



Progression of Skills and Knowledge for PE						
Knowledge and understanding of fitness and health						
YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Observe effect of activity on their bodies. Recognise when they need a rest. Dresses with help. Shows some understanding that exercise can be good for you. Beginning to understand the need for safety when tackling new challenges. Shows understanding of how to move equipment safely. Beginning to know that exercise is important.</p>	<p>Recognise how their body feels before and after exercise.</p>	<p>Recognise and describe what their bodies feel like during different activities. Move equipment safely.</p>	<p>Recognise and describe short term effects of exercise on the body. Know the importance of suppleness and strength.</p>	<p>Describe how the body reacts during exercise and how it affects performance.</p>	<p>Understand importance of a warm up. Understand why exercise is good for health.</p>	<p>Understand importance of a warm and cool down. Carry out warm ups safely and effectively. Understand why exercise is good for health, fitness and well-being.</p>



Gymnastics						
YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Stands momentarily on one foot.</p> <p>Jumps and lands appropriately.</p> <p>Travels with confidence and skill; around, under, over, through equipment</p> <p>Show good control and co-ordination in large movements.</p>	<p>Move safely and confidently in own space showing changes of speed and direction. Use stillness</p> <p>Copy/create sequences using range of body actions/parts with beginning, middle and end.</p> <p>Watch, copy and describe others work.</p>	<p>Remember, repeat and link sequences of gymnastic actions showing balance and precision.</p> <p>Choose, use and vary simple compositional ideas in sequences.</p> <p>Improve work using feedback.</p>	<p>Consolidate and improve quality of work using smooth transitions.</p> <p>Improve ability to select actions and compositional ideas.</p> <p>Evaluate effectiveness and quality of a performance</p> <p>Recognise how own performance has improved.</p>	<p>Develop range of actions, balances and shapes used in a sequence</p> <p>Perform with increased accuracy consistently.</p> <p>Create and evaluate sequences based on a criteria.</p>	<p>Develop range of actions, balances and shapes used in a sequence.</p> <p>Improve fluency and consistency.</p> <p>Choose, apply compositional ideas to sequences adapting them to new situations.</p> <p>Be able to evaluate own and others work using criteria.</p>	<p>Combine and perform effectively and fluently gymnastic sequences.</p> <p>Develop own sequences by using a range of compositional principles</p> <p>Evaluate own and others work suggesting improvements.</p>
Dance						
YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Moves freely with pleasure and confidence:</p> <p>slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping</p>	<p>Copies and explores movements and patterns</p> <p>Remembers simple steps and movements.</p> <p>Links movements to music.</p>	<p>Copies, explores and controls basic movements.</p> <p>Varies level and speed in sequences</p> <p>Can vary size of body shapes</p>	<p>Use appropriate improvisation independently and with a partner to create simple dance.</p> <p>Translates ideas into movement with help</p>	<p>Confidently improvises with partner or on own.</p> <p>Beginning to create longer dance sequences in a larger group.</p>	<p>Beginning to exaggerate dance movements and motifs (expression)</p> <p>Uses a variety of movements within a sequence</p>	<p>Beginning to exaggerate dance movements and motifs (expression)</p> <p>Performs and improves confidently with precision.</p>



<p>Experiments with movements Enjoys joining in Begins to move rhythmically, imitates and creates movement in response to music Begins to build up repertoire of dances Uses dance to respond to experiences Represent own ideas, thoughts and feelings using dance.</p>	<p>Responds to stimuli</p>	<p>Adds changes of direction to a sequence Use space effectively. Describes a sequence appropriately. Responds imaginatively to stimuli.</p>	<p>Beginning to compare and adapt movements and motifs to create larger sequences. Uses simple dance vocabulary when discussing.</p>	<p>Demonstrates precision and control. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness Modifies work after self-evaluation. Uses simple dance vocabulary when discussing.</p>	<p>Combines flexibility, techniques and movements to create a sequence. Begins to move appropriately with required style in relation to stimuli. Can show change of pace and timing Uses space effectively. Modifies dance as result of evaluation. Uses more complex dance vocabulary.</p>	<p>Demonstrates strong imagination when creating sequences Demonstrates strong movements. Uses flexibility to create fluency. Moves appropriately in required style in relation to stimuli. Uses change of pace and timing accurately. Modifies work after evaluation. Uses more complex dance vocabulary.</p>
<b>Athletics</b>						
<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p>Shows increased control when throwing object. Runs skilfully, negotiating space, adjusting speed and direction</p>	<p>Can run at different speeds. Can jump from standing position Jumps over low hurdles</p>	<p>Changes speed and direction when running. Can jump from standing position with accuracy.</p>	<p>Runs at speeds appropriate for distance Can perform a running jump with some accuracy Make some recordings</p>	<p>Beginning to build variety of running techniques with confidence. Can perform running jump with more than one</p>	<p>Build variety of running techniques with confidence. Perform combinations of jumps showing control and consistency</p>	<p>Confident use of variety of running techniques. Demonstrates range of jumps showing power, control and consistency with</p>



