

## SKILLS PROGRESSION PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	<p>Can catch a large ball. (30-50m)</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60+)</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60+)</p>	<p>I show control when rolling a ball.</p> <p>I can hit a ball with control, using appropriate equipment.</p> <p>I can catch a ball / moving object.</p> <p>I can kick with control.</p>	<p>I understand the terms 'opponent' and 'team mate'.</p> <p>I can choose and use tactics to suit different situations.</p> <p>I can react to situations in a way that helps their partners and makes it difficult for their opponent.</p> <p>I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>I can show a good awareness of others in running, chasing and avoiding games.</p>	<p>I can throw and catch various objects / balls with control and accuracy.</p> <p>I can travel whilst bouncing a ball showing control</p> <p>I can use a range of skills to help them keep possession and control of the ball.</p> <p>I can perform the basic skills needed for the games with control and consistency.</p> <p>I can use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>I can choose good places to stand when receiving, and give reasons for their choice.</p> <p>I can identify some ways to make the game harder for their opponents.</p>	<p>I can strike a ball and field with control.</p> <p>I can choose appropriate tactics to cause problems for the opposition.</p> <p>I can use a range of skills with increasing control.</p> <p>I can use a range of throwing and catching techniques.</p> <p>I can effectively play a competitive game.</p> <p>I can keep and use rules they are given.</p>	<p>I can choose and combine techniques in games</p> <p>I can work alone or with team mates in order to gain points or possession</p> <p>I can strike a bowled or volleyed ball with some accuracy</p> <p>Can travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow.</p> <p>I can choose appropriate tactics for a game</p> <p>I uphold the spirit of fair play and respect in all competitive situations</p>	<p>Participate in team games</p> <p>Play competitive games, modified where appropriate through team and individual games</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Compete in a range of increasingly challenging situations</p> <p>Develop an understanding of how to improve in different physical activities and sports</p> <p>Can show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p>

<b>Dance</b>	<p>Experiments with different ways of moving. (40-60+)</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (ELG)</p>	<p>I can recall some moves and positions.</p> <p>I can move with control and co-ordination.</p> <p>I can link two or more actions in a sequence.</p>	<p>I can copy and remember moves and positions.</p> <p>I can move with careful control and coordination.</p> <p>I can link two or more actions to perform a sequence.</p> <p>I can choose appropriate movements to communicate mood / feelings / ideas.</p>	<p>I can create and perform a short sequence of movements linking basic actions.</p> <p>Performance has a clear beginning, middle and end.</p> <p>Choose actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p>	<p>I can plan, perform and repeat sequences.</p> <p>I can move in a clear, fluent and expressive manner.</p> <p>I can create dances and movements that convey a clear idea.</p> <p>I can develop physical strength by practicing moves.</p> <p>Change speed and levels within a performance.</p>	<p>I can create and perform a short sequence linking basic actions, with a clear beginning, middle and end.</p> <p>I can choose and link actions to create an expressive dance which shows some sensitivity to accompaniment.</p> <p>I can plan and perform a movement sequence showing contrasts in speed ,level and direction.</p> <p>To apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>To describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>To develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p>	<p>I can perform expressively and hold a precise and strong body posture</p> <p>I can create and perform complex sequences</p> <p>I can perform with high energy, slow grace or other themes and maintain this throughout a performance</p> <p>I can perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands)</p> <p>To explore a range of styles of dance.</p>
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<b>Gymnastics</b>	<p>Can stand momentarily on one foot when shown.( 30-50)</p> <p>Experiments with different ways of moving. (40-60+)</p> <p>Jumps off an object and lands appropriately. (40-60+)</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60m)</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (ELG)</p>	<p>I can move with some control and awareness of space.</p> <p>I can copy and remember actions.</p> <p>I can link two or more actions to make a sequence.</p> <p>Show some ability of rolling – pencil roll.</p> <p>I can climb safely on low level equipment.</p> <p>I can jump in a variety of ways and land with some control and balance.</p>	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Climb safely on equipment.</p> <p>Stretch and curl to develop flexibility.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>I can refine movements into sequences.</p> <p>I can show changes of direction, speed and level during a performance.</p> <p>Can demonstrate a wider variety of rolls and jumps from memory and use them in sequences on equipment showing a higher level of poise and agility.</p>	<p>I can plan, perform and repeat sequences.</p> <p>I can move in a clear, fluent and expressive manner.</p> <p>I can plan, perform and repeat sequences.</p> <p>I can move in a clear, fluent and expressive manner.</p> <p>I can travel in a variety of ways , including flight , by transferring weight to generate power in movements.</p> <p>Refine movements into sequences.</p> <p>Start to be aware of kinesthetic in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the center of gravity successfully over base and organise body parts to create an</p>	<p>I can link sequences of movements effectively</p> <p>I can practice and refine gymnastic techniques</p> <p>I demonstrate good kinesthetic awareness</p> <p>Responds imaginatively and with control and coordination</p> <p>Uses different body parts</p> <p>Can vary dynamics, speed, direction and level of their movements</p> <p>Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll.</p> <p>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</p>	<p>I can create complex and well executed sequences that include a range of movements: - springing - flight - vaults - inversions - rotations - hold shapes that are strong, fluent and expressive.</p> <p>I can vary speed, direction, level and body rotation during floor performances</p> <p>I can practice and refine the gymnastic techniques listed above</p> <p>Perform a range of rolls consistently including a backward roll.</p> <p>Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p> <p>Can incorporate different dynamics and develop new actions with a partner and in a group.</p>
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					interesting body shape). Swing and hang from equipment safely (using hands).		
<b>Athletics</b>	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.(30-50)	I can run with control. I can jump with control.	I can set myself targets to improve my performance.	I can sprint over a short distance up to 60m I can use a range of throwing techniques I can compete with others I can improve personal best performances	I can run over a longer distance, conserving energy to sustain performance I can throw with accuracy to hit a target or cover a distance I can jump in a number of ways, using a run up if appropriate I can compete with others and aim to improve personal best performances	I can combine sprinting with low hurdles over 60m I can throw accurately and refine performance by analysing technique and body shape I can compete with others and keep track of personal best performances, setting targets for improvement	I can choose the best place for running over a variety of distances I show control in take-off and landing when jumping I compete with others and keep track of personal best performances, setting challenging targets for improvement
<b>Swimming</b>				Put face in water and blow bubbles Fully submerge under water To swim 10 metres front crawl and back stroke	I can swim 25 unaided I can use more than one stroke and coordinate breathing I can use breaststroke, front crawl and backstroke, ensuring that breathing is correct.	Catch up sessions for those not reaching expected standard in four – see skills for Year 4	

Outdoor adventurous activities					<p>I can arrive properly equipped for an OAA</p> <p>I can orientate a map</p> <p>I can use a compass and digital devices to orientate myself</p> <p>I remain aware of changing conditions and change plans if necessary</p>		<p>I can select appropriate equipment for OAA</p> <p>I can identify possible risks and think of ways to manage them</p> <p>I can use a range of devices in order to orientate myself</p> <p>I quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
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