

Progression of skills: PHYSICAL EDUCATION

	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Dance	<p>To move to music.</p> <p>To copy dance moves.</p> <p>To perform some dance moves.</p> <p>To move around the space safely.</p>	<p>Copies and explores basic movements and body patterns.</p> <p>Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <p>Explore ideas, moods and feelings</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Explore ideas, moods and feelings in response to the stimuli (with some support).</p> <p>Experiments with actions, dynamics, directions and levels.</p> <p>Can recall and repeat a short phase.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a longer sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent</p>

							precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
	Vocabulary: Travel, jump, spin, shape, motif, improvise, beat, emotion, relationship	Vocabulary: Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, mirror, unison, improvise, canon, beat		Vocabulary: direction, tempo, timing, pivot, formation, canon, unison, Line dancing, Charleston step, chassé, strut, Rhythm, phrasing, improvise, space, dynamics, Sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order, variation, sections, collaboration, expression, relationship, mirror, match, mood		Vocabulary: direction, tempo, timing, pivot, formation, canon, unison, Line dancing, Charleston step, chassé, strut, rhythm, phrasing, improvise, space, dynamics, Sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order, variation, sections, collaboration, expression, relationship and mood, posture, control, fluency, choreograph, mirror, match, routine, pose	
Gymnastics	To make my body tense, relaxed, curled and stretched.	Copies and explores basic movements with some control and coordination.	Explores and creates different pathways and patterns.	Copies, explores and remembers a variety of movements.	Links skills with control, technique, co-ordination and fluency.	Select and combine their skills, techniques and ideas.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
	To copy sequences and repeat them.	Perform different body shapes.	Uses equipment in a variety of ways to create a sequence.	Performs a range of actions with control and coordination when travelling (with turns), balancing and using equipment.	Understands composition by performing more complex sequences.	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.
	To roll in different ways.	Performs at different levels.	Link movements together to create a sequence.	Devises, repeats and performs a short sequence with changes in speed, level and direction.	Beginning to use gym vocabulary to describe how to improve and refine performances.	Draw on what they know about strategy, tactics and composition when performing and evaluating.	
	To travel in different ways.	Can perform 2 footed jump.	Perform a range of actions with control and co-ordination.	Shows some flexibility in movements.	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.	Adapts sequences to include a partner or a small group.
	To balance in different ways.	Can use equipment safely.	Adapt a sequence to include apparatus and work in a pair or small group.	Adapt a sequence to include apparatus and work in a small group.	Creates sequences using various body shapes and equipment.	Uses more complex gym vocabulary to describe how to improve and refine performances.	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.
	To stretch in different ways.	Balances with some control.		Notices some similarities and differences between performances and can comment on content and quality with one suggestion for improvement.	Combines equipment with movement to create sequences.	Develops strength, technique and flexibility throughout performances.	Draw on what they know about strategy, tactics and composition when performing and evaluating.
	To curl in different ways.	Can link 2-3 simple movements.				Links skills with control, technique, co-ordination and fluency.	Analyse and comment on skills and techniques and how these are applied in their own and others' work.
						Understands composition by performing more complex sequences.	Uses more complex gym

							<p>vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
	<p><u>Vocabulary:</u> link, sequence, posture, tuck, pike, straight, straddle, star, egg, forward, teddy bear rolls, along, over, off, tuck, pike, straddle, straight, star</p>	<p><u>Vocabulary:</u> travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle, star, egg, forward, teddy bear rolls, along, over, onto and off, tuck, pike, straddle, star, straight, direction, level, travelling, combination.</p>		<p><u>Vocabulary:</u> travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle, star, egg, forward, teddy bear rolls, along, over, onto and off, tuck, pike, straddle, star, straight, direction, level, travelling, combination, landing shapes, jumps, shapes, rolls and balance, Teamwork, co-operation</p>		<p><u>Vocabulary:</u> Front and back support, symmetrical, asymmetrical, balance, shape, sequence, Level, direction, rotation, dynamic movement, rolling, bridging, counterbalance, tension, pull, push, extend, fluency, tension, dish, arch, twist, flexibility, floor, wall bars</p>	
Games	<p>To throw underarm.</p> <p>To roll a piece of equipment.</p> <p>To move and stop safely.</p> <p>To catch with both hands.</p> <p>To kick in different ways.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p> <p>Can travel with the ball using different pathways and directions.</p> <p>Can bounce a ball when moving.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for</p>	

