



Progression in PE skills and knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE	<ul style="list-style-type: none"> *explore movement ideas and respond imaginatively to a range of stimuli *move confidently and safely in their own general space, using changes of speed, level and direction *choose movements to make into their own phrases with beginnings, middles and ends *practise and repeat their movement phrases and perform them in a controlled way 	<ul style="list-style-type: none"> *choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities *remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness *perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings *show some sensitivity to the accompaniment *talk about different stimuli as the starting point for creating dance phrases and short dances *explore actions in response to stimuli *explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements 	<ul style="list-style-type: none"> *show an imaginative response to different stimuli through their use of language and choice of movement *incorporate different qualities and dynamics into their movement *explore and develop new actions while working with a partner or a small group *link actions to make dance phrases working with a partner and in a small group perform short dances with expression, showing an awareness of others when moving *describe what makes a good dance phrase 	<ul style="list-style-type: none"> *think about character and narrative ideas created by the stimulus, and respond through movement *experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group *use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer *remember, practise and combine longer, more complex dance phrases *communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others 	<ul style="list-style-type: none"> * explore, improvise and choose appropriate material to create new motifs in a chosen dance style * perform specific skills and movement patterns for different dance styles with accuracy * compose, develop and adapt motifs to make dance phrases and use these in longer dances 	<ul style="list-style-type: none"> * respond to a range of stimuli, improvising freely using a range of controlled movements and patterns *select and use a range of compositional ideas to create motifs that demonstrate their dance idea * perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group
GAMES	<ul style="list-style-type: none"> Use basic underarm, rolling and hitting skills accurately Hit and kick a ball in a variety of ways Track, intercept, stop and catch balls and small equipment consistently Describe some basic rules, simple tactics and the way to score Show good awareness of space and the actions of others Compete in small sided games Know playing games is good for them and describe what it feels like Watch, describe and comment on what they have seen 	<ul style="list-style-type: none"> Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still Perform basic skills of rolling, striking and kicking with control Use a variety of simple tactics in a small sided game Show an awareness of opponents and team mates during games Describe the differences in the way their body works and feels when playing different games Begin to watch others and focus on specific actions to improve own skills 	<ul style="list-style-type: none"> Throw and catch with control when under limited pressure to keep possession and score goals Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games Use simple rules fairly and extend them to devise their own games Identify that playing extended games improves their stamina Recognise good performances in themselves and others and use what they have learned to improve their own work Know and describe the effects of different exercise activities on the body and how to improve stamina Begin to understand the importance of warming up 	<ul style="list-style-type: none"> Change pace, length and direction to outwit their opponent Choose and use a range of ball skills with a good degree of accuracy Use a variety of techniques and tactics to attack, keep possession and score Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others Understand how strength, stamina and speed can be improved by playing games Identify good performances and suggest ideas for practices that will improve their play 	<ul style="list-style-type: none"> Use a small range of sending, receiving and travelling techniques in games, with varied control Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control Know and apply the basic strategic and tactical principles of a various games and adapt them to different situations (Understand why exercise is good for their fitness, health and wellbeing With help, devise warm up and cool down activities and justify their choices 	<ul style="list-style-type: none"> Perform skills with greater speed, fluency and accuracy in invasion, striking and net games Understand, choose and apply a range of tactics and strategies for defence and attack Know the importance and types of fitness and how playing games contributes to a healthy lifestyle Develop their ability to evaluate their own and others' work, and to suggest ways to improve it



GYMNASTICS

Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required Show good awareness of space, apparatus and the actions of others Link and repeat basic actions to copy or create and perform a movement phrase with a beginning, middle and end Know the difference between tension and relaxation in their body Carry and set up equipment safely with help Watch, copy and describe a short gymnastic sequence

Perform basic gymnastic actions with control and coordination Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness Create and perform a short sequence with clear beginning, middle and end, then adapt to include apparatus and/or partner Describe the differences in the way their body works and feels when performing gymnastics Handle apparatus safely and recognise risks involved Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it

Perform combinations of gymnastic actions using floor, mats and apparatus (Develop gymnastic techniques and transitions Adapt a gymnastic sequence to include different levels, speeds or directions Recognise that strength and suppleness are important parts of fitness Compare and comment on two performances, identifying quality and when they have the same elements and order

Perform a range of gymnastic actions with increased consistency and fluency Work with a partner to show similar and contrasting actions on the floor and apparatus Combine actions and show clarity of shape in longer sequences, alone or with a partner Understand how strength and suppleness improve gymnastic performance Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved

Perform combinations of gymnastic actions with different levels, speeds and direction Perform actions, shapes and balances with good body tension and extension Repeat a longer, more difficult sequence accurately emphasising extension, body shape and changes in direction, alone, with a partner or a small group Understand why warming-up and cooling-down are important and devise their own warm up routine Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria

Combine and perform actions, shapes and balances with fluency increasingly difficult combinations Work with a partner or small group to practise and refine a sequence Create and perform a longer, fluent sequence using planned variation and contrasts in actions and speed Understand how to improve their own health and fitness through exercise (Evaluate their own and others performance, explaining how the sequence is formed using appropriate terminology

ATHLETICS

Improve running technique and run for longer distances Run and jump sequence Develop an under and over arm throwing action Take part in a variety of team races using a variety of equipment Know running, jumping and throwing is good for them and describe what it feels like Watch, copy, describe and comment on what they have seen

Run with a good technique at different speeds Perform a two footed jump Show a good throwing technique and extend accuracy and distance Compete in a range of team events Describe the differences in the way their body works and feels when trying athletic activities Begin to watch others and focus on specific actions to improve own skills

Select running speed for appropriate activity Make up and repeat a short sequence of linked jumps Throw a variety of objects, changing their action for accuracy and distance Take part in relay activities remembering when to run and what to do Recognise when their body is warmer or cooler and when their heart beats faster and slower Recognise good performances in themselves and others to improve their own

Show some control when using a range of basic running, jumping and throwing actions Perform a range of jumps showing contrasting techniques and sometimes using a short run up Throw with some accuracy and power into a target area Work in cooperative groups to use different techniques, speeds and effort to meet challenges Relate different athletic activities to changes in heart rate, breathing and temperature Identify and describe different aspects of athletic styles and use to improve own performance

Understand and demonstrate the differences between sprinting and distance running Show control in take-off activities Demonstrate a range of throwing actions using modified equipment with some accuracy and control Organise and manage an event well Predict how different activities will affect heart rate, temperature and performance Watch partner's performance and identify strengths Understand the basic principles of warming up Understand fully why exercise is good for fitness, health and wellbeing

Choose the best pace for a running event, in order to sustain running and improve their personal target Show control and power in take-off and landing activities Show accuracy and good technique when throwing for distance Choose appropriate techniques for specific events Organise and judge events and challenges well Identify activities that help develop stamina or power and suggest how some can be used in other types of activities Identify parts of a partner's performance that need to be practised and refined and suggest improvements

OUTDOOR / ADVENTUROUS

Follow simple marked trails in familiar environments and identify where they are Solve simple challenges and problems successfully Know what they need to be aware of to stay safe Recognise when they have been energetic Relay what they did when following a trail and solving a problem

Work increasingly cooperatively with others, identifying where they are by using simple plans and diagrams of familiar environments and discussing how to follow trails and solve problems Recognise that different tasks make their bodies work in different ways Comment about how they went about tracking tasks

Use more detailed plans and diagrams that take them from familiar to less familiar areas Use ideas they have learned in one task and apply them in another Recognise and describe the different physical demands of the tasks and challenges Describe and evaluate their own and others' performances, and identify areas that need improving

Use maps and diagrams to orientate themselves and to travel around a simple course Plan responses to physical challenges and problems as a group Prepare physically for activities and keeping safe Evaluate the challenge and identify different approaches that could have been used

Develop and refine orienteering and problem-solving skills when working in groups and on their own Work cooperatively to put strategies and solutions into action Identify how their bodies work in the different challenges Conserve their efforts and keep their concentration during tasks Identify what they do well as individuals and as a group

Find appropriate solutions to problems and challenges Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments Identify and respond to events as they happen and improve their performance by changing or adapting their approaches as needed Evaluate effective responses/ solutions

SWIMMING

Beginners (non-swimmers and developing swimmers)
 *Work with confidence in the water
 *explore and use skills, actions and ideas individually and in combination eg; use arms to pull and push the water; use legs in kicking actions; hold their breath under water
 *Remember, repeat and link skills
 *Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction
 *Improve the control and co-ordination of their bodies in the water

Developing and competent swimmers
 *Consolidate and develop the quality of their skills eg; front crawl, back crawl, breaststroke, floating & survival skills
 *Improve linking movements and actions
 *Choose and use a variety of strokes and skills, according to the task and the challenge eg swimming without aids, distance and time challenges.
 *swim competently, confidently and proficiently over a distance of at least 25 metres
 *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 *perform safe self-rescue in different water-based situations

* know where their heart is and

* know how their bodies feel after

*in simple language, explain why they

*show understanding of warming up

* warm up and cool down

*Know and describe the short-term effects



Butleigh C of E
Primary School

**HEALTH AND
FITNESS**

understand why it beats
faster when

dance activities

need to warm up and cool
down

and cooling down, and
choose

independently

of exercise on the body and
how it reacts

exercising

* know that they need to warm up and
cool down for physical activity

*sustain their effort in their physical
activity
*Know that being active is fun and good
for them
*Recognise what their bodies feel like
during different activities

appropriate activities to do on their
own

* use exercises that stretch and tone
their bodies and help them prepare
for activity

to different types of activity