

Woodloes Primary School P.E. Skills Progression



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

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Gymnastics						
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	<ul style="list-style-type: none"> Perform simple balances showing tension in bodies when stretched and curled Take body weight on hands (combined with other body parts) for short periods Explore movements and poses which challenge their flexibility Remember and repeat a series of simple linked actions Begin to collaborate with a partner, share ideas and listen to each other Begin to explore skills independently before seeking support Begin to provide feedback using some appropriate vocabulary 	<ul style="list-style-type: none"> Perform balances on different parts of the body showing some control and balance Take weight on different body parts on the floor and on apparatus Show an increasing awareness of the need for extension and flexibility in simple poses and actions Remember and repeat a series of simple linked actions showing some control and knowledge of technique Plan a simple series of actions and execute these with some control and knowledge of technique Confidently collaborate with a partner, share ideas and listen to each other Confidently explore skills independently before seeking support Confidently provide feedback using 	<ul style="list-style-type: none"> Perform a wider range of balances with increasing stability and control Begin to demonstrate some strength and control when taking weight on different body parts for longer periods of time Demonstrate increased extension and flexibility in poses and actions Create routines choosing actions which flow together well on the floor and on apparatus Work with others to achieve a shared goal Begin to persevere with a task when it proves challenging Begin to show empathy when giving feedback Begin to select form a wider range of actions in response to a task Begin to provide appropriate 	<ul style="list-style-type: none"> Perform balances individually and with a partner using appropriate body tension, showing control and stability Demonstrate increasing strength and control when taking weight on different body parts and explore taking the weight of others Demonstrate increased extension and flexibility in more complex poses/actions Plan and perform sequences of movements individually or with a partner showing increased control and technique; work with others to achieve a shared goal Consistently persevere with a task when it proves challenging Consistently show empathy when giving feedback Consistently select form a wider range of actions in response to a task 	<ul style="list-style-type: none"> Show increasing control and consistency when performing balances and moving from one balance to another Demonstrate the use of strength to improve the quality of poses and actions and increase the range of poses and actions they can attempt Use flexibility to improve the quality of poses and actions and increase the range of transitions used to link them; plan and perform more complex sequences of movements individually or with a partner showing good control and technique 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 	<ul style="list-style-type: none"> Perform and combine more complex balances with a good level of control, technique and fluency Demonstrate more complex actions with a good level of strength and flexibility Confidently transition between actions demonstrating an appropriate level of control for the complexity of the action Plan and perform a sequence of more complex actions incorporation a wide range of skills with control, precision and fluency 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

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		some appropriate vocabulary	feedback using key terminology correctly	<ul style="list-style-type: none"> Consistently provide appropriate feedback using key terminology correctly 	others using correct terminology and provide sensitive feedback	
Net and ball games	<ul style="list-style-type: none"> Begin to understand how to use space Begin to run, stop and change direction Begin to demonstrate rolling and throwing techniques with a ball, beginning to roll and throw to target areas Begin to catch a ball; begin to show an awareness of tactics Begin to control a ball using a hockey stick and aim a ball at a target using a hockey stick When bowling a ball start to bowl using your wrist Begin to track an approaching ball; begin to strike a ball with a bat Begin simple game tactics Begin to work in a team to play games 	<ul style="list-style-type: none"> Use space to gain advantage Demonstrate an increased understanding of the need to run, stop and change direction Consistently roll and throw a ball accurately towards a target Catch a ball thrown by a partner with a bounce and without Show an understanding of how to use game tactics Show an increased ability to work in a team to play game Show an awareness of selecting appropriate skills for situation Show an awareness of making sensible decisions when presented with a challenge Begin to provide encouragement to others 	<ul style="list-style-type: none"> Consistently use space effectively in games, especially in fielding situations Change direction in games showing balance and control Begin to use a variety of throwing techniques in a game Catch and pass a ball with a teammate or partner catching with one or two hands Dribble a ball with feet and keep possession in a game situation Pass a ball with some accuracy to a partner using a kick Strike a ball with a bat using different techniques Demonstrate an awareness of using game rules, showing honesty and fairness 	<ul style="list-style-type: none"> Create and use space in games, using it effectively Change direction with a ball Change direction with control to gain advantage in games Bowl a cricket ball with some knowledge of technique Use a range of throwing techniques when fielding Catch a ball under pressure Demonstrate a wider range of throwing techniques in games Kick a ball accurately to a teammate in a game Demonstrate an understanding of using tactics to benefit their team in a game Begin to Make faster, more complex decisions when selecting actions 	<ul style="list-style-type: none"> Move effectively in a playing space Strike a ball accurately with a racket in a competitive situation Understand effective strategy in an individual game Track a ball played by an opponent and move to return it; compete within game rules, fair play Apply appropriate skills under pressure 	<ul style="list-style-type: none"> Understand space in fielding and change formation as appropriate to situation Create and use space for self and others under pressure Change direction to gain advantage under pressure Use varied passing techniques to outwit opponents Accurately bowl a ball underarm using correct technique 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 Work with others to develop tactics, then evaluate their effectiveness and adapt as necessary,

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

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

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.