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| **Progression of skills: PHYSICAL EDUCATION** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Dance** | * Copies and explores basic movements and body patterns
* Remembers simple movements and dance steps
* Links movements to sounds and music.
* Responds to range of stimuli.
 | * Copies and explores basic movements with clear control.
* Varies levels and speed in sequence
* Can vary the size of their body shapes
* Add change of direction to a sequence
* Uses space well and negotiates space clearly.
* Can describe a short dance using appropriate vocabulary.
* Responds imaginatively to stimuli.
 | * Beginning to improvise independently to create a simple dance.
* Beginning to improvise with a partner to create a simple dance.
* Translates ideas from stimuli into movement with support.
* Beginning to compare and adapt movements and motifs to create a larger sequence.
* Uses simple dance vocabulary to compare and improve work.
 | * Confidently improvises with a partner or on their own.
* Beginning to create longer dance sequences in a larger group.
* Demonstrating precision and some control in response to stimuli.
* Beginning to vary dynamics and develop actions and motifs.
* Demonstrates rhythm and spatial awareness.
* Modifies parts of a sequence as a result of self-evaluation.
* Uses simple dance vocabulary to compare and improve work.
 | * Beginning to exaggerate dance movements and motifs (using expression when moving)
* Demonstrates strong movements throughout a dance sequence.
* Combines flexibility, techniques and movements to create a fluent sequence.
* Moves appropriately and with the required style in relation to the stimulus.
* *e.g using various levels, ways of travelling and motifs.*
* Beginning to show a change of pace and timing in their movements.
* Uses the space provided to his maximum potential.
* Improvises with confidence, still demonstrating fluency across their sequence.
* Modifies parts of a sequence as a result of self and peer evaluation.
* Uses more complex dance vocabulary to compare and improve work.
 | * Exaggerate dance movements and motifs (using expression when moving)
* Performs with confidence, using a range of movement patterns.
* Demonstrates a strong imagination when creating own dance sequences and motifs.
* Demonstrates strong movements throughout a dance sequence.
* Combines flexibility, techniques and movements to create a fluent sequence.
* Moves appropriately and with the required style in relation to the stimulus.
* *e.g using various levels, ways of travelling and motifs.*
* Beginning to show a change of pace and timing in their movements.
* Is able to move to the beat accurately in dance sequences.
* Improvises with confidence, still demonstrating fluency across their sequence.
* Dances with fluency, linking all movements and ensuring they flow.
* Demonstrates consistent precision when performing dance sequences.
* Modifies parts of a sequence as a result of self and peer evaluation.
* Uses more complex dance vocabulary to compare and improve work.
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| **Gymnastics** | * Copies and explores basic movements with some control and coordination.
* Can perform different body shapes
* Performs at different levels
* Can perform 2 footed jump
* Can use equipment safely
* Balances with some control
* Can link 2-3 simple movements
 | * Explores and creates different pathways and patterns.
* Uses equipment in a variety of ways to create a sequence
* Link movements together to create a sequence
 | * Applies compositional ideas independently and with others to create a sequence.
* Copies, explores and remembers a variety of movements and uses these to create their own sequence.
* Describes their own work using simple gym vocabulary.
* Beginning to notice similarities and differences between sequences.
* Uses turns whilst travelling in a variety of ways.
* Beginning to show flexibility in movements
* Beginning to develop good technique when travelling, balancing, using equipment etc
 | * Links skills with control, technique, co-ordination and fluency.
* Understands composition by performing more complex sequences.
* Beginning to use gym vocabulary to describe how to improve and refine performances.
* Develops strength, technique and flexibility throughout performances.
* Creates sequences using various body shapes and equipment.
* Combines equipment with movement to create sequences.
 | * Select and combine their skills, techniques and ideas.
* Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
* Draw on what they know about strategy, tactics and composition when performing and evaluating.
* Analyse and comment on skills and techniques and how these are applied in their own and others' work.
* Uses more complex gym vocabulary to describe how to improve and refine performances.
* Develops strength, technique and flexibility throughout performances.
* Links skills with control, technique, co-ordination and fluency.
* Understands composition by performing more complex sequences.
 | * Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
* Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
* Adapts sequences to include a partner or a small group.
* Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
* Draw on what they know about strategy, tactics and composition when performing and evaluating.
* Analyse and comment on skills and techniques and how these are applied in their own and others' work.
* Uses more complex gym vocabulary to describe how to improve and refine performances.
* Develops strength, technique and flexibility throughout performances.
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| **Games** | * Can travel in a variety of ways including running and jumping.
* Beginning to perform a range of throws.
* Receives a ball with basic control
* Beginning to develop hand-eye coordination
* Participates in simple games
 | * Confident to send the ball to others in a range of ways.
* Beginning to apply and combine a variety of skills (to a game situation)
* Develop strong spatial awareness.
* Beginning to develop own games with peers.
* Understand the importance of rules in games.
* Develop simple tactics and use them appropriately.
* Beginning to develop an understanding of attacking/ defending
 | * Understands tactics and composition by starting to vary how they respond.
* Vary skills, actions and ideas and link these in ways that suit the games activity.
* Beginning to communicate with others during game situations.
* Uses skills with co-ordination and control.
* Develops own rules for new games.
* Makes imaginative pathways using equipment.
* Works well in a group to develop various games.
