



Our Physical Education Adventure



Progression of Physical Education Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE	<p>Move confidently and safely in their own and general space, using changes of speed, level and direction.</p> <p>Compose and link movements to make simple dances with clear beginnings, middles and ends.</p> <p>Copy, watch and describe dance movements.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.</p> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p> <p>Watch and describe dance phrases and dances and use what they learn to improve their own work.</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>Talk about how they might improve their dances.</p>	<p>Explore and create characters and narratives in response to a range of stimuli</p> <p>Perform complex dance phrases and dances that communicate character and narrative.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles.</p> <p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p>	<p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p> <p>Evaluate, refine and develop their own and others work.</p>
GAMES	<p>Be confident and safe in the space used to play games.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment.</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 a broader range of techniques and skills for attacking and defending.</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</p>

	<p>Choose and use skills effectively for particular games.</p> <p>Watch, copy and describe what others are doing.</p>	<p>Choose, use and vary simple tactics.</p> <p>Use information to improve their work.</p>	<p>Keep, adapt and make rules for striking and fielding and net games.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p>	<p>Keep, adapt and make rules for striking and fielding and net games.</p> <p>Explain their ideas and plans</p> <p>Suggest practices to improve their play.</p>	<p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and use information to evaluate their own and others' work.</p>	<p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p>
GYMNASTICS	<p>Explore gymnastic actions and still shapes.</p> <p>Copy or create and link movement phrases with beginnings, middles and ends.</p> <p>Watch, copy and describe what they and others have done.</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Improve their work using information they have gained by watching, listening and investigating.</p>	<p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</p> <p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Describe and evaluate the effectiveness and quality of a performance.</p>	<p>Develop the range of actions, body shapes and balances they include in a performance.</p> <p>Create gymnastic sequences that meet a theme or set of conditions.</p> <p>Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities.</p> <p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.</p> <p>Choose and use information and basic criteria to evaluate their own and others' work.</p>	<p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p> <p>Evaluate their own and others' work.</p>

ATHLETICS	Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination.		Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. Develop their ability to choose and use simple tactics and strategies in different situations.		Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Choose appropriate techniques for specific events.	
SWIMMING	Work with confidence in the water. Explore and use skills, actions and ideas individually and in combination e.g. Arms to pull and push the water; legs in kicking actions; hold their breath under water. Remember, repeat and link skills. Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills. Improve linking movements and actions. Being able to swim 25 meters.					
OAA	Recognise their own space. Explore finding different places. Follow simple routes and trails, orientating themselves successfully. Solve simple challenges and problems successfully.		Develop the range and consistency of their skills and work with others to solve challenges choose and apply strategies and skills to meet the requirements of a task or challenge.		Develop and refine orienteering and problem-solving skills when working in groups and on their own decide what approach to use to meet the challenge set. Adapt their skills and understanding as they move from familiar to unfamiliar environments.	
HEALTH & FITNESS	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	Understand how to exercise and describe how their bodies feel during different activities.	Can suggest appropriate warm-up ideas. Children dress appropriately for PE. Work in a responsible and safe manner.	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within

			Recognise changes in body temperature, heart rate and breathing.		respiration, temperature, fatigue and recovery.	accepted rules and conventions.
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