

**Skills Progression – Physical Education**

	<b>Movement</b>	<b>Games</b>	<b>Dance</b>
<b>Yr R</b>	Experiment with different ways of moving. Develop good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating spaces.	Handle equipment effectively. Shows increasing control over an object in pushing, patting, throwing, catching and kicking.	Move confidently in a range of ways, responding to music.
<b>Yr 1</b>	Develop fundamental movement skills. Develop basic movements such as running, jumping, throwing and catching. Begin to apply basic movements in a range of activities. Begin to remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with developing control and coordination	Participate in individual and team games. Start to link skills and actions to suit the activity. Choose and use skills effectively for particular games.	Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction. Compose and link movement to make simple dances with clear beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.
<b>Yr 2</b>	Develop fundamental movement skills becoming increasingly confident and competent. Master basic movements such as running, jumping, throwing and catching. Begin to apply basic movements in a range of activities. Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination.	Participate in individual and team games. Link skills, actions and ideas to suit the activity. Choose, use and vary simple tactics for attacking and defending.	Perform dances using simple movement patterns. Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance. Compose and perform dance phrases and short dances that express and communicate. moods, ideas and feelings, choosing and varying simple compositional ideas.
<b>Yr 3</b>	Develop the quality, range and consistency of the techniques they use for a range of activities. Begin to develop their ability to choose and use simple tactics and strategies in different situations.	Begin to play competitive games, modified where appropriate. Begin to plan and use strategies and tactics for pair, small group and small team games. Begin to select skills, actions and ideas in games and apply them with co-ordination and control. Devise and use rules for a range of games.	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. Create and link dance phrases using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.
<b>Yr 4</b>	Consolidate and improve the quality, range and consistency of the techniques they use for a range of activities. Develop their ability to choose and use simple tactics and strategies in different situations.	Begin to play competitive games, modified where appropriate. Plan and use strategies and tactics for pair, small group and small team games. Select skills, actions and ideas in games and apply them with co-ordination and control. Keep, adapt and make rules for a range of games.	Start to show some understanding of composition ideas. Explore and create characters and narratives in response to a range of stimuli. Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that

			communicate character and narrative.
<b>Yr 5</b>	<p>Develop and apply a broad range of skills and techniques.</p> <p>Begin to choose appropriate skills and techniques for specific events.</p> <p>Begin to apply movements in combination in a range of activities.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Play competitive games, modified where appropriate.</p> <p>Apply basic strategic and tactical principals suitable for attacking and defending.</p> <p>Select and apply skills, techniques and ideas more consistently in all games.</p> <p>Begin to show an understanding of tactics in team games by varying responses.</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles.</p> <p>Perform dances expressively, using a range of performance skills.</p>
<b>Yr 6</b>	<p>Develop and apply a broad range of skills and techniques consistently.</p> <p>Choose appropriate skills and techniques for specific events.</p> <p>Apply movements in combination in a range of activities.</p> <p>Use running, jumping, throwing and catching in isolation and in combination effectively.</p>	<p>Play competitive games, modified where appropriate.</p> <p>Adapt basic strategic and tactical principals suitable for attacking and defending to different situations.</p> <p>Select and apply skills, techniques and ideas accurately in all games.</p> <p>Show an understanding of tactics in team games by varying responses.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Show an understanding of compositional elements and the use of speed, level and direction by varying responses to different activities.</p> <p>Explore, improvise and combine movement ideas fluently and effectively create and structure motifs, phrases, sections and whole dances.</p> <p>Begin to use basic compositional principles when creating their dances.</p>

	<b>Swimming</b>	<b>General</b>	<b>Gymnastics</b>
<b>Yr R</b>		Negotiates space successfully, adjusting speed or changing direction as necessary.	Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over, and through balancing and climbing equipment.
<b>Yr 1</b>		Work individually and with others. Engage in cooperative physical activities. Engage in competitive physical activities against self. Describe their own and others actions. Use what they have learned to improve the quality and control of their own work. Recognise how their body feels when still and exercising.	Copy, repeat and explore simple balances and movements showing basic control and co-ordination. Begin to develop agility, balance and coordination. Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.
<b>Yr 2</b>		Work individually and with others. Engage in cooperative physical activities. Engage in competitive physical activities both against self and against others. Describe the differences in their own and others work. Use what they have learned to improve the quality and control of their own work. Recognise and describe how different activities make them feel. Understand the importance of warming up and cooling down.	Copy, remember, repeat and explore simple balances and movements showing with increasing control and co-ordination. Develop agility, balance and coordination. Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform.
<b>Yr 3</b>	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. Perform a safe-self rescue in different water based situations. Work with confidence in the water. Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water.	Compare their own work to others commenting on similarities and differences. Suggest improvements in their own and others work. Keep up activity over a period of time and know they need to warm up and cool down for different activities. Recognise and describe the short term effects of exercise on the body during different activities. Know the importance of suppleness and strength.	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas.
<b>Yr 4</b>	Remember, repeat and link skills. Know how to choose and use skills for different	Compare their work to others' and use this comparison to improve their own performance. Know and describe what you need to do to warm up and cool down for different activities.	Copy, remember, repeat, mirror and explore balances and movements. Select and use skills, actions and ideas appropriately. Perform actions and skills with more consistent

	<p>swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction.</p> <p>Improve the control and co-ordination of their bodies in water consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills.</p> <p>Improve linking movements and actions choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges.</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p>	<p>control and quality.</p> <p>Start to show some understanding of composition ideas.</p> <p>Develop the range of actions, body shapes and balances they include in a performance.</p> <p>Perform skills and actions more accurately and consistently.</p> <p>Create gymnastic sequences that meet a theme or set of conditions.</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction.</p>
<b>Yr 5</b>		<p>Learn how to evaluate and recognise their own success.</p> <p>Develop an understanding of how to improve in different physical activities and sports.</p> <p>Compare and comment on skills, techniques and ideas used in their own and others work.</p> <p>Organise their own warm-up and cool-down activities to suit different activities.</p> <p>Show an understanding of why it is important to warm up and cool down.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p>	<p>Link skills together appropriately in PE activities.</p> <p>Perform actions, shapes and balances consistently and fluently in specific activities.</p> <p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.</p>
<b>Yr 6</b>		<p>Enjoy communicating, collaborating with each other and within a team.</p> <p>Enjoy competing with each other.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve personal best.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Modify and refine skills and techniques to improve their performance.</p> <p>Prepare effectively for different activities understand why warming-up and cooling-down are important.</p> <p>Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves.</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Link actions and ideas together and use them accurately and appropriately.</p> <p>Perform skills precisely, showing control and fluency.</p> <p>Combine skills, techniques and ideas consistently showing precision control and fluency.</p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p>

Based on 'Analysis of Progression across the Key Stages' by the PE HIAS team.