* Beginning to understand how to compete with each other in a controlled manner.
* Beginning to select resources independently to carry out different skills.
 | * Vary skills, actions and ideas and link these in ways that suit the games activity.
* Shows confidence in using ball skills in various ways, and can link these together.
* *e.g. dribbling, bouncing, kicking*
* Uses skills with co-ordination, control and fluency.
* Takes part in competitive games with a strong understanding of tactics and composition.
* Can create their own games using knowledge and skills.
* Works well in a group to develop various games.
* Compares and comments on skills to support creation of new games.
* Can make suggestions as to what resources can be used to differentiate a game.
* Apply basic skills for attacking and defending.
* Uses running, jumping, throwing and catching in isolation and combination.
 | * Vary skills, actions and ideas and link these in ways that suit the games activity.
* Shows confidence in using ball skills in various ways, and can link these together.
* Uses skills with co-ordination, control and fluency.
* Takes part in competitive games with a strong understanding of tactics and composition.
* Can create their own games using knowledge and skills.
* Can make suggestions as to what resources can be used to differentiate a game.
* Apply basic skills for attacking and defending.
* Uses running, jumping, throwing and catching in isolation and combination.
 | * Vary skills, actions and ideas and link these in ways that suit the games activity.
* Shows confidence in using ball skills in various ways, and can link these together effectively.
* *e.g. dribbling, bouncing, kicking*
* Keeps possession of balls during games situations.
* Consistently uses skills with co-ordination, control and fluency.
* Takes part in competitive games with a strong understanding of tactics and composition.
* Can create their own games using knowledge and skills.
* Modifies competitive games.
* Compares and comments on skills to support creation of new games.
* Can make suggestions as to what resources can be used to differentiate a game.
* Apply knowledge of skills for attacking and defending.
* Uses running, jumping, throwing and catching in isolation and in combination.
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| **Athletics** | * Can run at different speeds.
* Can jump from a standing position
* Performs a variety of throws with basic control.
 | * Can change speed and direction whilst running.
* Can jump from a standing position with accuracy.
* Performs a variety of throws with control and co-ordination.
* *preparation for shot put and javelin*
* Can use equipment safely
 | * Beginning to run at speeds appropriate for the distance.
* *e.g. sprinting and cross country*
* Can perform a running jump with some accuracy
* Performs a variety of throws using a selection of equipment.
* Can use equipment safely and with good control.
 | * Beginning to build a variety of running techniques and use with confidence.
* Can perform a running jump with more than one component.
* *e.g. hop skip jump (triple jump)*
* Demonstrates accuracy in throwing and catching activities.
* Describes good athletic performance using correct vocabulary.
* Can use equipment safely and with good control.
 | * Beginning to build a variety of running techniques and use with confidence.
* Can perform a running jump with more than one component.
* *e.g. hop skip jump (triple jump)*
* Beginning to record peers performances, and evaluate these.
* Demonstrates accuracy and confidence in throwing and catching activities.
* Describes good athletic performance using correct vocabulary.
* Can use equipment safely and with good control.
 | * Beginning to build a variety of running techniques and use with confidence.
* Can perform a running jump with more than one component.
* *e.g. hop skip jump (triple jump)*
* Beginning to record peers performances, and evaluate these.
* Demonstrates accuracy and confidence in throwing and catching activities.
* Describes good athletic performance using correct vocabulary.
* Can use equipment safely and with good control.
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| **Outdoor Adventurous Activities** |  |  | * Develops listening skills.
* Creates simple body shapes.
* Listens to instructions from a partner/ adult.
* Beginning to think activities through and problem solve.
* Discuss and work with others in a group.
* Demonstrates an understanding of how to stay safe.
 | * Develops strong listening skills.
* Uses simple maps.
* Beginning to think activities through and problem solve.
* Choose and apply strategies to solve problems with support.
* Discuss and work with others in a group.
* Demonstrates an understanding of how to stay safe.
 | * Develops strong listening skills.
* Use s and interprets simple maps.
* Think activities through and problem solve using general knowledge.
* Choose and apply strategies to solve problems with support.
* Discuss and work with others in a group.
* Demonstrates an understanding of how to stay safe.
 | * Develops strong listening skills.
* Use s and interprets simple maps.
* Think activities through and problem solve using general knowledge.
* Choose and apply strategies to solve problems with support.
* Discuss and work with others in a group.
* Demonstrates an understanding of how to stay safe.
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| **Swimming** |  | * To develop basic pool safety skills and confidence in water.
* To develop travel in vertical or horizontal position and introduce floats.
* To develop push and glides, any kick action on front and back with or without support aids.
* To develop entry and exit, travel further, float and submerge.
* To develop balance, link activities and travel further on whole stroke.
* To show breath control.
* Introduction to deeper water.
* Treading water.
 |  | * Continue to develop basic pool safety skills and confidence in water.
* To develop travel in vertical or horizontal position and using floats.
* To develop push and glides, any kick action on front and back with or without support aids.
* To develop entry and exit, travel further, float and submerge.
* To develop balance, link activities and travel further on whole stroke.
* To show breath control.
* Develop confidence in deeper water.
* Treading water.
 | * Swims competently, confidently and proficiently over a distance of at least 25 metres
* Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
* Performs safe self-rescue in different water-based situations.
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