</li> <li>Can co-ordinate their bodies with increased consistency in a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>Begin to co-ordinate their body at speed in response to a task.</li> <li>I can recognise an error in a program and debug it.</li> <li>I recognise that an algorithm will help me to sequence more complex programs.</li> <li>I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</li> </ul>	<p>when performing other fundamental skills</p> <ul style="list-style-type: none"> <li>Demonstrate improved body posture and speed when changing direction.</li> <li>Can co-ordinate a range of body parts at increased speed.</li> </ul>	<p>landing, stopping and changing direction.</p> <ul style="list-style-type: none"> <li>Change direction with a fluent action and can transition smoothly between varying speeds.</li> <li>Change direction with a fluent action and can transition smoothly between varying speeds.</li> </ul>
--	---	--	---	--	---	---

### GAMES

<ul style="list-style-type: none"> <li>Drop and catch with two hands</li> <li>Move a ball with feet.</li> <li>Throw and roll a variety of beanbags and larger balls to space.</li> <li>Kick larger balls to space.</li> <li>Stop a beanbag or large ball sent to them using hands.</li> <li>Attempt to stop a large ball sent to them using feet.</li> <li>Hit a ball with hands.</li> <li>Run and stop when instructed.</li> </ul>	<ul style="list-style-type: none"> <li>Drop and catch a ball after one bounce on the move.</li> <li>Move a ball using different parts of the foot.</li> <li>Throw and roll towards a target with some varying techniques.</li> <li>Kick towards a stationary target.</li> <li>Catch a beanbag and a medium-sized ball.</li> <li>Attempt to track balls and other equipment sent to them.</li> <li>Strike a stationary ball using a racket.</li> <li>Run, stop and change direction with some balance and control.</li> </ul>	<ul style="list-style-type: none"> <li>Dribble a ball with two hands on the move.</li> <li>Dribble a ball with some success, stopping it when required.</li> <li>Throw and roll towards a target using varying techniques with some success.</li> <li>Show balance when kicking towards a target.</li> <li>Catch an object passed to them, with and without a bounce.</li> <li>Move to track a ball and stop it using feet with limited success.</li> <li>Strike a ball using a racket.</li> </ul>	<ul style="list-style-type: none"> <li>Dribble the ball with one hand with some control in game situations.</li> <li>Dribble a ball with feet with some control in game situations.</li> <li>Use a variety of throwing techniques in game situations.</li> <li>Kick towards a partner in game situations.</li> <li>Catch a ball passed to them using one and two hands with some success.</li> <li>Receive a ball sent to them using different parts of the foot.</li> <li>Strike a ball with varying techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Link dribbling the ball with other actions with increasing control.</li> <li>Change direction when dribbling with feet with some control in game situations.</li> <li>Use a variety of throwing techniques with increasing success in game situations</li> <li>Kick with increasing success in game situations.</li> <li>Catch a ball passed to them using one and two hands with increasing success.</li> <li>Receive a ball using different parts of the foot under pressure</li> <li>Strike a ball using varying techniques</li> </ul>	<ul style="list-style-type: none"> <li>Use dribbling to change the direction of play with some control under pressure.</li> <li>Dribble with feet with some control under increasing pressure.</li> <li>Use a variety of throwing techniques with some control under increasing pressure.</li> <li>Use a variety of kicking techniques with some control under increasing pressure.</li> <li>Catch and intercept a ball using one and two hands with some success in game situations</li> <li>Receive a ball using different parts of the foot under pressure with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>Use dribbling to change the direction of play with control under pressure.</li> <li>Use a variety of dribbling techniques to maintain possession under pressure.</li> <li>Use a variety of throwing techniques including fake passes to outwit an opponent.</li> <li>Select and apply the appropriate kicking technique with control.</li> <li>Catch and intercept a ball using one and two hands with increasing success in game situations.</li> <li>Receive a ball with consideration to the next move.</li> </ul>
---	--	--	--	--	---	--

