

# Woodloes Primary School P.E. Skills Progression



Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> <li>• Move to music</li> <li>• Copy dance moves</li> <li>• Perform some dance moves</li> <li>• Move around the space safely</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the music and begin to move in time with it</li> <li>• Perform basic dance movements</li> <li>• Perform dance movements showing some <b>levels</b> (the vertical distance from the floor)</li> <li>• Perform basic dance travelling movements, e.g., skipping, stepping and jumping</li> <li>• Perform simple dance moves with some control</li> </ul>	<ul style="list-style-type: none"> <li>• Move in time to the music showing some expression</li> <li>• Perform dance movements with control</li> <li>• Perform dance movements showing a variety of <b>levels</b> (the vertical distance from the floor)</li> <li>• Perform dance movements showing travelling in different directions, e.g., sliding, turning &amp; gesturing</li> <li>• Remember simple dance steps</li> <li>• Perform with control in time with the music</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate to make a dance warm up</li> <li>• Use a stimulus to create a dance</li> <li>• Dance in unison with a partner; <i>Perform in <b>canon</b> (Choreographic form that reflects the musical form of the same name, in which individuals and groups perform the same movement/phrase beginning at different times)</i> with a group</li> <li>• Use some different levels and pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operate to make a dance warm up and take on a leadership role</li> <li>• Respond imaginatively to a stimulus</li> <li>• Dance in unison with a partner/group performing a range of movement patterns</li> <li>• Perform in <b>canon</b> (Choreographic form that reflects the musical form of the same name, in which individuals and groups perform the same movement/phrase beginning at different times) showing a range of movement patterns</li> <li>• Perform a variety of levels and <b>pathways</b> (a floor pathway is the trail left by the dancer moving through</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operate and collaborate to create a warm up displaying a variety of movement patterns</li> <li>• Translate ideas from a stimulus showing control and fluency; dance in unison in a group keeping in time with each other</li> <li>• Dance in <b>canon</b> (Choreographic form that reflects the musical form of the same name, in which individuals and groups perform the same movement/phrase beginning at different times) showing good timing</li> <li>• Perform using a variety of levels (the vertical distance from the floor) and using the space</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operate, communicate and collaborate with a group to make up a warm up with good rhythm and timing</li> <li>• Translate ideas from a stimulus into movement showing expression, precision, control and fluency</li> <li>• Dance in unison in a group showing good timing, energy and strength</li> <li>• Dance in <b>canon</b> (Choreographic form that reflects the musical form of the same name, in which individuals and groups perform the same movement/phrase beginning at different times) in a group showing good timing, energy and strength</li> </ul>

# Woodloes Primary School P.E. Skills Progression



					the dance space. When dancing on a floor, the trail can be straight, curved, zigzag, diagonal, or any combination of these) in a dance		<ul style="list-style-type: none"> <li>Use levels, travelling and space with timing and musicality</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>Make bodies tense, relaxed, curled and stretched</li> <li>Balance on small/large body parts and understand stillness</li> <li>Make large and small body shapes</li> <li>Climb and hang from apparatus</li> <li>Perform basic travelling actions on various body parts</li> <li>Perform a roll and basic jumps</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple balances showing tension in bodies when stretched and curled</li> <li>Take body weight on hands (combined with other body parts) for short periods</li> <li>Explore movements and poses which challenge their flexibility</li> <li>Remember and repeat a series of simple linked actions</li> <li>Begin to collaborate with a partner, share ideas and listen to each other</li> </ul>	<ul style="list-style-type: none"> <li>Perform balances on different parts of the body showing some control and balance</li> <li>Take weight on different body parts on the floor and on apparatus</li> <li>Show an increasing awareness of the need for extension and flexibility in simple poses and actions</li> <li>Remember and repeat a series of simple linked actions showing some control and knowledge of technique</li> <li>Plan a simple series of actions and execute</li> </ul>	<ul style="list-style-type: none"> <li>Perform a wider range of balances with increasing stability and control</li> <li>Begin to demonstrate some strength and control when taking weight on different body parts for longer periods of time</li> <li>Demonstrate increased extension and flexibility in poses and actions</li> <li>Create routines choosing actions which flow together well on the floor and on apparatus</li> <li>Work with others to</li> </ul>	<ul style="list-style-type: none"> <li>Perform balances individually and with a partner using appropriate body tension, showing control and stability</li> <li>Demonstrate increasing strength and control when taking weight on different body parts and explore taking the weight of others</li> <li>Demonstrate increased extension and flexibility in more complex poses/actions</li> <li>Plan and perform sequences of movements individually or</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing control and consistency when performing balances and moving from one balance to another</li> <li>Demonstrate the use of strength to improve the quality of poses and actions and increase the range of poses and actions they can attempt</li> <li>Use flexibility to improve the quality of poses and actions and increase the range of transitions used to link them; plan and perform more</li> </ul>	<ul style="list-style-type: none"> <li>Perform and combine more complex balances with a good level of control, technique and fluency</li> <li>Demonstrate more complex actions with a good level of strength and flexibility</li> <li>Confidently transition between actions demonstrating an appropriate level of control for the complexity of the action</li> <li>Plan and perform a sequence of more complex actions incorporating a wide range of</li> </ul>

