



Physical Education Progression of Skills



Key Curriculum Outcomes for Pre-School

- Climb using alternate feet
- Develop body awareness through the use of the 'sticky kids' programme
- Explore movement and balance in different places
- Participate in school Sports Day

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Gymnastics	<p>Begin to jump using a variety of different take offs and landings.</p> <p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p> <p>Travel on different parts of the body.</p>	<p>Bounce, hop and jump using a variety of take offs and landings.</p> <p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p> <p>Travel confidently on different parts of the body including hands for short periods of time.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p> <p>Travel confidently and competently in different ways on different body parts.</p> <p>Link together three different movement showing contrasts in speed and level.</p> <p>Begin to perform skills with a partner.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p> <p>Understand and show how to move into and from a range of travelling, jumping and turning movements with control and accuracy.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p> <p>Travel rhythmically and develop timing with a partner using synchronisation and cannon.</p>
Dance	<p>Copy basic body actions and rhythms.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p>	<p>Copy, remember and adapt set choreography.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p>



	<p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Use changes of direction, speed and levels with guidance.</p> <p>Explore different balance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts to stay in time with the music.</p>	<p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Show control, co-ordination and strength.</p> <p>Use counts when choreographing short phrases.</p> <p>Perform dance to an audience showing confidence.</p> <p>Compare and comment on their own and other's work – strengths and areas of improvement.</p>	<p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Use matching and mirroring when performing with a partner or group and comment how it affects the performance.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p> <p>Use a set criteria to make judgements about performances and suggest ways they can be improved.</p>
Multi-skills/ Athletics	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p>	<p>Show balance and co-ordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping, skipping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping, skipping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping, skipping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p>



	<p>Explore moving different body parts together.</p>	<p>Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.</p>	<p>Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task. Begin to demonstrate improvement to achieve their personal best.</p>	<p>Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Consider speed for needed for task situation. Can demonstrate improvement to achieve their personal best.</p>
Games	<p>Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Run and stop when instructed.</p>	<p>Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them.</p>	<p>Dribble a ball with two feet on the move. Dibble a ball with some success, stopping it when required. Throw and pass towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using hands or feet with some success.</p>	<p>Link dribbling the ball with other actions with increasing control. Change direction when dribbling with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Receive a ball under pressure.</p>	<p>Use dribbling to change the direction of play and maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate passing technique with control. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply</p>



	<p>Move around showing limited awareness of others. Make simple decisions in response to a situation</p>	<p>Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance. Begin to play small team games.</p>	<p>Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help when attacking, scoring goals or defending. Play small team games using simple tactics for attacking and defending.</p>	<p>Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent or return a ball with some success. Create and use space with some success in game situations. Begin to play competitive games using simple tactics to help their team score or gain possession.</p>	<p>these with increasing control under pressure. Confidently change direction to successfully outwit an opponent or return a ball. Effectively create and use space for self and others to outwit an opponent. Play competitive games working collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
Swimming				<p>Submerge and regain feet in the water. Breathe in sync with an isolated kicking action from poolside. Use arms and legs together to move effectively across a short distance in the water. Glide on front and back over short distances. Float on front and back for short periods of time. Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath. Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. Combine gliding and floating on front and back over an increased distance. Float on front and back using different shapes with increased control. Comfortably demonstrate sculling head first, feet first and treading water.</p>



					Swim 25m in one identified stroke.
Outdoor Adventurous Activity				<p>Accurately follow instructions given by a peer and give instructions.</p> <p>Confidently communicate ideas and listen to other's ideas before deciding on the best approach.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Identify key symbols on a map using a key.</p> <p>Watch, describe and evaluate effectiveness of a team strategy.</p> <p>Show resilience and courage to overcome and challenge potential fears.</p>	<p>Communicate with others clearly and effectively whilst under pressure.</p> <p>Confidently lead others and show consideration of inclusion within a group.</p> <p>Use critical thinking skills to form ideas and strategies.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements for the next time.</p> <p>Show resilience and courage to overcome and challenge potential fears.</p>