

PE - Progression in Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Dance		Copies and explores basic movements and body patterns	Copies and explores basic movements with clear control.	Beginning to improvise independently to create a simple dance.	Confidently improvises with a partner or on their own.	Beginning to exaggerate dance movements and motifs (using expression when moving)	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns.	
		Remembers simple movements and dance steps	Varies levels and speed in sequence	Beginning to improvise with a partner to create a simple dance.	Beginning to create longer dance sequences in a larger group	Beginning to show a change of pace and timing in their movements.	Beginning to show a change of pace and timing in their movements.	
		Links movements to sounds and music.	Can vary the size of their body shapes		Beginning to vary dynamics and develop actions and motifs.	Improvises with confidence, still demonstrating fluency across their sequence	Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow	
		Responds to range of stimuli.	Responds imaginatively to stimuli.	Translates ideas from stimuli into movement with support.	Demonstrating precision and some control in response to stimuli.	Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i>	Demonstrates consistent precision when performing dance sequences. Demonstrates a strong imagination when creating own dance sequences and motifs. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i>	
			Add change of direction to a sequence		Beginning to compare and adapt movements and motifs to create a larger sequence	Modifies parts of a sequence as a result of self-evaluation.	Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence	Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence.
				Uses space well, and negotiates space clearly.		Demonstrates rhythm and spatial awareness.	Uses the space provided to his maximum potential.	Is able to move to the beat accurately in dance sequences.
				Can describe a short dance using	Uses simple dance vocabulary to compare	Uses simple dance vocabulary to compare	Uses more complex dance vocabulary to	Uses more complex dance vocabulary to

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			appropriate vocabulary.	and improve work.	and improve work.	compare and improve work. Modifies parts of a sequence as a result of self and peer evaluation	compare and improve work. Modifies parts of a sequence as a result of self and peer evaluation
Gymnastics		Copies and explores basic movements with some control and coordination.	Explores and creates different pathways and patterns	Applies compositional ideas independently and with others to create a sequence.	Links skills with control, technique, co-ordination and fluency.	Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.	Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
		Can use equipment safely	Uses equipment in a variety of ways to create a sequence	Copies, explores and remembers a variety of movements and uses these to create their own sequence.	Understands composition by performing more complex sequences.	Understands composition by performing more complex sequences.	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.
		Can link 2-3 simple movements	Link movements together to create a sequence	Describes their own work using simple gym vocabulary.	Beginning to use gym vocabulary to describe how to improve and refine performances.	Uses more complex gym vocabulary to describe how to improve and refine performances. Draw on what they know about strategy, tactics and composition when performing and evaluating.	Uses more complex gym vocabulary to describe how to improve and refine performances Adapts sequences to include a partner or a small group..
		Can perform different body shapes		Beginning to notice similarities and differences between sequences.	Creates sequences using various body shapes and equipment.	Links skills with control, technique, co-ordination and fluency.	Draw on what they know about strategy, tactics and composition when performing and evaluating.
		Performs at different levels		Uses turns whilst travelling in a variety of ways.			Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
		Can perform 2 footed jump		Beginning to show flexibility in	Develops strength, technique and flexibility throughout	Develops strength, technique and flexibility throughout	Develops strength, technique and flexibility throughout

