

SKILLS PROGRESSION PE

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p>	<p>I show control when rolling a ball.</p> <p>I can catch a ball / moving object.</p> <p>I can use an appropriate underarm throw.</p> <p>I can throw a ball/object with control.</p> <p>I can predict where to move to receive a ball.</p>	<p>I can send, receive and field a ball with the correct techniques (recap 1)</p> <p>I can strike an object from a static start.</p> <p>I can strike a moving object.</p> <p>I am beginning to strike an object with accuracy.</p> <p>I can control a ball with a racket.</p> <p>I can send a ball with control and direction.</p> <p>I can send a ball using appropriate power.</p> <p>I can move with a ball under control using my feet.</p> <p>I can move a ball whilst maintaining control.</p> <p>I can complete a short pass to a partner.</p> <p>I know how to stop and control a ball when receiving.</p> <p>I can send and receive a ball whilst moving showing some control.</p>	<p>I can use the correct techniques when using a hockey stick.</p> <p>I can control a ball using a hockey stick.</p> <p>I can send and receive a ball showing control.</p> <p>I can use a range of passing techniques.</p> <p>I can choose an appropriate position when receiving and give reasons for my choice.</p> <p>I can move a ball whilst maintaining control.</p> <p>I can use a range of skills to help me keep possession and control of the ball.</p> <p>I can anticipate opportunities to intercept.</p> <p>I can begin to show an understanding of marking.</p> <p>I can use a range of skills to defend and intercept a ball/object.</p> <p>I can identify some ways to make the game harder for their opponents.</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 that are given.</p> <p>I can show the correct technique when performing forehand and backhand shots.</p> <p>I can confidently stand in the correct position when sending and receiving a ball and give reasons for my choice.</p> <p>I can perform a rally with a partner using a range of forehand and backhand shots.</p> <p>I can consistently hit a moving ball with control.</p> <p>I can hit a ball in an intended direction with power.</p> <p>I can choose appropriate tactics to outwit my opponent.</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>I can travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>I can use a range of techniques confidently when passing, e.g. high, low, bounced, fast, slow.</p> <p>I can choose appropriate tactics for attacking and defending applied to a game situation.</p> <p>I can use space appropriately.</p> <p>I uphold the spirit of fair play and respect in all competitive situations.</p> <p>I can apply basic principles suitable for attacking and defending.</p>	<p>I can use a range of tactics and strategies to overcome opponents.</p> <p>I can confidently apply a range of principles suitable for attacking and defending.</p> <p>I know how to improve my performance in different physical activities and sports.</p> <p>I can show precision and accuracy when sending and receiving a ball/ object.</p> <p>I can perform skills with accuracy, confidence, and control.</p> <p>I can show the correct technique when performing a range of throws.</p> <p>I can use my skills and knowledge to effectively win games.</p> <p>I can consistently select the correct shot in game situations.</p> <p>I can show the correct technique when performing a range of passes.</p> <p>I can change the speed and position of my shot/pass to outwit my opponents.</p>

