Subject Skills Progression: Subject: Physical Education

 Subject Leader: Natalia De Jesus

|  |  |
| --- | --- |
| Subject: | PE |
| **Skill / Knowledge** | **End of EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Dance | Children can experiment in different ways of moving.  | Children can talk about dance, linking movements to moods, ideas and feelings. Children can link movements to sound. Children can remember simple moves and dance steps. Children can copy and explore basic movements and body patterns.Children can change height in a sequence. Children can remember simple dance steps and movements.  | Children can copy and explore basic movements with increasing control, linking them together to create a routine which has a beginning, middle and end. Children can show a change of direction in a sequence. Children can begin to use space well and effectively in their routine. Children can change sizes of body shapes in a routine. Children can evaluate performances, discussing what they liked and what could be made better.  | Children can talk about stimuli as a starting point for creating dance routines. Children can begin to improvise with a partner to create a simple dance.Children can begin to adapt movements to create longer dance sequences.Children can show that they are confident in using a range of direction, levels and body shapes and sizes within a routine. Children can begin to use simple dance vocabulary to compare and improve the work of others.  | Children can begin to improvise independently to create a simple dance. Children can demonstrate precision and control in movements. Children can demonstrate rhythm and spatial awareness in a routine.  Children can begin to use a range of speeds in a routine. Children can remember more complex dance routines.  | Children can confidently improvise with a partner or independently, a dance routine. Children can develop fluency through varied transitions between movements and through varied speeds. Children can begin to use exaggerated movements and begin to understand how this links to expression. Children can evaluate performances, using cameras and videos, to reflect not just on work of others, but on their own performance.  | Children can confidently use expression to exaggerate movements and express feelings. Children can perform with confidence using a range of movements. Children can demonstrate strong imagination when creating dance sequences thinking about shapes, height, direction, speed and transitions. Children can remember more complex dance routines, which use a range of height, shapes, speeds, transitions and directions. Children can evaluate performances, using cameras and videos, to reflect not just on work of others, but on their own performance |
| Gym | Children can begin to jump off objects and land appropriately. Children can begin to move confidently around, under, through and over equipment safely.  | Children can respond to instructions. Children can use equipment safely. Children can copy and perform simple movements with some control and co-ordination. Children can perform different body shapes. Children can perform at different levels.Children can jump from 2 feet to 2 feet, forwards, backwards and side to side. Children can balance with some control (see Real PE assessment for deeper progression). Children can link 2 movements with simple transitions.  | Children can explore and make different movements and shapes with some control. Children can use equipment in different ways (height, shapes and speed) to create a sequence of 2 or more movements with transitions. Children can link movements together to create a sequence using basic transitions. Children can begin to use vocabulary to describe transitions.  | Children can apply compositional ideas as a group to make a sequence. Children can copy, explore and remember a variety of different movements and use these to create a sequence with others. Children can use turns and change in direction whilst moving in a variety of ways.Children are beginning to develop a good technique when travelling, balancing (see Real PE for further progression) and using equipment. Children can describe and begin to evaluate their own work, using simple gymnastics vocabulary.  | Children can apply compositional ideas independently to make a sequence. Children can develop their composition by using more complex sequences. Children can develop strength and flexibility in their performances. Children can link movements with control, co-ordination and fluency. Children can combine different body shapes and movements.Children can begin to notice similarities and differences in performances. Children can combine equipment with movement to create sequences. Children can begin to use their known gym vocabulary to improve and refine performances.  | Children can confidently apply compositional ideas, in a group and independently, to make a sequence. Children can demonstrate mirroring and contrasting movements during a sequence. Children can select and combine techniques and ideas.Children can develop strength, technique and flexibility throughout performances. Children can link skills with control, co-ordination, technique and fluency. Children can analyse and comment on skills and techniques and how these are applied to their own work. Children can use more complex gym vocabulary to describe how to improve and refine performances.  | Children can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction.Children can perform difficult actions showing extension, clear body shapes and changes in direction. Children can adapt a sequence to include a partner or a small group. Children can gradually increase the length of sequences with a partner to make a sequence using the floor, mats and apparatus, showing clarity of movements. Children can analyse and comment on skills and techniques and how these are applied to their own work and the work of others.  |
| Games | Children can use the space in a given game, running, chasing. Children can begin to throw with some accuracy, short distances. Children can accurately roll a ball. Children can kick a ball with a little force.  | Children can travel in a variety of ways, including running and jumping. Children can show control when rolling a ball (see further progression in Real PE). Children can perform a range of throws, focusing on overarm and underarm. Children can kick with some control.Children can receive a ball with basic control using both feet and hands. Children are beginning to develop hand-eye coordination (see Real PE). Children can participate in simple games. Children are beginning to develop spatial awareness, recognising where there is a space. Children can begin to communicate.  | Children understand the terms ‘opponent’ and ‘teammate’. Children are confident in sending a ball to others in a range of ways. Children are beginning to understand the importance of rules in games. Children can begin to develop simple tactics and use them appropriately. Children are beginning to develop an understanding of attacking/defending. Children can communicate more clearly and are able to use simple commands. Children can recognise when something went well or when a skill was used effectively and use this information to improve performance.Children can develop a strong understanding of spatial awareness.  | Children can understand tactics and composition by starting to vary in responses. Children can begin to vary skills and actions that suit the game. Children can use skills and coordination with control. Children can work well in a group to develop various games. Children can pass to teammates where appropriate.Children can begin to maintain possession of a ball. Children can begin to understand how to compete with each other in a controlled manner. Children can develop an understanding of attacking and defending through activities in small groups. Children can strike a ball and field with some control.Children can throw and catch various objects with control and accuracy. Children follow rules of a game and play fairly. | Children can vary skills, actions and ideas in a way which suits the game. Children can show confidence with ball skills and can link them together, e.g controlling a received ball and then passing it. Children can use skills with coordination and control. Children can take part in competition with a strong understanding of tactics. Children can understand movement into or closing down others’ space. Children can compare and comments on skills using technical language. Children can begin to make suggestions on how to differentiate a game. Children can continue to apply basic skills for attacking and defending within smaller and larger groups. Children can use running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.  | Children can strike a ball and field with control. Children can use forehand strokes in racket games. Children can take part in competitions with a strong understanding if tactics and improvise in game situations. Children can compare and comment on skills using technical vocabulary and can provide suggestions on how to improve performance. Children can make suggestions on how to differentiate games using resources or space. Children can confidently apply attacking or defending skills to improve performance. Children uphold the spirit of fair play and respect in all competitive situations. Children can use running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. | Children are confident in maintaining possession of a ball in varying ways and using a range of equipment.Children can strike a bowled or volleyed ball with increasing accuracy. Children can use forehand and backhand strokes in racket games. Children can use skills with coordination, control and fluency.Children can take part in competitions with a strong understanding of tactics and improvise in game situations. Children can make suggestions on how to differentiate games using resources or space, time, amount in a team etc. Children can field, attack and defend tactically by anticipating the direction of play and can use this to improve performance.Children can demonstrate strong communication skills to help lead and participate in team games. Children can use running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. |
| Athletics | Children can run short distances, trying to run in a straight line. Children can throw a range of objects. Children can complete simple jumps (See Real PE).  | Children can run at different speeds. Children can jump from a standing position (see Real PE for further progression). Children can perform a variety of throws (focusing on overarm and underarm), with basic control. Children can use equipment safely. | Children can change speed and direction when running. Children can jump from a standing position with accuracy and stability (see REAL PE for further progression). Children can perform a variety of throws with control and co-ordination.  | Children can begin to run at speeds which are appropriate for the distance. Children can perform a running jump with some accuracy. Children can perform a variety of throws using a selection of equipment. Children can use equipment safely and with good control. Children can understand the relay and passing the baton. | Children can begin to build up a variety of running techniques and use with confidence. Children can perform a running jump with more than one component (triple jump). Children can demonstrate some accuracy within throwing and catching activities. Children can begin to describe good athletic performance using correct vocabulary. Children can practise throwing with power and accuracy.  | Children can use a variety of running techniques and use them with confidence. Children can explore different footwork patterns.Children can understand which technique is most effective when jumping for distance.Children can learn how to use skills to improve the distance of a pull throw.Children can identify and apply techniques of relay running. Children can begin to record peers' performances and evaluate them.   | Children can begin to build a variety of running techniques and use them with confidence, knowing which to use when. Children can understand which technique is most effective when jumping for distance. Children can begin to record peer's performances and evaluate these. Children can evaluate own performance, setting consistent and manageable targets to improve performance. Children can describe good athletic performance using appropriate, complex and correct vocabulary.  |
| Swimming | Children can develop basic pool safety skills and confidence in water.To develop water confidence.  | Children can develop basic pool safety skills and confidence in water. Children can begin to travel through the water using floats and swimming aids. Children can begin to understand what a push and glide is. Children can begin to show some breathing control when head in water. Children will begin to try retrieving things from the bottom of the pool (shallow end).  | Children are confident with basic pool safety and confidence in water. Children can begin to travel through the water in a horizontal position, using floats and swimming aids. Children can develop my push and glide, holding themselves in the correct position, ensuring that they are looking at the floor of the pool. Children can begin to understand the arm and leg movements involved with front crawl and can begin to demonstrate this with floats or swimming aids. Children can develop their breathing techniques when their head is in the water. Children will begin to try retrieving things from the bottom of the pool (middle of pool)The children will be gaining confidence with floats, focusing on the mushroom and the star float.  | Children are confident with their push and glide, holding themselves in the correct position, kicking off from the wall and gliding with arm straight in front and straight legs behind. Children can continue to develop their breathing techniques by trying to turn their head to the side to support breathing. Children can confidently swim one length of the pool using front crawl stroke. Children can begin to float on their back, either independently or with a floating aid. Children can begin to use the arm and leg movements associated with back stroke, either independently or with a float. Children will begin to try retrieving things from the bottom of the pool (deep end). | Children will refine their front crawl technique. Children will refine their back stroke technique. Children will be confident in their breathing techniques. Children will begin to use the correct arm and leg movements involved in breast stroke. Children will begin to gain confidence with sculling, being able to scull the water for 2 minutes.  | Children will develop their stamina towards their swimming. Children will begin to use the arm and leg movements associated with the butterfly stroke. Children will begin to use tumble turns to support and develop their stamina. Children will develop their confidence with swimming under water. Children will be confident in retrieving items from the bottom of the pool, from anywhere in the pool.  | Children will continue to refine techniques for all 4 stokes (butterfly, breast stroke, front crawl and back crawl). Children will be able to understand and demonstrate life saving skills in the pool. Children will begin to be able to perform synchronized swimming routines. The children should be able to scull the water for 4 minutes. The children should be confident with treading the water. Children can confidently demonstrate a range of floats.  |