	<p>Perform variety of throws with basic control. Begins to understand correct vocabulary.</p>	<p>Shows control with take-off and landing. Throws into targets. Performs variety of throws with control and co-ordination; rolling, underarm, overarm (prep field events) Uses correct vocabulary in context.</p>	<p>Performs variety of throws using equipment; pulling, pushing slinging (field events) Uses appropriate vocabulary.</p>	<p>component hop, skip, jump Begin to record peers work. Demonstrates accuracy in throwing and catching. Can set realistic targets when throwing( with help) Identify athletic performance using correct vocabulary.</p>	<p>Make and evaluate recordings Demonstrates accuracy in throwing and catching. Sets realistic targets when throwing. Describes athletic performance using correct vocabulary.</p>	<p>take-off and landings. Can select appropriate ways of recording. Demonstrates accuracy in throwing and catching. Sets realistic targets when throwing over distance. Evaluate own athletic performance using correct vocabulary.</p>
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**Swimming**

**By end of KS2**

Work with confidence in water  
 Explore skills, actions and ideas including holding breath underwater  
 Uses a range of strokes; front crawl, backstroke, breaststroke  
 Performs safe self-rescue in different water based situations  
 Swims competently and proficiently with confidence at least 25m  
 Improves control and co-ordination in water  
 Evaluates own swimming noting future improvements  
 Chooses appropriate strokes and equipment based on time and distance.



Demonstrates breath control					
<b>Invasion games</b>					
<b>YR</b>	<b>KS1</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p>Runs skilfully, negotiating space successfully, adjusting speed or direction to avoid obstacles when playing racing or chasing games Can catch large ball Shows increased control over an object; pushing, parting, throwing, catching, kicking Can move confidently, safely in range of ways.</p>	<p>Masters basic movements: running, jumping, throwing, catching Develops balance, agility, co-ordination Begins to apply these to a range of activities Participates in team games; developing simple tactics for attack and defence</p>	<p>Begins to understand and apply simple tactics. Begin to communicate during a game Begin to link skills Work in a group to develop a game; selecting appropriate resources with minimal help Develop understanding of different rules of invasion games</p>	<p>Shows a good understanding of tactics and is beginning to apply them Shows good communication in a game Shows increased control and co-ordination of skills Can work in pairs Work in a group to develop a game; selecting appropriate resources with minimal help. Begins to observe others to evaluate success Applies basic skill of attack and defence Begins to show understanding of a</p>	<p>Confident use of tactics which enables an individual to take part successfully Strong communication in a game Fluent co-ordination and control of skills Works independently to develop a game Can select resources appropriately. Consolidating skills for attack and defence Consistent understanding of need to intercept/possess a ball</p>	<p>Confident use of tactics and applying them as mini coaches Strong continual communication I a game. Fluent co-ordination and control enabling them to maintain possession in a game. Can adapt a game independently. Can select resources appropriately. Able to coach using strong knowledge of tactics. Can apply in attack or defence correctly.</p>



