

Skills Progression PE

Gymnastics/Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction</p> <p>perform dances using simple movement patterns</p>	<p>remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>perform dances using simple movement patterns</p>	<p>consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</p> <p>perform dances using a range of movement patterns</p>	<p>develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently</p> <p>perform dances using a range of movement patterns</p>	<p>perform actions, shapes and balances consistently and fluently in specific activities</p> <p>perform dances using a range of movement patterns</p>	<p>combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas</p> <p>perform dances using a range of movement patterns</p>
Selecting and applying skills, tactics and compositional ideas	<p>copy or create and link movement phrases with beginnings, middles and ends</p> <p>perform movement phrases using a range of body actions and body parts</p>	<p>choose, use and vary simple compositional ideas in the sequences they create and perform</p>	<p>improve their ability to select appropriate actions and use simple compositional ideas</p>	<p>create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction</p>	<p>choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</p>	<p>develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles</p>
Knowledge and understanding of fitness and health	<p>know how to carry and place equipment</p> <p>recognise how their body feels when still and when exercising</p>	<p>recognise and describe what their bodies feel like during different types of activity</p> <p>lift, move and place equipment safely</p>	<p>recognise and describe the short term effects of exercise on the body during different activities</p> <p>know the importance of suppleness and strength</p>	<p>describe how the body reacts during different types of activity and how this affects the way they perform</p>	<p>know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health</p>	<p>understand why warming up and cooling down are important</p> <p>understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves</p> <p>carry out warm ups safely and effectively</p>
Evaluating and improving performance	<p>watch, copy and describe what they and others have done</p>	<p>improve their work using information they have gained by watching, listening and investigating</p>	<p>describe and evaluate the effectiveness and quality of a performance</p> <p>recognise how their own performance has improved</p>	<p>describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p>	<p>choose and use information and basic criteria to evaluate their own and others' work</p>	<p>evaluate their own and others' work</p> <p>suggest ways of making improvements</p>

Games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>be confident and safe in the spaces used to play games</p> <p>explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p>	<p>improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills</p>	<p>consolidate and improve the quality of their techniques and their ability to link movements</p> <p>develop the range and consistency of their skills in all games</p>	<p>develop the range and consistency of their skills in all games</p>	<p>develop a broader range of techniques and skills for attacking and defending</p> <p>develop consistency in their skills</p>	<p>choose, combine and perform skills more fluently and effectively in invasion, striking and net games</p>
Selecting and applying skills, tactics and compositional ideas	<p>choose and use skills effectively for particular games</p>	<p>choose, use and vary simple tactics</p>	<p>improve their ability to choose and use simple tactics and strategies</p> <p>keep, adapt and make rules for striking and fielding and net games</p>	<p>devise and use rules</p> <p>keep, adapt and make rules for striking and fielding and net games</p> <p>use and adapt tactics in different situations</p>	<p>know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</p> <p>choose and apply skills more consistently in all activities</p>	<p>understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games</p>
Knowledge and understanding of fitness and health	<p>know that being active is good for them and fun</p>	<p>recognise and describe what their bodies feel like during different types of activity</p>	<p>know and describe the short term effects of different exercise activities on the body know how to improve stamina</p> <p>begin to understand the importance of warming up</p>	<p>recognise which activities help their speed, strength and stamina and know when they are important in games</p> <p>recognise how specific activities affect their bodies</p>	<p>know and understand the basic principles of warming up, and understand why it is important for a good quality performance</p> <p>understand why exercise is good for their fitness, health and wellbeing</p>	<p>understand why exercise is good for their fitness, health and wellbeing</p> <p>understand the need to prepare properly for games</p>
Evaluating and improving performance	<p>watch, copy and describe what others are doing</p> <p>describe what they are doing</p>	<p>recognise good quality in performance use information to improve their work</p>	<p>recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work</p>	<p>explain their ideas and plans</p> <p>recognise aspects of their work which need improving suggest practices to improve their play</p>	<p>choose and use information to evaluate their own and others' work</p> <p>suggest improvements in their own and others' performances</p>	<p>develop their ability to evaluate their own and others' work, and to suggest ways to improve it</p> <p>know why warming up and cooling down are important</p>

Swimming and water safety	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and competence	Water safety and confidence Floating Basic swimming skills	Water safety and confidence Floating Basic swimming skills	Water safety Floating– different ways unaided and aided Basic swimming skills Stroke development – different strokes Swim a breadth	Water safety Floating– different ways unaided and aided Develop swimming skills Stroke development – different strokes Swim a breadth and start to build up to a length (some children may already be able to do this so begin to develop stamina – number of lengths – change of stroke)	Water safety Floating – different ways unaided and aided Develop swimming skills - speed Stroke development – different strokes - proficiency Swim competently and confidently over a distance of at least 25 metres Perform safe self-rescue in different water based situations	Water safety Floating – different ways unaided and aided Develop swimming skills - speed Stroke development – different strokes - proficiency Swim competently and confidently over a distance of at least 25 metres Perform safe self-rescue in different water based situations