Dance	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p>	<p>I can recall some simple moves and positions.</p> <p>I can begin to move with control and co-ordination in a variety of ways.</p> <p>I can jump in different directions.</p> <p>I can link two or more actions in a sequence.</p> <p>I can explore different ways to travel.</p>	<p>I can copy and remember moves and positions.</p> <p>I can move with careful control and coordination.</p> <p>I can make shapes with my body to reflect a theme.</p> <p>I can choose appropriate movements to communicate mood / feelings / ideas.</p> <p>I can move my body in time with the music.</p> <p>I can jump with power and balance.</p> <p>I can work with a partner to link two or more actions to perform a sequence in unison.</p>	<p>I can perform actions with my body showing flexibility and strength.</p> <p>I can translate stimuli to dance moves.</p> <p>I can move and travel appropriately with expression.</p> <p>I can move at different speeds, directions and levels.</p> <p>Performance has a clear beginning, middle and end.</p> <p>I can explore and perform a variety of jumps and turns in isolation.</p> <p>I can mirror movements with expression.</p>	<p>I can link a series of actions in a sequence.</p> <p>I can use jumps and turns to link movements within a sequence.</p> <p>I can link travelling movements together to change formation or starting position.</p> <p>I can move in a clear, fluent and expressive manner.</p> <p>I can link movements to create a short sequence with contrasting dynamics.</p> <p>I can create dances and movements that convey a clear idea.</p> <p>I am beginning to show an understanding of rhythm and how to move in time with the music.</p> <p>I can change speed and levels within a performance.</p>	<p>I can link actions with clear transitions and technique.</p> <p>I can use jumps, turns and leaps to show different levels.</p> <p>I can travel in variety of ways to links movements from starting to end position.</p> <p>I can generate movements to travel along a given pathway.</p> <p>I can plan and perform a movement sequence showing contrasts in speed ,level and direction.</p> <p>I can create an expressive dance which shows some sensitivity to accompaniment.</p> <p>I can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p>	<p>I can explore a range of styles of dance.</p> <p>I can generate appropriate movements to express a given dance style.</p> <p>I can use jumps, turns and leaps with increasing control, balance and fluency.</p> <p>I can demonstrate the spotting technique when turning.</p> <p>I can use a range of pathways to change formation.</p> <p>I can show canon and unison within a dance sequence.</p> <p>I can perform expressively and hold a precise and strong body posture.</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>
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Gymnastics	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>I can copy and remember actions.</p> <p>I can copy static balances.</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>I can move with some control and awareness of space.</p> <p>I can perform some simple rolls.</p> <p>I can link two or more actions to make a sequence</p>	<p>Show contrasting shapes (such as small/tall, straight/curved and wide/narrow).</p> <p>I can perform a range of static balances.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>I can turn and spin consistently with control.</p> <p>I can complete a rock to stand movement.</p> <p>Climb safely on and off of equipment.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>I can adjust speed or direction to avoid obstacles.</p> <p>Create a 3 movement sequence using the floor and apparatus.</p>	<p>I can refine movements into sequences using the floor and apparatus.</p> <p>I can show changes of direction, speed and level during a performance.</p> <p>I can perform ½ and full turns on the floor with control.</p> <p>I can perform controlled balances on apparatus.</p> <p>I can perform a range of jumps demonstrating strength, poise and agility.</p> <p>I can perform a forward roll safely.</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 interesting body shape).</p> <p>I can perform a sequence including a balance, shapes, traveling and jumps.</p>	<p>I can perform balances using apparatus for support.</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>I can safely mount and dismount apparatus.</p> <p>I can complete a forward roll with poise and increasing control.</p> <p>I can refine movements into sequences.</p> <p>I can change speed, level and direction in a sequence.</p>	<p>I can perform mirrored balances using a range of body parts and levels.</p> <p>I can perform balances on a range of levels with confidence and control.</p> <p>I can jump on and off of equipment with increasing fluidity.</p> <p>I demonstrate good kinesthetic awareness.</p> <p>I can perform a handstand with increasing control and stability.</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can vary dynamics, speed, direction and level of my movements during floor sequences.</p> <p>I can link a sequence of movements of increasing complexity.</p>	<p>I can vary speed, direction, level and body rotation during floor performances.</p> <p>I can travel in a variety of ways including flight.</p> <p>I can use strength and power to execute a range of shapes with flight.</p> <p>I can practice and refine the gymnastic techniques listed above with fluidity and poise.</p> <p>I can perform a range of rolls safely and confidently with lead in and outs.</p> <p>Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p> <p>I can incorporate different dynamics and develop new actions with a partner and in a group.</p> <p>I can perform a cartwheel using the correct technique.</p> <p>I can demonstrate strength and body tension when executing moves.</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>
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<p style="text-align: center; background-color: red; color: white; padding: 5px;">Swimming</p>		<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>			<p>Put face in water and blow bubbles</p> <p>Fully submerge under water</p> <p>To swim 10 metres front crawl and back stroke</p>	<p>I can swim 25 unaided</p> <p>I can use more than one stroke and co-ordinate breathing</p> <p>I can use breaststroke, front crawl and backstroke, ensuring that breathing is correct.</p>	<p>Catch up sessions for those not reaching expected standard in four – see skills for Year 4</p>	

Outdoor adventurous activities						<p>I can use maps and diagrams to navigate.</p> <p>I can use a compass to orientate myself.</p> <p>I can use a compass to navigate myself.</p> <p>I can complete a star orienteering relay.</p> <p>I am aware of changing conditions and change plans if necessary.</p>		<p>I can select appropriate equipment for OAA</p> <p>I can plan and organize an orienteering trail.</p> <p>I can participate in OAA using non verbal forms of communication.</p> <p>I can identify possible risks and think of ways to manage them.</p> <p>I quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
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