

Skills Progression: PE

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Body	<p>Pupils develop an understanding of how their body changes during exercise (heart rate, increased body temperature and sweat).</p> <p>Pupils have an understanding of the importance of wearing appropriate kit.</p> <p>Pupils develop an understanding of how important PE is leading a healthy, active lifestyle.</p>	<p>Pupils develop an understanding of how their body changes during exercise (heart rate, increased body temperature and sweat).</p> <p>Pupils have an understanding of the importance of wearing appropriate kit.</p> <p>Pupils develop an understanding of how important PE is leading a healthy, active lifestyle.</p>	c	<p>Pupils develop an awareness of how their body changes before, during and after exercise (linked to Science unit in year 3 - healthy living).</p> <p>Pupils understand the importance of exercise for a healthy body and leading an active lifestyle.</p>	<p>Pupils develop an awareness of how their body changes before, during and after exercise (linked to Science unit in year 3 - healthy living).</p> <p>Pupils understand the importance of exercise for a healthy body and leading an active lifestyle.</p>	<p>Pupils develop an understanding of how exercise can help support our mental wellbeing.</p> <p>Pupils know the importance of exercise and sport within social environments and the local community.</p>	<p>Pupils develop an understanding of how exercise can help support our mental wellbeing.</p> <p>Pupils know the importance of exercise and sport within social environments and the local community.</p>
Games and Understanding	<p>Pupils work individually and with others to engage in basic cooperative physical activities.</p> <p>Pupils understand that sports have an intended 'goal' to achieve.</p> <p>Pupils begin to explore a range of sporting equipment.</p>	<p>Pupils engage in competitive physical activities, working with and against peers.</p> <p>Pupils begin to understand that some sports consist of 'attackers and defenders'.</p> <p>Pupils, with support, can begin to use a range of equipment safely.</p>	<p>Pupils engage in competitive physical activities, working with and against peers</p> <p>Pupils develop understanding of simple tactics for attacking and defending.</p> <p>Pupils can explain how to use equipment safely in a sporting situation.</p>	<p>Pupils become familiar with basic rules of games and start to apply them into a range of situations. Pupils develop an understanding of performance within a game-based situation and how to work as a team.</p> <p>Pupils can identify successful tactics for attacking and defending.</p> <p>Pupils can use a range of age appropriate equipment safely and explain to others the importance of this.</p>	<p>Pupils become familiar with basic rules of games and start to apply them into a range of situations. Pupils develop an understanding of performance within a game-based situation and how to work as a team</p> <p>Pupils can evaluate tactics used for attacking and defending and begin to suggest ways to increase success.</p> <p>Pupils can use a range of age appropriate equipment safely and explain to others the importance of this.</p>	<p>Pupils are able to show a good understanding of a variety of games and are able to adapt the rules of a game for an intended purpose (creating their own games).</p> <p>Pupils are able to assess their own performance, and the performance of others, to identify a variety of areas to develop – linking this to sporting values.</p> <p>Pupils can select appropriate equipment for a variety of sporting scenarios and explain how to use it safely.</p>	<p>Pupils are able to show a good understanding of a variety of games and are able to adapt the rules of a game for an intended purpose (creating their own games).</p> <p>Pupils are able to assess their own performance, and the performance of others, to identify a variety of areas to develop – linking this to sporting values.</p> <p>Pupils can select appropriate equipment for a variety of sporting scenarios and explain how to use it safely.</p>
Invasion Games	<p>Pupils will be able to move and stop confidently, negotiating the space around them.</p> <p>Pupils explore ways to send, retrieve and stop a ball using different body parts.</p>	<p>Pupils will become confident to move and keep themselves safe in the space where an activity is taking place.</p> <p>Pupils send and receive a ball in different ways with control and increased accuracy.</p>	<p>Pupils begin to improve the way they coordinate and control their bodies in various activities.</p> <p>Pupils begin to repeat and link combinations of movements together where appropriate.</p> <p>Pupils begin to send and receive a ball, with increased accuracy, whilst working with a partner or in a small group.</p>	<p>Pupils develop an understanding of how to move with a ball towards an intended target (goals) with increasing control.</p> <p>Pupils begin to understand their role as an attacker or defender.</p> <p>Pupils explore various ways of sending and receiving a ball across a variety of sports, using a range of equipment.