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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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |  |