## PE Progression of Skills

<ul style="list-style-type: none"> <li>Move around showing limited awareness of others.</li> <li>Make simple decisions in response to a situation.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise space in relation to others.</li> <li>Begin to use simple tactics with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Run, stop and change direction with balance and control.</li> <li>Move to space to help score goals or limit others scoring.</li> <li>Use simple tactics.</li> </ul>	<ul style="list-style-type: none"> <li>Change direction with increasing speed in game situations.</li> <li>Use space with some success in game situations.</li> <li>Use simple tactics individually and within a team.</li> </ul>	<p>with increasing accuracy</p> <ul style="list-style-type: none"> <li>Change direction to lose an opponent with some success</li> <li>Create and use space with some success in game situations.</li> <li>Use simple tactics to help their team score or gain possession.</li> </ul>	<ul style="list-style-type: none"> <li>Strike a ball using a wider range of skills. Apply these with some success under pressure.</li> <li>Use a variety of techniques to change direction to lose an opponent.</li> <li>Create and use space for self and others with some success.</li> <li>Understand the need for tactics and can identify when to use them in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</li> <li>Confidently change direction to successfully outwit an opponent.</li> <li>Effectively create and use space for self and others to outwit an opponent.</li> <li>Work collaboratively to create tactics within their team and evaluate the effectiveness of these</li> </ul>
BODY MANAGEMENT						
<ul style="list-style-type: none"> <li>Create shapes showing a basic level of stillness using different parts of their bodies</li> <li>Begin to take weight on different body parts.</li> <li>Show shapes and actions that stretch their bodies.</li> <li>Copy and link simple actions together.</li> </ul>	<ul style="list-style-type: none"> <li>Perform balances making their body tense, stretched and curled.</li> <li>Take body weight on hands for short periods of time.</li> <li>Demonstrate poses and movements that challenge their flexibility.</li> <li>Remember, repeat and link simple actions together.</li> </ul>	<ul style="list-style-type: none"> <li>Perform balances on different body parts with some control and balance</li> <li>Take body weight on different body parts, with and without apparatus.</li> <li>Show increased awareness of extension and flexibility in actions.</li> <li>I am starting to understand a branching database.</li> <li>Copy, remember, repeat and plan linking simple actions with some control and technique</li> </ul>	<ul style="list-style-type: none"> <li>Complete balances with increasing stability, control and technique</li> <li>Complete balances with increasing stability, control and technique</li> <li>Demonstrate increased flexibility and extension in their actions.</li> <li>Choose actions that flow well into one another both on and off apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>Use body tension to perform balances both individually and with a partner.</li> <li>Demonstrate increasing strength, control and technique when taking own and others weight.</li> <li>Demonstrate increased flexibility and extension in more challenging actions.</li> <li>Plan and perform sequences showing control and technique with and without a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing control and balance when moving from one balance to another</li> <li>Use strength to improve the quality of an action and the range of actions available.</li> <li>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</li> <li>Create and perform more complex sequences of actions with a good level of quality, control, and technique with and without a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Combine and perform more complex balances with control, technique and fluency.</li> <li>Demonstrate more complex actions with a good level of strength and technique.</li> <li>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</li> <li>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills</li> </ul>
OAA						
<ul style="list-style-type: none"> <li>Follow simple instructions.</li> <li>Share their ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions.</li> <li>Begin to work with a partner and a small group.</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions accurately.</li> <li>Work co-operatively with a partner and a small</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions from a peer and give simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Use clear communication when working in a group and taking on different roles.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others clearly and effectively when under pressure.</li> </ul>

## PE Progression of Skills

<ul style="list-style-type: none"> <li>• Explore activities making own decisions in response to a task.</li> <li>• Make decisions about where to move in space.</li> <li>• Follow a path.</li> <li>• Begin to identify personal success.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the rules of the game and suggest ideas to solve simple tasks.</li> <li>• Copy a simple diagram/map.</li> <li>• Identify own and others' success.</li> </ul>	<p>group, taking turns and listening to each other.</p> <ul style="list-style-type: none"> <li>• Try different ideas to solve a task.</li> <li>• Follow and create a simple diagram/map.</li> <li>• Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</li> <li>• Plan and attempt to apply strategies to solve problems</li> <li>• Orientate and follow a diagram/map.</li> <li>• Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently communicate ideas and listen to others before deciding on the best approach.</li> <li>• Plan and apply strategies to solve problems.</li> <li>• Identify key symbols on a map and use a key to help navigate around a grid.</li> <li>• Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to lead others, providing clear instructions.</li> <li>• Plan and apply strategies with others to more complex challenges.</li> <li>• Orientate a map confidently using it to navigate around a course.</li> <li>• Explain why a particular strategy worked and alter methods to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to lead others and show consideration of including all within a group.</li> <li>• Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</li> <li>• Confidently and efficiently orientate a map, identifying key features to navigate around a course.</li> <li>• Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</li> </ul>
---	--	--	--	--	---	--

### SET (Social, Emotional, Thinking)

<ul style="list-style-type: none"> <li>• Take turns.</li> <li>• Learn to share equipment with others.</li> <li>• Share their ideas with others.</li> <li>• Try again if they do not succeed.</li> <li>• Practise skills independently.</li> <li>• Confident to try new tasks and challenges.</li> <li>• Begin to identify personal success.</li> <li>• Choose own movements and actions in response to simple tasks e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage others to keep trying.</li> <li>• Talk to a partner about their ideas and take turns to listen to each other.</li> <li>• Work with a partner and small group to play games and solve challenges.</li> <li>• Show determination to continue working over a longer period of time.</li> <li>• Determined to complete the challenges and tasks set.</li> <li>• Explore skills independently before asking for help.</li> <li>• Confident to share ideas, contribute to class discussion and perform in front of others.</li> <li>• Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</li> <li>• Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and motivate others to work to their personal best.</li> <li>• Work with others to achieve a shared goal.</li> <li>• Work with others to self manage games.</li> <li>• Persevere when finding a challenge difficult.</li> <li>• Understand what their best looks like and they work hard to achieve it.</li> <li>• Begin to use rules showing awareness of fairness and honesty.</li> <li>• Show an awareness of how other people feel.</li> <li>• Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</li> <li>• Select and apply from a wider range of skills and actions in response to a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Share ideas with others and work together to decide on the best approach to a task.</li> <li>• Lead others and show consideration of including all within a group.</li> <li>• Communicate with others clearly and effectively.</li> <li>• Understand what maximum effort looks and feels like and show determination to achieve it.</li> <li>• Use different strategies to persevere to achieve personal best.</li> <li>• Compete within the rules showing fair play and honesty when playing independently.</li> <li>• Confident to attempt tasks and challenges outside of their comfort zone.</li> <li>• Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</li> <li>• Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</li> </ul>
---	--	--	---

## PE Progression of Skills

<p>choosing to travel by skipping.</p> <ul style="list-style-type: none"><li>• Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</li></ul>	<ul style="list-style-type: none"><li>• Provide feedback beginning to use key words from the lesson.</li></ul>	<ul style="list-style-type: none"><li>• Provide feedback using key terminology.</li></ul>	<ul style="list-style-type: none"><li>• Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</li><li>• Select and apply appropriate skills for the situation when under pressure.</li></ul>
--	--	---	---