</p>	<p>Pupils know where to position themselves to be an effective attacker or defender.</p> <p>Pupils begin to apply simple movement tactics to help a team score or gain possession.</p> <p>Pupils begin to send and receive whilst moving and working as part of a team.</p> <p>Pupils will be able to send and receive a ball with increased accuracy and fluency.</p>	<p>Pupils begin to identify and occupy space within a playing area to support the success of their team.</p> <p>Pupils can perform in a range of positions and know how to contribute to attacking and defending scenarios. Pupils consistently send, receive and shoot, whilst working as team, across a variety of sport with accuracy.</p> <p>Pupils begin to evaluate their success with this and identify ways to improve.</p>	<p>Pupils create and use space to support the team by selecting and applying different movement skills to evade and dodge a defender.</p> <p>Pupils begin to mark other players with the intention of intercepting or tackling their opponent.</p> <p>Pupils pass, receive and shoot a ball with increasing control and accuracy under pressure.</p> <p>Pupils can assess their performance, and that of others, and suggest ways to improve.</p> <p>Pupils begin to select the appropriate action for given situations, applying their knowledge of attacking of defending.</p>
Net and Wall Games	<p>Pupils explore how to hold a racket and begin to balance objects on them.</p>	<p>Pupils begin to hit the ball using a basic forehand technique.</p>	<p>Pupils begin to send a ball, using equipment, towards an intended target.</p> <p>Pupils develop basic hand eye co-ordination by hitting a moving (or dropped) ball.</p>	<p>Pupils begin to return a ball to a partner by applying basic racket skills.</p> <p>Pupils explore a range of arm movements, developing an understanding that there are different ways to swing the racket (forehand or backhand).</p> <p>Pupils can move around a court to match the movement of the incoming ball.</p>	<p>Pupils begin to play continuous games with a partner, where they apply basic racket skills and a variety of shots.</p> <p>Pupils develop good movement around the court, returning to the 'ready position' to defend their court.</p>	<p>Pupils can play continuous games, selecting appropriate shots to the given scenario and position of the ball on the court.</p> <p>Pupils can work collaboratively with a partner and evaluate their performance.</p>	<p>Pupils develop good decision making when selecting and applying different shots.</p> <p>Pupils show an understanding of how to perform a range of shots, dependant on given situation.</p> <p>Pupils can play under pressure and compete in competitive matches.</p>
Striking and Fielding	<p>Pupils explore how to bowl underarm and how to catch.</p>	<p>Pupils begin to show an ability to work with a partner in throwing and catching games.</p> <p>Pupils begin to throw a ball towards an intended target.</p>	<p>Pupils begin to develop accuracy when bowling the ball underarm and start to explore how to hit a ball using sporting equipment.</p> <p>Pupils develop an understanding of the concept of fielding – returning the ball to a chosen player or target.</p>	<p>Pupils begin to use overarm throwing, underarm throwing and catching skills as a fielder.</p> <p>Pupils develop an ability to strike a bowled ball after a bounce and bowl a ball towards an intended target.</p> <p>Pupils begin to understand different tactics needed when competing in striking and fielding games.</p>	<p>Pupils begin to use overarm throwing, underarm throwing and catching skills with increased accuracy, whilst developing speed for throwing and bowling.</p> <p>Pupils begin to apply team tactics to game scenarios and begin to work collaboratively to achieve success.</p>	<p>Pupils develop an ability to strike a bowled ball with increased power and accuracy.</p> <p>Pupils begin to identify areas of the field that can be targeted, in order to be more successful.</p>	<p>Pupils can strike a bowled ball with increasing consistency and accuracy.</p> <p>Pupils understand tactics for each role (striker, bowler and fielder) within a game scenario and can suggest ways to improve performance.</p> <p>Pupils can select appropriate action for given situations within a competitive game.</p>

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Athletics	<p>Pupils explore skills of running, jumping and throwing with a range of equipment.</p>	<p>Pupils begin to vary speed of running based on given commands. To identify how to jump and land safely</p>	<p>Pupils develop skills to throw a range of objects using one hand, to jump from a stationary position and land with control and to change speed and direction whilst running.</p>	<p>Pupils can run at slow, medium and fast paces, with an understanding of the effect this has on the body.</p> <p>Pupils use different take offs and landings when jumping and start to record distances.</p> <p>Pupils can throw a variety of objects, adapting their action for accuracy and distance.</p>	<p>Pupils demonstrate an understanding between the difference of sprinting and running for stamina.</p> <p>Pupils develop accuracy and consistency when performing different throwing actions, whilst advancing with power.