# Woodloes Primary School P.E. Skills Progression



		<ul style="list-style-type: none"> <li>• Begin to explore skills independently before seeking support</li> <li>• Begin to provide feedback using some appropriate vocabulary</li> </ul>	<p>these with some control and knowledge of technique</p> <ul style="list-style-type: none"> <li>• Confidently collaborate with a partner, share ideas and listen to each other</li> <li>• Confidently explore skills independently before seeking support</li> <li>• Confidently provide feedback using some appropriate vocabulary</li> </ul>	<p>achieve a shared goal</p> <ul style="list-style-type: none"> <li>• Begin to persevere with a task when it proves challenging</li> <li>• Begin to show empathy when giving feedback</li> <li>• Begin to select form a wider range of actions in response to a task</li> <li>• Begin to provide appropriate feedback using key terminology correctly</li> </ul>	<p>with a partner showing increased control and technique; work with others to achieve a shared goal</p> <ul style="list-style-type: none"> <li>• Consistently persevere with a task when it proves challenging</li> <li>• Consistently show empathy when giving feedback</li> <li>• Consistently select form a wider range of actions in response to a task</li> <li>• Consistently provide appropriate feedback using key terminology correctly</li> </ul>	<p>complex sequences of movements individually or with a partner showing good control and technique</p> <ul style="list-style-type: none"> <li>• Share ideas with others and agree on a method for approaching a task; reflect on their own performance and suggest areas for improvement; critically analyse the performance of others using correct terminology and provide sensitive feedback</li> </ul>	<p>skills with control, precision and fluency</p> <ul style="list-style-type: none"> <li>• Share ideas with others and agree on a method for approaching a task</li> <li>• Reflect on their own performance and suggest areas for improvement</li> <li>• Critically analyse the performance of others using correct terminology</li> </ul>
<p><b>Net and ball games</b></p>	<ul style="list-style-type: none"> <li>• Be able to find a space</li> <li>• Run and stop on command</li> <li>• Roll an object towards a target</li> <li>• Aim and throw a ball towards a</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand how to use space</li> <li>• Begin to run, stop and change direction</li> <li>• Begin to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Use space to gain advantage</li> <li>• Demonstrate an increased understanding of the need to run, stop and change direction</li> <li>• Consistently roll and throw a ball</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently use space effectively in games, especially in fielding situations</li> <li>• Change direction in games showing</li> </ul>	<ul style="list-style-type: none"> <li>• Create and use space in games, using it effectively</li> <li>• Change direction with a ball</li> <li>• Change direction with control to gain advantage in games</li> </ul>	<ul style="list-style-type: none"> <li>• Move effectively in a playing space</li> <li>• Strike a ball accurately with a racket in a competitive situation</li> <li>• Understand effective</li> </ul>	<ul style="list-style-type: none"> <li>• Understand space in fielding and change formation as appropriate to situation</li> <li>• Create and use space for self and others under pressure</li> </ul>