				<p>need to intercept and possess a ball. Able to use two elements of jumping, throwing, catching, running in isolation or combination. Begin to suggest improvements to skills. skilfully Develop an understanding of different rules for games.</p>	<p>Use running, jumping, catching in isolation and combination Confidently make suggestions how to improve own skills. Have confident knowledge of rules of different games.</p>	<p>Consistent understanding of need to intercept/take possession of a ball in a range of games. Use running, jumping, throwing, catching successfully. Confidently suggest improvements to self and others. Be able to referee a game using knowledge of rules.</p>
<b>Striking and fielding games (as above with additional skills detailed below)</b>						
<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p>Runs skilfully and negotiates space, adjusting speed or direction Experiments with different ways of moving.</p>	<p>Explores skills and space. Travels in different way; running, jumping Watch, copy and describe others work.</p>	<p>Remember and repeat series of moves. Sends a ball in range ways; rolling, passing Changes speed when running.</p>	<p>Understand how different equipment is used for different games. Can strike a ball with some success</p>	<p>Understand how different equipment is used for different games. Can strike a ball with some success</p>	<p>Select appropriate striking equipment based on ability and game. Can strike a ball with increases success and accuracy.</p>	<p>Select appropriate striking equipment based on ability and game. Can strike a ball with increases success and accuracy.</p>



Shows increased control over throwing and catching an object.	Receive a ball with some control. Begins to develop hand eye co-ordination. Participates in simple games.	Can jump from standing position with some accuracy. Send and receive a ball in different ways with some control. Some understanding of what tactics are; attacking and defending. Understands basic feedback.	using different equipment. Investigates different ways to throw a ball in fielding positions. Basic understanding of communication in fielding position.	using appropriate equipment. Can chose appropriate way to throw when fielding. Understands importance of communicating when fielding.	Uses tactical awareness to select correct throw when fielding. Communicate effectively to apply tactics when fielding.	Uses tactical awareness to select correct throw when fielding. Communicate effectively to apply tactics to coach or captain a team in a strong game.
<b>Outdoor Adventurous</b>						
<b>KS1</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>		
<p>Pupils should develop fundamental movement skills becoming increasingly confident.</p> <p>Engage in competitive and co-operative activities.</p> <p>Make and apply decisions in a range of contexts.</p> <p>Begin to make simple courses and routes that they/or others can follow.</p> <p>Know how to be keep themselves safe and work safely.</p> <p>Participate in activities such as problem solving, involving others</p> <p>Wear appropriate clothing for working safely outside.</p>	<p>Map colours and common basic symbols</p> <p>Use maps/diagrams to orientate themselves and successfully navigate around a simple course.</p> <p>Undertake simple orienteering exercises both</p>	<p>Read a map using more complex keys and symbols to complete a variety of orienteering exercises.</p> <p>Participate in a range of problem solving and adventure games, introducing additional variations such as</p>	<p>Plan/organise simple orienteering trail using a variety of map reading and compass skills.</p> <p>Make more complex route choices.</p> <p>Develop skills in unfamiliar terrain</p> <p>Apply skills and safety requirements for</p>	<p>Plan/navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings.</p> <p>Plan/undertake a journey outdoors.</p> <p>Pupils understand/able to plan and respond to more</p>		



	<p>indoors and in school grounds.  <b>Apply safety considerations when participating.</b>  <b>Participate in activities that involve working with and trusting others.</b>  <b>Pupils understand/are able to respond to simple challenges/problem solving tasks in a familiar environment.</b>  <b>Listen/follow instructions what is needed to keep safe.</b>  <b>Talk about what they/others have done using appropriate vocabulary.</b></p>	<p>non-verbal communication , no physical contact          Construct a basic shelter in a safe environment.          Pupils should respond to more varied challenges in different environments.          Recognise what is needed to keep themselves and others safe.          The need for and correct use of specialist equipment.          Pupils understand and are able to describe what they/others have done using an increased range of vocabulary.</p>	<p>survival in an outdoor environment.  <b>Pupils understand/are able to devise appropriate responses to challenges and tasks and adapt to changing circumstances.</b>  <b>Able to accept responsibility for personal and group safety.</b>  <b>Pupils understand/are able to make informed judgements about own/others performances and use this to improve.</b>  <b>Begin to use a wider vocabulary.</b>  <b>Record, view and evaluate performances.</b></p>	<p><b>complex challenges in different environments and in unfamiliar circumstances.</b>  <b>Work with others to identify potential hazards and devise strategies to ensure they are safe.</b>  <b>Pupils understand/able to view, appraise own and others performances.</b></p>
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**Elvington Church of England Primary School**