</p> <p>Pupils can jump for distance and height with control and balance.</p>	<p>Pupils begin to demonstrate an understanding of different types of jumps (high jump, triple jump and long jump). They begin to develop technical skill whilst performing each jump.</p> <p>Pupils understand how stamina and power help people perform well in athletic situations, with a basic knowledge of how to improve these in individuals.</p> <p>Pupils are introduced to exchanging a relay baton within a given space.</p> <p>Pupils can lead a small group through an appropriate warm-up to prepare for athletic activities.</p>	<p>Pupils begin to perform different types of jumps (high jump, triple jump and long jump) with increasing accuracy and success.</p> <p>Pupils apply their knowledge that stamina and power help people perform well in athletic situations.</p> <p>Pupils can exchange a relay baton, in a given space, with increasing success.</p> <p>Pupils begin to evaluate their success in each element of athletics. They recognise their successes and identify areas (and how) to improve.</p>
Gymnastic	<p>Pupils safely move and stop with increasing confidence in a given space.</p> <p>Pupils can demonstrate a contrast in creating different body shapes (tall, wide, short, small, curved and straight).</p>	<p>Pupils begin to copy basic movements and sequences.</p> <p>Pupils can explore different ways of stretching, balancing, rolling and travelling safely.</p> <p>Pupils explore ways to safely jump off small apparatus.</p>	<p>Pupils begin to remember, repeat and link combinations of gymnastic actions together – creating balances and holding with increasing control.</p> <p>Pupils develop routines which have a clear beginning and end.</p> <p>Pupils begin to work with a partner, sharing ideas and creating simple sequences.</p>	<p>Pupils develop their own movement ideas and begin to sequence these together to create a routine.</p> <p>Pupils begin to move in unison with a partner, completing actions with increasing control and balance.</p> <p>Pupils develop an understanding of different gymnastics shapes and begin to choose actions that flow together well.</p> <p>Pupils begin to explore apparatus safely.</p>	<p>Pupils can safely perform balances independently and with a partner.</p> <p>Pupils can plan and perform sequences that include the range of gymnastics shapes taught in year 3.</p> <p>Pupils understand how body tension can improve the control and quality of their movements.</p> <p>Pupils begin to perform individual sequences and routines using the apparatus.</p>	<p>Pupils create and perform sequences using apparatus, individually and with a partner.</p> <p>Pupils begin to evaluate the performance of themselves and others, suggesting ways to improve.</p> <p>Pupils develop an understanding of synchronisation in performance and can assess the effective of this.</p> <p>Pupils use strength, flexibility and co-ordination to improve the quality of their performance.</p>	<p>Pupils create, perform, evaluate and adjust sequences using apparatus, individually and with a partner.</p> <p>Pupils develop an understanding of counter balance and how this impacts on performance of routines and partner balances.</p> <p>Pupils combine and perform gymnastics actions, shapes and actions with control and fluency.</p> <p>Pupils apply understanding of physical conditioning to suggest ways to improve performance.</p>
Dance	<p>Pupils explore and copy basic body actions and rhythms.</p> <p>Pupils begin to respond with their bodies to different types of music.</p>	<p>Pupils explore movement ideas and respond creatively to a range of music.</p> <p>Pupils begin to move confidently and safely within their own space.</p> <p>Pupils compose and link movements to make simple beginnings and endings to a routine.</p>	<p>Pupils explore, remember and repeat a range of actions with coordination and control.</p> <p>Pupils begin to explore the change of rhythm and speed of music.</p> <p>Pupils compose and perform short dances that express different moods or ideas.</p>	<p>Pupils create dances that communicate ideas.</p> <p>Pupils respond to dance moves created by the teacher and begin to perform in unison with peers.</p> <p>Pupils use counts to keep in time with a group and the music.</p>	<p>Pupils use simple stimuli and patterns to support the structure of dance actions.</p> <p>Pupils begin to suggest ways in which to improve or contribute to a class performance.</p> <p>Pupils can perform dances clearly and fluently, keeping in time with the music.</p>	<p>Pupils begin to adapt and refine dance actions to improve performance.</p> <p>Pupils can identify and begin to perform different styles of dance, clearly and fluently.</p> <p>Pupils evaluate the performance of the class dance and can suggest additions or alterations.</p>	<p>Pupils can adapt and refine dance actions with increasing accuracy and success, using a range of suggestions to improve.</p> <p>Pupils can choreograph a dance with the use of basic props and perform with fluency and control.</p> <p>Pupils can evaluate a performance using appropriate language and refine their own and other's work.</p>