

PE Skills Progression

Year	Key Skills				
N	Develop movement, balancing, riding and ball skills Go up and down steps, or climb up apparatus using alternate feet Skip, hop and stand on one leg and hold a pose Use large muscle movements to wave streamers and make marks Take part in some group activities which they make up for themselves To use and remember sequences and patterns of movements				
R	Fine motor - To develop small motor skills so they can use a range of tools safely and confidently. Suggested tools: pencils, paintbrushes, scissors, knives, forks and spoons. Gross Motor <ul style="list-style-type: none"> • Revise and refine fundamental movement skills: rolling, walking, running, skipping, crawling, jumping, hopping, climbing. • Progress to a more fluent style of moving. • Developing style and grace. • Develop overall body strength, co-ordination, balance and agility. • Begin early dance, gymnastics, sport and ball skills. • Confidently use a wide range of indoor and outdoor apparatus. • Develop overall body strength, balance, co-ordination and agility. • Ball skills- throwing, catching, kicking, passing, batting, aiming. 				
1	<u>Evaluating and improving</u>	<u>Dance</u>	<u>Games</u>	<u>Gymnastics</u>	<u>Athletics</u>
	-Describe what other people did. -Begin to say how I could improve.	-Copy dance moves. -Make up a short dance. -Dance imaginatively. -Change rhythm, speed, level and direction.	-Hit a ball with a bat. -Begin to throw in different ways. -Use hitting, kicking and/or rolling in a game. -Follow the rules of a game.	-Make my body tense, relaxed, curled and stretched. -Begin to control my body when travelling. -Control my body when balancing. -Climb safely.	-Run straight and stop when needed. -Jump forwards with two feet and land without falling over. -Throw forwards using one hand.

					-Being to show a sequence of movements.	
2	<u>Health and fitness</u>	<u>Evaluating and improving</u>	<u>Dance</u>	<u>Games</u>	<u>Gymnastics</u>	<u>Athletics</u>
	-Begin to show how to exercise safely. -Begin to describe how my body feels during different activities. -Being to explain what my body needs to keep healthy.	-Talk about what is different between what I did and what someone else did. -Being to say how I could improve.	-Master how to change rhythm, speed, level and direction. -Dance with control and co-ordination and imagination. -Make a sequence by linking sections together. -Begin to link some movement to show a mood or feeling.	-Develop throwing in different ways. -Stay in a 'zone' during a game. -Decide where the best place to be is during a game. -Use one tactic in a game. -Follow rules.	-Contrast in my sequences. -Use movements that are controlled. -Control my body when travelling. -Think of more than one way to create a sequence which follows a set of 'rules'. -Work on my own and with a partner to create a sequence.	-Link running to different activities i.e. the relay -Jump off one or two feet landing safely. -Throw forwards with accuracy using one hand.
3	<u>Health and fitness</u>	<u>Evaluating and improving</u>	<u>Dance</u>	<u>Games</u>	<u>Gymnastics</u>	<u>Athletics</u>
	-Show how to exercise safely. -Explain why it is important to warm-up and cool-down. -Describe how my body feels during different activities.	-With help, recognise how performances could be improved.	-Improvise freely, translating ideas from a stimulus into movement. -Share and create phases with a partner	-Master throwing in different ways. -Throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. -Keep possession with some success when	-Use a greater number of my own ideas for movement in response to a task. -Explain how strength and suppleness affect performances. -Compare and contrast gymnastic sequences, commenting on similarities and differences. - Create sequences of different lengths.	-Run at fast, medium and slow speeds, changing speed and direction. - Master running to different activities. -Make up and repeat a short sequence of linked jumps. -Take part in a relay activity, remembering when to run and what to do.

	-Explain what my body needs to keep healthy.		and in small groups. -Repeat, remember and perform these phrases in a dance. -Link some movement to show a mood or feeling.	using equipment that is not used for throwing and catching skills. -Begin to field.		
	<u>Health and fitness</u>	<u>Evaluating and improving</u>	<u>Dance</u>	<u>Games</u>	<u>Gymnastics</u>	<u>Athletics</u>
4	-Identify some muscle groups used in activities. -Explain why warming up is important. - Master how to exercise safely.	- Explain how my technique is similar and different from that of others. -Use my comparisons to improve my work. -Recognise how performances could be improved.	-Use dance to communicate an idea. -Improvise freely, translating ideas from a stimulus into movement. -Take the lead when working with a partner or group. -Make sure dance moves are clear and fluent.	-Be aware of space and use it to support teammates and cause problems for the opposition. -Catch with one hand. -Throw and catch accurately. -Throw and catch with control when under pressure. -Move to find a space when they are not in possession during a game. -Keep possession with success when using equipment that is not used for throwing and catching skills. -Develop fielding.	-Explain how strength and suppleness affect performances. -Adapt sequences to suit different types of apparatus and their partner's ability. -Work in a controlled way. -Work with a partner to create, repeat and improve a sequence with at least three phases. -Follow a set of 'rules' to produce a sequence.	-Master running at fast, medium and slow speeds, changing speed and direction. -Link running and jumping activities with some fluency, control and consistency. -Begin to throw a variety of objects, changing my action for accuracy and distance. -Being to run over a long distance.

