



Progression skills in Physical Education

A Christian Ethos. A Nurturing Community. A Place to Thrive.



| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Dance | <p>Travel on feet - walk, hop, skip, run, bounce.</p> <p>Link combinations of travelling, balancing and jumping and combine with changes of direction, speed and shape.</p> <p>Respond positively to suggestions for improving their skill.</p> | <p>Follow the leader – jumps, hops, skips.</p> <p>Compose and link movement phrases to make simple dances with clean beginning, middle and end.</p> <p>Describe and comment on their own and others actions: Can describe what they have done Can watch others and say what they are doing.</p> | <p>Can link several movements together.</p> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings.</p> <p>They can talk about differences between their own and others' performance and suggest improvements.</p> | <p>Can link several movements together with control and co-ordination.</p> <p>Devise perform and repeat longer movement phrases, step patterns and dances showing contrasts e.g. fast/slow, high/low.</p> <p>Assess their own performance identifying what they do well and what they find difficult. Make some simple suggestions on how individual and team performance might be improved.</p> | <p>Improvise freely with a partner translating ideas from stimuli to movement.</p> <p>Apply basic compositional ideas to create dance which convey feelings and emotions.</p> <p>Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p> | <p>Respond to a variety of stimuli showing a range of actions performed with control and fluency.</p> <p>Create and perform dances using a range of movement patterns in response to a range of stimuli.</p> <p>From observation of others, begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.</p> | <p>Perform a variety of dance styles with accuracy and consistency.</p> <p>Extend compositional skills incorporating a wider range of dance styles and forms.</p> <p>Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.</p> |

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| Games | Throw and catch a ball. Apply simple rules when practising skills and playing games. | Throw and catch a ball with a partner with increasing accuracy over a variety of distances. Participate in team games, developing simple tactics for attacking and defending. Choose and use skills effectively for particular games. | Pass a ball accurately to a partner over a variety of distances, varying direction. They vary skills and show some understanding of simple tactics. They can talk about differences between their own and others' performance and suggest improvements. | Throw at a target, receive with hands, feet and stick. Throw at a target, receive with hands, feet and stick. Devise own simple rules, apply them consistently and without dispute. | Travel with a ball showing control. In pairs, make up and play a simple game. Describe and comment on their own performance and that of others and make simple suggestions to improve quality. | Travel with a ball showing changes of speed and directions using either hand or foot. Effectively play a competitive net/wall game. From observation of others, begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis. | Dribble effectively around obstacles. Show precision and accuracy when sending and receiving. Play recognised version of net game showing tactical awareness and knowledge of rules and scoring. Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding. |
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| <p>Gymnastics</p> | <p>Perform basic gymnastic actions like travelling, jumping and turning.</p> <p>Respond to simple movement tasks. Link combinations of actions.</p> <p>Respond positively to suggestions for improving their skill.</p> | <p>Perform basic gymnastic actions like travelling rolling and jumping.</p> <p>Make up simple movement phrases in response to simple tasks.</p> <p>Describe and comment on their own and others actions: Can describe what they have done Can watch others and say what they are doing.</p> | <p>Perform a variety of rolls.</p> <p>Choose, use and vary simple compositional ideas to create and perform a sequence.</p> <p>They can talk about differences between their own and others' performance and suggest improvements.</p> | <p>Perform a variety of rolls with increasing control.</p> <p>Devise, perform and repeat short sequences of movement with a beginning, middle and end that includes obvious contrasts.</p> <p>Assess their own performance identifying what they do well and what they find difficult. Make some simple suggestions on how individual and team performance might be improved.</p> | <p>Perform a competent forward roll, rug roll, shoulder roll.</p> <p>Plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p> | <p>Perform a range of rolls including backwards roll consistently.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>From observation of others, begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.</p> | <p>Perform a range of rolls showing different entrances and exits.</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in levels, speed and directions.</p> <p>Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.</p> |
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