## Woodloes Primary School P.E. Skills Progression



	target underarm	<p>rolling and throwing techniques with a ball, beginning to roll and throw to target areas</p> <ul style="list-style-type: none"> <li>• Begin to catch a ball; begin to show an awareness of tactics</li> <li>• Begin to control a ball using a hockey stick and aim a ball at a target using a hockey stick</li> <li>• When bowling a ball start to bowl using your wrist</li> <li>• Begin to track an approaching ball; begin to strike a ball with a bat</li> <li>• Begin simple game tactics</li> <li>• Begin to work in a team to play games</li> <li>• Begin to make simple decisions when faced with a challenge</li> <li>• Begin to select and apply</li> </ul>	<p>accurately towards a target</p> <ul style="list-style-type: none"> <li>• Catch a ball thrown by a partner with a bounce and without</li> <li>• Show an understanding of how to use game tactics</li> <li>• Show an increased ability to work in a team to play game</li> <li>• Show an awareness of selecting appropriate skills for situation</li> <li>• Show an awareness of making sensible decisions when presented with a challenge</li> <li>• Begin to provide encouragement to others</li> </ul>	<p>balance and control</p> <ul style="list-style-type: none"> <li>• Begin to use a variety of throwing techniques in a game</li> <li>• Catch and pass a ball with a teammate or partner catching with one or two hands</li> <li>• Dribble a ball with feet and keep possession in a game situation</li> <li>• Pass a ball with some accuracy to a partner using a kick</li> <li>• Strike a ball with a bat using different techniques</li> <li>• Demonstrate an awareness of using game rules, showing honesty and fairness</li> <li>• Begin to self-manage simple activities</li> </ul>	<ul style="list-style-type: none"> <li>• Bowl a cricket ball with some knowledge of technique</li> <li>• Use a range of throwing techniques when fielding</li> <li>• Catch a ball under pressure</li> <li>• Demonstrate a wider range of throwing techniques in games</li> <li>• Kick a ball accurately to a teammate in a game</li> <li>• Demonstrate an understanding of using tactics to benefit their team in a game</li> <li>• Begin to Make faster, more complex decisions when selecting actions</li> <li>• Begin to select from a wider range of actions for a task</li> </ul>	<p>strategy in an individual game</p> <ul style="list-style-type: none"> <li>• Track a ball played by an opponent and move to return it; compete within game rules, fair play</li> <li>• Apply appropriate skills under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Change direction to gain advantage under pressure</li> <li>• Use varied passing techniques to outwit opponents</li> <li>• Accurately bowl a ball underarm using correct technique</li> <li>• Receive a ball from a teammate considering next move; strike a ball with a bat using a range of techniques, aiming accurately into an area which gives them an advantage in a game</li> <li>• Work with others to develop tactics, then evaluate their effectiveness and adapt as necessary, show leadership skills with awareness of inclusion for all</li> </ul>
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## Woodloes Primary School P.E. Skills Progression



		<p>appropriate skills</p> <ul style="list-style-type: none"> <li>Use correct vocabulary</li> </ul>					<ul style="list-style-type: none"> <li>Show clear, effective communication skills</li> <li>Select and apply appropriate skills under pressure</li> <li>Recognise and explain decisions when playing games.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>Run forwards with changes of direction</li> <li>Run with increasing speed</li> <li>Run around obstacles</li> <li>run on different surfaces</li> <li>Show an awareness of space</li> <li>Roll objects</li> <li>Throw a ball underarm in a given direction</li> </ul>	<ul style="list-style-type: none"> <li>Run at different speeds</li> <li>Use basic running technique</li> <li>Begin to complete a Standing and running jump</li> <li>Being to throw into target areas</li> <li>Begin to recognise the difference between an underarm and overarm throw differences</li> <li>Begin to take turns</li> <li>Begin to encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between Jogging and sprinting</li> <li>Show an awareness of the correct running technique</li> <li>Understand differences in jumping for height and distance</li> <li>Demonstrate an awareness of the difference between underarm and overarm throwing techniques</li> <li>Demonstrate the ability to take turns</li> <li>Encourage others using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct using technique, understanding the role of different body parts</li> <li>Run at different speeds at appropriate times</li> <li>Use the correct Jumping technique for distance, demonstrating how different body parts are used</li> <li>Link running and jumping</li> <li>Begin to demonstrate throwing techniques with ball/howler</li> <li>Encourage and motivate others</li> </ul>	<ul style="list-style-type: none"> <li>Articulate, at a basic level, an understanding of running technique</li> <li>Adapt running style for different distances</li> <li>Articulate, at a basic level, an understanding of jumping technique linked with running</li> <li>Begin to set realistic targets</li> <li>Articulate, at a basic level, an understanding of throwing technique with ball/howler using correct vocabulary</li> <li>Demonstrate an understanding of personal goals</li> </ul>	<ul style="list-style-type: none"> <li>React quickly and accelerate over short distances using the correct running technique</li> <li>Begin to develop pace when running longer distance</li> <li>Throw a javelin/vortex/ tennis ball using correct stance rotating hips forward with good height and distance</li> <li>Perform a variety of jumps (Long jump and triple jump) and measure for distance</li> <li>Pass a relay baton with control and timing in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Accelerate quickly with speed and control in movement – timed/competitive races</li> <li>Develop long distance running- learning to pace and show good technique</li> <li>Throw a javelin/vortex /shot put safely with accuracy and power</li> <li>Perform a jump for distance varying techniques to improve performance</li> <li>Pass a relay baton in competitive situations</li> </ul>