			Can pitch a quoit sideways and can jump to catch a ball.	out different skills.	can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.		attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
	Vocabulary: Throw, catch, warm up, send, receive, underarm, overarm, react, balance, bounce, kick, ball, beanbag, quoit	Vocabulary: Throw, catch, target, bat, racket, warm up, scoring, send, receive, underarm, overarm, balance, agility, co-ordination, accuracy, timing, bounce, shot weight, dribble, trap, kick, sideways, cushion. Kwik cricket, rotate, movement pattern, fielding, strike, rounders, base		Vocabulary: Awareness, tactics, defend, attack, position, movement, control, ball control, dribble, try, dodging, turnover, shooting, throw on, catch, throw, prepared, ready, gather, clockwise, anti-clockwise, technique, aim, follow, accuracy, power, ball, score, wickets, stumps Soft hands, target hands, stumped, bowling, run, long barrier, surface area, safe zone, retrieve, racket, court, net, shot, rally, serve, aim, forehand, backhand		Vocabulary: Footwork, land, step, pivot, pass, receive, push, point, chest pass, overhead pass, shoulder pass, bounce pass, , marking, intercepting, Netball, goal shooter (GS), goal attack (GA), centre (C), goal defence (GD), goal keeper (GK), tag, hop, skip, try., dodging, turnover, shooting, throw on, grip, wicket keeper, action, release, follow through, bowl, backstop, overhead clear, opponent, back line, pressure, disguise, outwit, doubles, drop shot, volley, low serve, high serve	
Athletics	To run at different speeds. Can jump from a standing position. Performs a variety of throws.	Can run at different speeds. Can jump from a standing position. Performs a variety of throws with basic control.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation javelin and vortex throw</i> Can use equipment safely.	Begin to understand how different running techniques can affect their performance and focus on improving their technique. Demonstrate some rhythm and technique when running over obstacles <i>e.g. sprinting and cross country</i> Demonstrate increasing control and coordination when running and performing a jump or throw. Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. Compete against self and others in a controlled manner and demonstrate noticeable improvements to achieve their personal best.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. Compete against self and others in a controlled manner and demonstrate noticeable improvements to achieve their personal best.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. Compete against self and others in a controlled manner and demonstrate noticeable improvements to achieve their personal best.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. Compete against self and others in a controlled manner and demonstrate noticeable improvements to achieve their personal best.

				Watch, describe and evaluate the effectiveness of a performance.			
	<u>Vocabulary:</u> Speed, hopping, balance, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping	<u>Vocabulary:</u> Speed, take off, landing, hopping, balance, mobility, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping, direction, swing, power, hurdle, relaxed, distance		<u>Vocabulary:</u> change over, technique, improve, baton, pace, stride length, effort, knee lift, javelin, pull, position, long jump, extend, bend, control		<u>Vocabulary:</u> continuous, sprint start, standing start, handover	
Outdoor Adventurous Activities		-	-	<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Thinks activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
				<u>Vocabulary:</u> outdoor adventurous activity, warm up, cool down, exercise, course, problem-solving, cooperation, performance, directional language, terminology, navigate, left, right, forwards, backwards, clockwise, anti-clockwise, full/half/whole turn, 90 degree turn, paces, precise,		<u>Vocabulary:</u> competition, decision making, bearing, north, south, east, west, pacing, measure, distance	