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				movements	performances.	performances.	performances
		Balances with some control		Beginning to develop good technique when travelling, balancing, using equipment etc	Combines equipment with movement to create sequences.	Select and combine their skills, techniques and ideas. Analyse and comment on skills and techniques and how these are applied in their own and others' work.	Analyse and comment on skills and techniques and how these are applied in their own and others' work.
Games		Can travel in a variety of ways including running and jumping.	Develop strong spatial awareness.	Uses skills with co-ordination and control.	Uses skills with co-ordination, control and fluency.	Vary skills, actions and ideas and link these in ways that suit the games activity.	Vary skills, actions and ideas and link these in ways that suit the games activity
		Beginning to perform a range of throws.	Beginning to apply and combine a variety of skills (to a game situation)	Vary skills, actions and ideas and link these in ways that suit the games activity	Vary skills, actions and ideas and link these in ways that suit the games activity	Uses skills with co-ordination, control and fluency.	Keeps possession of balls during games situations.
		Receives a ball with basic control	Confident to send the ball to others in a range of ways.	Makes imaginative pathways using equipment.	Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i>	Shows confidence in using ball skills in various ways, and can link these together.	Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i>
		Beginning to develop hand-eye coordination	Beginning to develop own games with peers.	Develops own rules for new games.	Can create their own games using knowledge and skills. Uses running, jumping, throwing and catching in isolation and combination.	Uses running, jumping, throwing and catching in isolation and combination	Uses running, jumping, throwing and catching in isolation and in combination. Consistently uses skills with co-ordination, control and fluency.
		Participates in simple games	Understand the importance of rules in games.	Works well in a group to develop various games.	Works well in a group to develop various games.	Can create their own games using knowledge and skills.	Can create their own games using knowledge and skills.
			Develop simple tactics and use them appropriately.	Understands tactics and composition by starting to vary how they respond.	Takes part in competitive games with a strong understanding of tactics and composition.	Takes part in competitive games with a strong understanding of tactics and composition.	Takes part in competitive games with a strong understanding of tactics and composition.
			Beginning to develop an understanding of attacking/ defending	Beginning to communicate with others during game situations.	Apply basic skills for attacking and defending. Compares and comments on skills to	Apply basic skills for attacking and defending.	Apply knowledge of skills for attacking and defending Compares and comments on skills to

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					support creation of new games		support creation of new games..
				Beginning to understand how to compete with each other in a controlled manner.			Modifies competitive games.
				Beginning to select resources independently to carry out different skills.	Can make suggestions as to what resources can be used to differentiate a game.	Can make suggestions as to what resources can be used to differentiate a game.	Can make suggestions as to what resources can be used to differentiate a game.
Athletics		Can run at different speeds	Can change speed and direction whilst running.	Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i>	Beginning to build a variety of running techniques and use with confidence	Beginning to build a variety of running techniques and use with confidence.	Beginning to build a variety of running techniques and use with confidence.
		Can jump from a standing position	Can jump from a standing position with accuracy.	Can perform a running jump with some accuracy	Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i>	Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i>	Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i>
		Performs a variety of throws with basic control	Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i>	Performs a variety of throws using a selection of equipment.	Demonstrates accuracy in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching activities
			Can use equipment safely	Can use equipment safely and with good control.	Can use equipment safely and with good control.	Can use equipment safely and with good control.	Can use equipment safely and with good control.
					Describes good athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary.
						Beginning to record peers performances, and evaluate these.	Beginning to record peers performances, and evaluate these.
Outdoor Adventurous Activities				Develops listening skills.	Develops strong listening skills.	Develops strong listening skills.	Develops strong listening skills.
				Creates simple body shapes.	Uses simple maps.	Uses and interprets simple maps. Think activities through and problem solve using general knowledge.	Uses and interprets simple maps. Think activities through and problem solve using general knowledge
				Listens to instructions from a partner/ adult.	Beginning to think activities through and		

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					problem solve.		
				Beginning to think activities through and problem solve.	Choose and apply strategies to solve problems with support.	Choose and apply strategies to solve problems with support.	Choose and apply strategies to solve problems with support.
				Discuss and work with others in a group.	Discuss and work with others in a group.	Discuss and work with others in a group.	Discuss and work with others in a group.
				Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.
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.			
Evaluation		Can comment on own and others performance		Watches and describes performances accurately.		Watches and describes performances accurately.	Watches and describes performances accurately.
		Can give comments on how to improve performance.		Beginning to think about how they can improve their own work		Learn from others how they can improve their skills	Learn from others how they can improve their skills.
		Use appropriate vocabulary when giving feedback.		Make suggestions on how to improve their work, commenting on similarities and differences.		Comment on tactics and techniques to help improve performances.	Comment on tactics and techniques to help improve performances.
				Work with a partner or small group to improve their skills.		Make suggestions on how to improve their work, commenting on similarities and differences.	Make suggestions on how to improve their work, commenting on similarities and differences
Healthy Lifestyles		Can describe the effect exercise has on the body		Can describe the effect exercise has on the body		Can describe the effect exercise has on the body	Can describe the effect exercise has on the body
		Can explain the importance of exercise and a healthy lifestyle.		Can explain the importance of exercise and a healthy lifestyle.		Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.
				Understands the need to warm up and cool down.		Understands the need to warm up and cool down.	Understands the need to warm up and cool down.