



Our Physical Education Adventure



Progression of Physical Education Skills

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE	<p>Negotiate space safely, with consideration for self and others (ELG).</p> <p>Move to music, expressing their feelings and responses.</p> <p>Explore and engage in dance, performing solo or in groups.</p> <p>Perform with others and try to move in time to music (ELG).</p> <p>Represent own ideas, thoughts and feelings through dance (ELG).</p>	<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</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>

	Watch and talk about dance, expressing their feelings and responses.		dances and use what they learn to improve their own work.				
GAMES	<p>Progress towards a more fluent way of moving.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Confidently and safely use a range of small and large equipment.</p> <p>Explain reasons for rules (ELG).</p> <p>Work and play cooperatively and take turns with others (ELG).</p>	<p>Be confident and safe in the space used to play games.</p> <p>Choose and use skills effectively for particular games.</p> <p>Watch, copy and describe what others are doing.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Choose, use and vary simple tactics.</p> <p>Use information to improve their work.</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements.</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>Develop the range and consistency of their skills in all games.</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>Develop a broader range of techniques and skills for attacking and defending.</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>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</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>

<p>GYMNASTICS</p>	<p>Revise and refine the fundamental movements they have already acquired.</p> <p>Use their core muscle strength to achieve a good posture when sitting.</p> <p>Demonstrate strength, balance and coordination when playing (ELG).</p>	<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>
<p>ATHLETICS</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p>	<p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p>	<p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p>	<p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p>			

							Choose appropriate techniques for specific events.
SWIMMING	N/A	<p>Work with confidence in the water.</p> <p>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.</p> <p>Remember, repeat and link skills.</p> <p>Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills.</p> <p>Improve linking movements and actions.</p> <p>Being able to swim 25 meters.</p>					
OAA	<p>Work and play cooperatively (ELG).</p> <p>Be confident to try new activities and show independence in the face of challenge (ELG).</p>	<p>Recognise their own space.</p> <p>Explore finding different places.</p> <p>Follow simple routes and trails, orientating themselves successfully.</p> <p>Solve simple challenges and problems successfully.</p>		<p>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.</p>		<p>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.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p>	
HEALTH & FITNESS	<p>Know and talk about different factors that support overall health and wellbeing.</p> <p>Manage own basic hygiene and personal needs, including dressing,</p>	<p>Can describe how their bodies feel when still and when exercising.</p> <p>Can talk about how to exercise safely.</p>	<p>Understand how to exercise and describe how their bodies feel during different activities.</p>	<p>Can suggest appropriate warm-up ideas.</p> <p>Children dress appropriately for PE.</p> <p>Work in a responsible and safe manner.</p>	<p>Children begin to think about warm up activities that prepare them for exercise.</p> <p>They can talk confidently about the effect exercise has on their body and why they need</p>	<p>Demonstrate activities for specific aspects of warm up-stretching, joint mobility, raising heart and breathing rates.</p> <p>Describe the effects of exercise on the</p>	<p>Can show responsibility for personal warm up programme specific to the activity.</p> <p>Demonstrate all round safe practice, including handling equipment, safety of self and others,</p>

	<p>and understand the importance of healthy food choices (ELG).</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p>			<p>Recognise changes in body temperature, heart rate and breathing.</p>	<p>to exercise to stay fit and healthy.</p>	<p>body showing understanding of the principles of respiration, temperature, fatigue and recovery.</p>	<p>playing within accepted rules and conventions.</p>
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