

| | Physical Education | | | | | | |
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| | Skills Progression 2023-24 | | | | | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Moving | Moves freely hoping skipping, jumping, running, slithering. Runs skilfully and negotiates space (adjusting Speed & direction) show good control and co-ordination. Showing balance by standing on one leg. Follow simple rules using listening skills. Show an understanding of how the body feels comparing to when non-moving and moving. | Can master basic movements (running, jumping, throwing and catching) Can show balance, agility and co-ordination and begin to apply in a range of activities. To be able to show a sequence of movements changing speed and direction. Show a sense of special awareness using a range of simple chasing games. Run at different speeds | Use different ways of travelling (hopping, skipping, Galloping straight jump half turn) in different directions at different speeds and following different pathways directions or courses. Begin to choose and use the best space in a game. Change speed and direction whilst running. | Recognise and describe the effects of exercise on the body. Galloping straight jump half turn) in different directions at different speeds and following different pathways directions or courses Know the importance of strength and flexibility on the body. Show an understanding of why it is important to warm up and cool down. | 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 build a variety of running techniques and use with confidence. Beginning to record peers performances, and evaluate these. Can perform a running jump with more than one component. E.g. hop skip jump (triple jump) Perform a range of warm-up exercises specific to running for short and longer distances. | Beginning to build a variety of running techniques and use with confidence. Beginning to record peers performances, and evaluate these. Describes good athletic performance using correct vocabulary. Can perform a running jump with more than one component. E.g. hop skip jump (triple jump) Perform a range of warm-up exercises specific to running for short and longer distances. |
| Team / outdoor games | Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Catch equipment with both hands throw an object at a target. Using a range of equipment and developing a range of skills (beanbags, hula hoops small & large balls) play a range of chasing games showing an understanding of rules. | Participate in team games, developing simple tactics for attacking & defending. Be able to catch and bounce a ball. Throw overarm and underarm. Begin to use the terms of attacking & defending. Follow simple rules to play team games. Pass to another player in a game. To be aware of space during a game. Bounce & kick a ball | Recognise and describe how the body feels during and after exercise, show and understanding and explain the importance of staying healthy also what they need. Use kicking skills during a game. Use dribbling skills in a game. Bounce and kick a ball whilst moving. Show different ways to throw a ball. Begin to use and understand | 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 | Choose appropriate tactics to cause problems for the opposition. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. | Choose and combine techniques in game situations (running, throwing, catching passing, jumping and kicking. Field defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in competitive settings | Choose and combine techniques in game situations (running, throwing, catching passing, jumping and kicking. Field defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in competitive settings |

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| | Move a ball in different ways (bouncing, kicking rolling). | whilst moving. Use dribbling skills in a game. | the terms of attacking and defending. | equipment. Beginning to communicate with others during game situations. | | Choose and combine techniques in game situations (running, throwing, catching passing, jumping and kicking. Field defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in competitive settings Keeps possession of balls during games situations Can create their own games using knowledge and skills.. | direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in competitive settings Keeps possession of balls during games situations Can create their own games using knowledge and skills.. |
| Dance | Experiment with a different ways of moving. Beginning to move to music and sounds rhythmically can imitate movement in response to music. Begins to have a collection of songs and dances. Join a range of different movements together. Perform a dance using simple movement patterns. Can demonstrate using their own ideas. | Copy and repeat actions. Begin to improvise to create a simple dance. Vary the speed of their actions. Put a sequence of actions together to create a motif. Carry and place equipment safely. Perform sequences of their own composition with coordination. Be able to compete against self and others. Watch and describe others performances. | Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Begin to improvise with a partner to create a simple dance Perform with some awareness of rhythm and expression perform learnt skills and techniques with control and confidence | Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work. Uses turns whilst travelling in a variety of ways. | Move in a clear, fluent and expressive manner. 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. Beginning to show a change of pace | Compose creative and imaginative dance sequences, Express and idea in imaginative ways plan to perform with high energy or other themes and maintain this throughout a piece. Beginning to exaggerate dance movements and motifs (using expression when moving Combines flexibility, techniques and movements to create a fluent sequence. Beginning to show a change of pace and timing in their movements. Uses more complex | 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. Modifies parts of a sequence as a result of self and peer evaluation. Dances with fluency, linking all movements and ensuring they flow. Is able to move to the beat accurately in dance sequences. |

- Moving *Team outdoor/games *Dance *Gymnastics *Swimming

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| | | | | | and timing in their movements. | dance vocabulary to compare and improve work. Modifies parts of a sequence as a result of self and peer evaluation. Dances with fluency, linking all movements and ensuring they flow. Is able to move to the beat accurately in dance sequences. | |
| Gymnastics | Stretch in a range of different ways, travel in a range of different ways (Bunny hop). Jump off apparatus and lands in the correct way (knees bent, both feet together). Travel and show confidence and skill around, under over and through. Showing balance and climbing apparatus safely. Begin to show balance with control. Can perform a range of rolls. (curled side roll, Log roll and a teddy bear roll) can perform a range of jumps (straight jump, tuck jump, jumping jack and half turn jump) | Carry out simple stretches. Hold still shapes and simple balances. Begin to move with control and care. Move around, under, over and around apparatus. Travel changing directions and speed. Hold still shapes and simple balances. Perform simple jumps (straight jumps, tuck jumps, jumping jack, half turn jump, cat spring). Jump and travel in a variety of ways including rolling and also control jumps and land with increasing control and balance. Climb onto and jump off the equipment safely. | Recognise and describe the effects of exercise on the body. Choose ideas to compose a movement sequence independently and with others. Use a range of jumps in their sequences. Begin to use equipment to vault. Move with coordination, control and care. Rolls – crouched forward rolls, forward roll from standing, tucked backward roll. Jumps – Straight jump, Tuck jump, jumping jack, star jump straddle jump, pike jump straight jump half – turn and cat leap. Also be able to perform off a raised platform *(gymnastics table) | Applies compositional ideas independently and with others to create a sequence. Describes their own work using simple gym vocabulary. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc. Explores and creates different pathways and patterns. Link movements together to create a sequence Beginning to notice similarities and differences between sequences Beginning to use gym vocabulary to describe how to improve and refine performances. | Beginning to use gym vocabulary to describe how to improve and refine performances. Understands composition by performing more complex sequences. Analyse and comment on skills and techniques and how these are applied in their own and others' work Apply combined skills accurately and appropriately, consistently showing precision, control and fluency | Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. 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. 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. | |

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| | | | | | | performances Adapts sequences to include a partner or a small group. | |
| Swimming | | | | | 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. | | |
| Compare, evaluate and improve | Can control their body while moving showing a range of different movements. Be able to describe and explore a range of different movements. Participate in simple games and shows and understanding of rules and can follow. Talk about what they have done and also talk to others. Understands the importance of keeping healthy and what effects it has on the body. Participate in small games Participate in dances | Describe how the body feels before exercising and not exercising. Watch and describe performances. Begin to say how they can improve others and themselves Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. | Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work | Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work | Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences Can describe the effect exercise has on the | Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences Can describe the effect exercise has on the body. Can explain | Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences Can describe the effect exercise has on the body. Understands the need to warm up and cool down |

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| | using simple movement patterns. Talk about what they have done. Talk about others have done. | | | | body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down | the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down | |
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