5	<u>Health and fitness</u>	<u>Evaluating and improving</u>	<u>Dance</u>	<u>Games</u>	<u>Gymnastics</u>	<u>Athletics</u>
	<ul style="list-style-type: none"> -Explain why keeping fit is good for my health. -Identify muscle groups used in activities. -Explain what effect exercise has on my body. -Explain some important safety principles when preparing for exercise. 	<ul style="list-style-type: none"> -Use my observations to improve my work. -Compare and comment on skills, techniques and ideas that I and others have used. -Modify use of skills or techniques to improve my work. - Master how performances could be improved. 	<ul style="list-style-type: none"> -Work on my movements and refine them. -Compose my own dances in a creative and imaginative way. -Use movements that are controlled. -Make sure dance moves are clear and fluent. -Make sure my dance shows clarity, fluency, accuracy and consistent. 	<ul style="list-style-type: none"> -Hit a ball accurately and with control. -Keep possession of the ball. -Vary tactics and adapt skills according to what is happening. -Choose the best tactics for attacking and defending. -Consistently catch with one hand. -Throw and catch accurately. -Throw and catch with control when under pressure. -Move to find a space when they are not in possession during a game. 	<ul style="list-style-type: none"> -Fully explain how strength and suppleness affect performances. -Adapt sequences with skill to suit different types of apparatus and their partner's ability. -Master how to work in a controlled way. -Include change of speed, change of direction and a range of shapes. -Combine action, balance and shape. -Make complex or extended sequences. -Perform consistently to different audiences. -Make my movements are accurate, clear and consistent. 	<ul style="list-style-type: none"> -Sprint over a short distance. -Throw in different ways. -Hit a target. -Jump in different ways. -Combine running and jumping. -Link running and jumping activities with some fluency, control and consistency. -Throw a variety of objects, changing my action for accuracy and distance. -Run over a long distance.
6	<u>Health and fitness</u>	<u>Evaluating and improving</u>	<u>Dance</u>	<u>Games</u>	<u>Gymnastics</u>	<u>Athletics</u>
	<ul style="list-style-type: none"> -Identify and describe muscle groups used in activities. -Justify the effect exercise has on my body. -Explain important 	<ul style="list-style-type: none"> -Use my observations skilfully to improve my work. -Skilfully compare and comment on skills, techniques and ideas that I and 	<ul style="list-style-type: none"> -Skilfully use movements that are controlled. -Make sure dance moves are clear and fluent whilst 	<ul style="list-style-type: none"> -Hit a ball accurately and with control consistently. -Keep possession of the ball in many situations. -Vary tactics and adapt skills according to what is happening. 	<ul style="list-style-type: none"> -Continue to master how to work in a controlled way. -Include change of speed, change of direction and a range of shapes. -Combine action, balance and shape consistently. 	<ul style="list-style-type: none"> -Sprint over a short distance successfully. -Throw in different ways. -Hit a target consistently. -Jump in different ways in competition. -Combine running and jumping in competition.

	<p>safety principles when preparing for exercise.</p> <ul style="list-style-type: none"> -Choose appropriate warm-ups and cool downs. -Explain how the body reacts to different kinds of exercise. -Explain why we need regular and safe exercise. 	<p>others have used.</p> <ul style="list-style-type: none"> -Modify use of skills or techniques in detail to improve my work. -Analyse and explain why I have used specific skills or techniques. -Create my own success criteria for evaluating. 	<p>critically analysing.</p> <ul style="list-style-type: none"> -Make sure my dance shows clarity, fluency, accuracy and consistent throughout a whole routine. -Perform to an accompaniment, expressively and sensitively. -Develop imaginative dances in a specific style. -Choose my own music, style and dance. 	<ul style="list-style-type: none"> -Choose the best tactics for attacking and defending consistently. -Throw and catch accurately and develop this in game situations. -Move to find a space when they are not in possession during a game. -Gain possession by working as a team. -Pass in different ways. -Use a range of racket techniques. -Explain complicated rules. -Make a team plan and communicate it to others. -Lead others in a game situation. 	<ul style="list-style-type: none"> -Make complex or extended sequences on your own and in a group. -Perform consistently to different audiences. -Make my movements are accurate, clear and consistent. -Combine my own work with that of others. -Link my sequences to specific timings. -Perform consistently to different audiences. 	<ul style="list-style-type: none"> -Consistently link running and jumping activities with some fluency, control and consistency. -Throw a variety of objects, changing my action for accuracy and distance. -Run over a long distance successfully. -Consistently be controlled when taking off and landing in a jump. -Follow specific rules. -Demonstrate stamina. -Use my skills indifferent situations.
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OAA	Year 3	<ul style="list-style-type: none"> -Begin to follow a map in a familiar context. -Begin to move from one location to another following a map. -Begin to use clues to follow a route. -Follow a route safely.
OAA	Year 4	<ul style="list-style-type: none"> -Follow a map in a familiar context. -Move from one location to another following a map. -Use clues to follow a route.

		-Follow a route accurately, safely and within a time limit.
OAA	Year 5	-Follow a map in a more demanding familiar and unfamiliar context. -Consistently move from one location to another following a map. -Begin to use clues and compass directions to navigate a route -Use clues to follow a route with accuracy. -Consistently follow a route accurately, safely and within a time limit on your own and within a group.
OAA	Year 6	-Follow a map in an unknown location. -Use clues and compass directions to navigate a route. - Change my route if there is a problem. -Change my plan if I get new information. - Plan a route and series of clues for someone else. -Plan with others taking account of safety and danger.