

Progression of skills in Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Copies and explores basic body actions.</p> <p>Uses different parts of the body in isolation and together.</p> <p>Shows some sense of expression qualities in dance.</p> <p>Choose appropriate movements for different dance ideas.</p> <p>Remembers simple movements.</p> <p>Can move confidently, safely and vary the use of space.</p> <p>Explores pathways.</p>	<p>Can perform body actions with control and coordination.</p> <p>Can sometimes use counts to stay in time with music.</p> <p>Can choose movements to express an idea, mood or feeling.</p> <p>Uses space well and can vary the size of body shapes.</p> <p>Can remember and repeat dance phrases.</p> <p>Begin to start working cohesively with a partner using mirroring.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise with a partner or small group to create a dance.</p> <p>Can repeat, remember and perform.</p> <p>Beginning to compare and adapt movements to create a larger sequence.</p> <p>Can use dynamic and expressive qualities in relation to an idea.</p> <p>Can start to use counts to keep in time with a group and the music.</p> <p>Recognise and talk about movements used and the expressive qualities of dance.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance routines in a larger group.</p> <p>Can demonstrate precision and some control in response to stimuli.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Can modify part of a routine as a result of self-evaluation.</p> <p>Can perform clearly and fluently.</p>	<p>Can begin to exaggerate dance movements using expression.</p> <p>Can perform strong movements throughout a sequence.</p> <p>Adapt and refine actions in relation to stimulus.</p> <p>Can perform different style clearly and fluently.</p> <p>Uses more complex dance vocabulary to improve their own and their peers work. Can modify work as a result.</p> <p>Uses the space to maximum potential.</p> <p>Begins to show a change of speed in movements.</p>	<p>Exaggerate dance movements using expression.</p> <p>Performs with confidence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation, using appropriate language.</p> <p>Links all movements and ensuring they flow.</p> <p>Able to move to the beat accurately.</p> <p>Work creatively and imaginatively on own, with a partner and in a group to choreograph simple dances.</p> <p>Can use props to enhance performance.</p>
Gymnastics	<p>Copies and explores basic actions and shapes.</p> <p>Can manipulate body to show tensed, relaxed, stretched and curled.</p> <p>Shows awareness of space when travelling.</p> <p>Link simple actions.</p> <p>Perform at different levels.</p> <p>Perform jumps and balances with some control.</p>	<p>Creates and explores basic movements with some control and coordination.</p> <p>Use directions and levels to make work look interesting.</p> <p>Use shapes when performing other skills.</p> <p>Link movements together to create a small sequence.</p> <p>Starts to use equipment in a variety of ways.</p>	<p>Applies ideas independently to create a sequence.</p> <p>Beginning to develop good technique when travelling, rolling, jumping and balancing.</p> <p>Beginning to show flexibility in movements.</p> <p>Describe their own work using simple vocabulary.</p> <p>Move in unison with partner, choosing actions that flow.</p>	<p>Understands composition by performing more complex sequences.</p> <p>Creates sequences using various body shapes and apparatus.</p> <p>Can recognise how performances could be improved.</p> <p>Understands how body tension can improve quality of movement.</p> <p>Start to identify muscles used in gymnastics.</p>	<p>Select and combine skills.</p> <p>Apply skills accurately, consistently, showing precision and control.</p> <p>Perform sequences using apparatus individually and with a partner.</p> <p>Use synchronisation and mirroring and say how it affects performance.</p> <p>Use strength and flexibility to improve performance.</p> <p>Analyse and comment.</p>	<p>Perform range of actions including variations of speed, level & direction, with precision, control and fluency.</p> <p>Combine and perform actions, shapes and balances with control.</p> <p>Perform sequences using compositional devices to improve the quality.</p> <p>Suggest changes and use feedback to improve.</p> <p>Use complex vocabulary.</p>