				trust, confidence, accuracy, short trail, key, symbol, communication, orientate, equipment, following instructions, active listening, non-verbal orienteering, roles, decisions, plan, completion, map, direction, communication, leadership, following, skills, reading, symbols, location, corresponding, control grid, terrain, landscape, landmarks, compass, birds eye view, maps			
Swimming					<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>		
					Vocabulary: freestyle, pull, flutter kick, breaststroke, frog kick, water safety, butterfly, dolphin kick, propel, rotate, stroke, backstroke, breathe, dive, jump, roll, float, sink, handstand, race, length, width		
Fitness	<p>Can perform exercises which can improve fitness: running, jumping, balances</p> <p>To copy actions and skills.</p>	<p>Can engage core and demonstrate exercises that strengthen it with some control.</p> <p>Can perform a range of exercises which can improve fitness: running, skipping, hula hooping, jumping, arm circles, agility runs and</p>	<p>Can engage core and demonstrate exercises that strengthen it with some control.</p> <p>Can perform a range of exercises which can improve fitness: running, skipping, hula hooping, jumping, arm circles, agility runs and balances.</p> <p>Shows which part of the body the different exercises</p>	<p>Can engage core and demonstrate exercise that strengthen it with good control.</p> <p>Can perform a range of exercises which can improve fitness: running, skipping, hula hooping, jumping, arm circles, agility runs and balances.</p> <p>Describes which part of the body the different exercises focus on.</p>	<p>Can engage core and demonstrate exercise that strengthen it with good control.</p> <p>Can perform a range of exercises which can improve fitness: squats, lunges, step ups, skipping, hula hooping, jumping, arm circles, agility runs and balances.</p> <p>Describes which muscles are working during different exercises.</p>	<p>Can engage core and demonstrate exercises that strengthen it with good control.</p> <p>Can perform a range of exercises which can improve fitness: squats, lunges, step ups, skipping, hula hooping, jumping, arm circles, agility runs and balances.</p> <p>Can track fitness and describe the improvements that have been made.</p>	<p>Can engage core and demonstrate exercise that strengthen it with good control.</p> <p>Can perform a range of exercises which can improve fitness: squats, lunges, step ups, skipping, hula hooping, jumping, arm circles, agility runs and balances.</p> <p>Can track fitness and describe the improvements that have been made.</p>

		<p>balances.</p> <p>Shows which part of the body the different exercises focus on.</p>	<p>focus on.</p>			<p>Can create a circuit of their own fitness activities.</p> <p>Can lead activities for others.</p> <p>Describes which muscles are working during different exercises.</p>	<p>Can plan and create a circuit of their own.</p> <p>Can lead activities for others with confidence and motivation. Modifies exercises when needed.</p> <p>Accurately describes which muscles are working during different exercises.</p>
	<p><u>Vocabulary:</u> run, jump, star jump, direction, balance, tuck jump, hop, skip</p>	<p><u>Vocabulary:</u> Bridge, agility, core plank, balance, front, back, support, core, strength, posture, crab, travelling, spotting, extend, flexible, stretch, reach, exercise, fitness, heart rate, co-ordination, circuit, technique, abdominals, squat, hopscotch, hoop, hop, skip, jump</p>	<p><u>Vocabulary:</u> extend, stamina, aerobic, Snake charmer, popcorn, squat thrust, burpee, direction, timing, stamina, mountain pose, rock, Siamese pose, giraffe, Pilates, mountain top, pencil point pose, spotty dogs, plank, mobility</p>			<p><u>Vocabulary:</u> speed bounce, dips, press ups, step- ups, chair pose, fluency, sequence, repetition, fitness programme, triangle pose</p>	
<p>Evaluation</p>	<p>To talk about what I have done.</p> <p>To describe what other people did.</p>	<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>			
<p>Healthy Lifestyles</p>	<p>To describe how my body feels before, during and after an activity.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>			