## Woodloes Primary School P.E. Skills Progression



				using appropriate vocabulary <ul style="list-style-type: none"> <li>• Begin to understand personal goals and work towards them</li> </ul>	and work towards them <ul style="list-style-type: none"> <li>• Use key vocabulary</li> </ul>	change over; begin to reflect on personal goals and review achievements	(timed); critically analyse others with empathy and use of appropriate vocabulary <ul style="list-style-type: none"> <li>• Understand maximum effort</li> <li>• Show perseverance to achieve personal best performances; reflect on own performance</li> </ul>
<b>Outdoor and Adventures</b>	<ul style="list-style-type: none"> <li>• Begin to work with a partner</li> <li>• begin to take turns</li> <li>• Follow given directional vocabulary (e.g. forwards, backwards)</li> <li>• Travel in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to work with a partner to meet a challenge</li> <li>• Follow a simple route around the school grounds or a given outdoor space</li> <li>• Identify different ways of traveling to include hopping, jumping, leaping, whilst using coordinates to make own</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the ability to work with a variety of partners, providing guidance and instruction</li> <li>• Move over, under and through spaces and obstacles outdoors</li> <li>• Begin to use coordinates and confidently navigate a map through North, South, East and west</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to Work effectively as part of a larger team to safely navigate to familiar places, solving problems and evaluating their performance</li> <li>• Understand how to use a compass using a variety of co-ordinates</li> </ul>	<ul style="list-style-type: none"> <li>• Respond positively to increased challenges and other team members, showing ability to listen to feedback</li> <li>• Develop communication skills in a variety of ways including verbal, non-verbal and by using sign language</li> </ul>	<ul style="list-style-type: none"> <li>• Plan routes and orientate maps; respond positively to increasing challenges</li> <li>• Listen to feedback and evaluate their role</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly and effectively with others when under pressure</li> <li>• Lead groups in problem solving, analysing their own effectiveness as a team leader and communicating this using the appropriate vocabulary</li> </ul>
<b>Swimming</b>	Swimming is taught in Key Stage 2				<ul style="list-style-type: none"> <li>• Swim/move short distances, using a buoyancy aid</li> </ul>	<ul style="list-style-type: none"> <li>• Swim between 10 and 20 metres unaided,</li> </ul>	<ul style="list-style-type: none"> <li>• Swim at least 25 metres unaided, performing</li> </ul>

## Woodloes Primary School P.E. Skills Progression



		where necessary <ul style="list-style-type: none"> <li>• Become more confident in water</li> </ul>	using a basic stroke <ul style="list-style-type: none"> <li>• Become confident to travel underwater</li> </ul>	more than one stroke <ul style="list-style-type: none"> <li>• Use breathing and survival techniques.</li> </ul>
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**Reception PE** is taught by our Onside provider (with the skills adhering to the EYFS statutory Framework), as well as being incorporated into weekly / medium and long-term planning by the EYFS team according to the EYFS statutory Framework.