<p>Invasion Games</p>	<p>Begin to dribble a ball with hands and feet. Send and receive a ball. Can dodge and find space. Know who is on their team and help them to score. Know how to score points.</p>	<p>Sometimes dribble with a ball using hands and feet. Know who is on their team and attempt to get the ball to them. Can move towards the goal. Can dodge and find space away from opponents. Stay with someone to stop them getting a ball. Understand importance of rules. Beginning to develop understanding of attacking/defending.</p>	<p>Understand tactics and link skills to suit activity. Begin to communicate with others in games. Uses skills with coordination and control. Can work well in a group in a variety of situations. Begin to understand how to compete with other in a controlled manner.</p>	<p>Shows confidence in using ball skills in various ways. Uses skills with coordination, control and fluency. Has a strong understanding of rules and tactics. Apply basic skills for attacking and defending. Compares and comments on other performance and suggests ways in which to improve.</p>	<p>Can dribble, pass and shoot a ball with some control. Can move into space to help the team. Know how to contribute when attacking and defending. Select and apply different skills based on the situation with control. Recognise their own strengths and areas for improvement. Makes sound suggestions as to what resources can be used to differentiate a game.</p>	<p>Consistently uses skills with coordination, control and fluency. Use a variety of tactics. Identify others strengths and areas for development, suggesting ways to improve. Uses the rules of the game constantly. Selects appropriate action for the situation. Use marking and intercepting to improve defence. Makes good suggestions as to what resources can be used to differentiate a game.</p>
<p>Striking & Fielding</p>	<p>Can roll a ball towards a target. Can stop a medium sized ball with some consistency. Sometimes catch and beanbag or medium sized ball. Can start to track a ball. Knows how to score points. Can push a ball using my hand. Participates in simple games.</p>	<p>Develop strong spatial awareness. Can roll a ball and hit a target with some consistency. Develop underarm and overarm throwing skills. Can sometimes hit a ball with a racket. Can track a ball and stop it. Apply skills in variety of simple games. Develop simple tactics.</p>	<p>Can use overarm, underarm throwing and catching skills. Beginning to bowl a ball towards a target. Beginning to strike a ball after a bounce. Developing the understanding of tactics and beginning to use them within games. Understand the aim of the game. Beginning to communicate with peers. Uses skills with coordination and control. Identify when they were successful.</p>	<p>Can use overarm, underarm throwing and catching skills with increasing accuracy. Can strike a ball after one bounce. Able to bowl a ball with some accuracy and consistency. Can choose simple tactics for different situations, taking part in competitive games. Works well in a group to develop. Apply basic skills for attacking and defending. Knows when they were successful and what they need to improve.</p>	<p>Can sometimes strike a bowled ball. Develop a wider range of skills and begin to use these under pressure. Use skills with increasing consistency. Understand the need for tactics and begin to use some effectively. Understand there are different skills for different situations and begin to use this. Understand the rules of games and play fairly. Can recognise own and others strengths and areas for development, suggesting ways to improve.</p>	<p>Can strike and bowled ball with increasing consistency and accuracy. Uses skills with coordination, control and fluency. Modifies competitive games. Makes suggestions on how to differentiate games. Understand and use tactics in a game as a batter, bowler and fielder. Use the rules of a game consistently. Can recognise own and others strengths and areas for development, suggesting ways to improve.</p>

<p>Net & Wall Games</p>	<p>Can throw and push a ball in a variety of ways. Begin to develop hand-eye coordination. Sometimes catch a beanbag and a medium sized ball. Begin to track balls and other objects sent. Can throw and hit a ball in a variety of ways. Know how to score points in a game.</p>	<p>Can participate in simple games. Understands the importance of rules. Apply skills in a variety of games. Can start to work with a partner to improve. Know how to score points and add them up. Develop strong spatial awareness. Beginning to understand simple defending and attacking.</p>	<p>Can return a ball to a partner with coordination and accuracy. Use basic racket skills and understand the aim of the game. Understands the rules and beginning to use them. Can identify when they were successful and why. Uses skills with sound control, balance and agility.</p>	<p>Can sometimes play a continuous game. Can use a range of basic racket skills. Beginning to understand the use of tactics. Starting to apply basic skills for attacking and defending. Varies skills, actions and ideas and links these in way that suit the activity. Identify when there was success and when they are in need of improvement.</p>	<p>Developing a wider range of skills and beginning to use these under some pressure. Use preferable skills with increasing consistency. Can play cooperatively with a partner. Sometimes apply the use of tactics. Can make suggestions as to what resources can be used to differentiate a game. Uses selected skills in isolation and combination.</p>	<p>Use a wider range of skills in game situations. Can play cooperatively with a partner. Select appropriate action for different situations. Sometimes use a variety of tactics. Can identify own and others' strengths and weaknesses and suggest ways to improve. Can modify competitive games. Uses balance, agility and coordination in combination, showing confidence.</p>
<p>Athletics</p>	<p>Can travel in a variety of ways changing speed and direction, showing some balance and control. Begin to perform a range of basic throws, coordinating towards and target. Develop technique to throw for distance. Experiment different jumps and landings.</p>	<p>Can change speed and direction whilst running, showing balance and coordination. Link running and jumping with some control. Show good technique when throwing. Developing throwing for distance. Can use equipment safely.</p>	<p>Begin to select appropriate speeds to run for distances. Can combine running and jumping with some accuracy. Performs a variety of throws using a selection of equipment. Can record distances, numbers and times. Identify when they were successful.</p>	<p>Build a variety of running techniques and use with confidence. Can jump for distance and height with control. Demonstrates accuracy in throwing using different techniques. Describes good athletic performance using correct vocabulary. Can use equipment safely with good control.</p>	<p>Can choose the best tactic for running events. Shows control in jumping activities with some technique. Understands how power and stamina help performance in different activities. Identify good performances and explain why it is good. Can record peers performances and evaluate.</p>	<p>Use tactics with confidence individually and as part of a team. Can perform a running jump with more than one component. Demonstrate accuracy and confidence in throwing activities. Describes good athletic performance using correct vocabulary. Can use all equipment safely and with good control.</p>
<p>Swimming</p>			<p>Swim competently, confidently and proficiently over a distance of 25 metres. Use a range of strokes effectively. Perform a safe self-rescue in different water based situations.</p>			

Healthy Lifestyles & Other	Can recognise changes in their body when exercising and describe how their body feels during.	Understand why it is important to warm-up and explain what happens to their body when they warm-up.	Can lead a group through a short warm-up routine. Can explain the importance of exercise and a healthy lifestyle.
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