

Skills Progression for Physical Education



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Show control and co-ordination when travelling and remaining still.	Travel in a range of different ways using feet, hands and feet and without feet.	Perform actions, balances, body shapes and movements with control.	Combine and perform increasingly complex gymnastic actions, shapes and balances.	Combine and perform a range of complex gymnastic actions, shapes and balances with control.	Combine and perform a series of sequences using a range of complex actions and balances etc.
	Find and use space safely showing awareness of others.	Use all available space using different pathways and changes in direction.	Combine an increasing range of elements with a sequence.	Develop an increasing range of solutions to tasks or stimulus.	Share and evaluate the solutions ideas of others.	Share and select the group's most effective solution or idea.
	Remember and repeat simple actions and movements with control.	Repeat simple sequences accurately and consistently.	Combine own work with the work of others.	Create sequences with others.	Create increasingly complex and varied sequences with others.	Plan a series of complex sequences with others.
	Describe movement phrases, e.g. travelling, balancing, climbing etc.	Describe own and others movements, balances and body shapes, using appropriate vocabulary.	Identify aspects of a performance that need to be practiced.	Recognise the key criteria needed to improve their own and others performance.	Use criteria to judge the quality of ideas, actions, composition and sequences.	Formulate own criteria and evaluate the effectiveness of performances.
	Select, link and perform simple actions and know how to start and finish movement phrases.	Select, link and perform with control a variety of actions.	Prepare well-structured sequences that can be performed alone or with a partner.	Prepare complex and varied sequences to perform with a partner or as part of a group.	Perform and choose from a wide range of complex and demanding actions, balances etc.	Analyse actions against a set criteria in order to evaluate the success of their performance.
		Perform longer phrases containing a clear beginning, middle and end.	Plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement.	Make longer, more complex sequences including changes of direction, level and speed,	Take the lead in the preparation of a performance including complex sequences to be performed by a group.	Work as a team in the preparation of a performance through the delegation of roles and responsibilities.
	Describe how they feel during and after exercise.	Identify when the heart rate (pulse) and breathing quickens.				
Dance	Perform a series of simple movements & actions.	Perform increasingly complex combinations of movements and actions with control.	Explore, improvise and combine movements and ideas effectively.	Rehearse, refine and repeat short dance sequences with artistic intention.	Refine and repeat a wide range of dances with style and artistic intention.	Rehearse, refine and adapt a wide range of dance.
	Show an increasing sense of dynamic expression and rhythmic accuracy.	Perform clearly and with expression showing an awareness of music.	Perform with an awareness of rhythmic, dynamic and expressive qualities.	Perform to an accompaniment expressively and sensitively.	Demonstrate a clear sense of own dance style.	Further develop and refine own dance style.

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	Select appropriate movements to support different dance ideas. Remember, repeat short dance phrases simple dances.	Select movements that demonstrate an understanding of the dance, mood and feeling. Repeat dance phrases and simple dances with accuracy and control.	Improvise freely alone/with a partner, translating ideas from stimuli and movement. Create and link simple dance phrases using dance structures and motifs.	Use an increasing range of complex composition principles to create dances. Create and structure motifs, phrases, sections and whole dances.	Use a range of technical and physical principles to create dances. Show an understanding of musical structure, rhythm, mood and phrasing.	Use a wide range of dance principles to create dances. Incorporate a range of musical structures, rhythms, moods and phrasing.
Games	Use basic underarm, rolling and hitting skills accurately. Intercept, retrieve and stop bean bags and large balls with some consistency. Throw, hit, kick a ball in a range of ways depending on the needs of the game. Describe what they and others need to do in a game.	Use with accuracy underarm, overarm and hitting skills. Track, intercept, stop and catch balls consistently. Anticipate movements and actions of others in partner work. Describe simple tactics and skills used in games.	Hit a bowled ball with intent and force. Use a range of skills when attacking and defending. Make tactical decisions while showing awareness of others. Understand and implement a range of tactics.	Bat, bowl and field with control. Suggest a range of skills that can be used to improve success. Vary team and individual tactics to generate impact. Plan and adapt team and individual tactics.	Bat, bowl and field using a range of techniques, Evaluate the success of skills used in order to improve play'. Explain in detail plans for and approaches to game play. Understand and give reasons for the use of a range of tactics.	Evaluate and suggest improvements to own/others skills. Analyse the effectiveness of skills used. Evaluate impact of plans and adapt in order to improve play. Analyse the effectiveness of tactics used.
Striking & Fielding			Use, with increasing accuracy, under arm and over arm throwing and hitting skills. Track, intercept, stop and catch balls and beanbags with consistency. Track balls or other equipment sent to them and anticipate where it is going. Describe simple tactics and skills they can use in games. Identify their own	Hit a bowled ball with intent and force. Bat, bowl and field with control. Use a range of fielding skills e.g. catching, throwing, bowling and intercepting with control and consistency. Make good tactical decisions quickly while remaining aware of what is going on around them. Identify their own and others' strengths and	Bat, bowl and field with control. Demonstrate a range of effective techniques. Choose and apply a range of increasingly complex skills and techniques that are suited to a range of games. Use a range of tactics for attacking and defending as batters, bowlers and fielders. Identify their own and others' strengths and weaknesses and devise	Evaluate and suggest improvements for batting, bowling and fielding skills of self and others. Suggest a range of complex skills and techniques that could be applied to improve a range of field games. Take a leading role in teams and have a significant impact on the games played.

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			strengths and suggest practices to help improve them. Become familiar with and begin to apply rules consistently and fairly.	weaknesses and devise practices that lead to improvement. Identify and describe features of successful game play.	practices that lead to improvement and evaluate. Use a sound understanding of the principles of play when planning their approaches to games.	Become familiar with and begin to apply rules consistently and fairly. Explain their plans for, and approaches to, game play.
Net & Ball Games			Keep up a continuous game using simple throwing and catching skills and techniques. Choose and use a range of simple tactics for sending the ball different ways. Choose and use an increasing range of simple tactics for defending their own court. Gain and understanding of, and use, rules. Make up own net games.	. Use a wide range of throwing, catching and hitting skills on both sides of the body. Change the pace, length and direction of throws and shots to outwit opponents. Know where to stand and how to defend their court. Use and interpret rules fairly. Make up own net games and their rules.	Use forehand, backhand and over arm shots, and volley when appropriate. Use preferred skills with competence and consistency. Understand the need for tactics, choose and use some tactics effectively. Apply rules consistently and fairly. Make up own net games that involve more than one player/team.	Play a full game of short tennis using the full range of racquet skills. Use a wide range of shots with consistency and accuracy. Understand the need for different tactics; give reasons for decisions and for tactics used. Analyse and make judgements about own and others ability to adhere to rules (umpire). Make up and share increasingly complex net games.
Invasion Games			Use a range of throwing and catching skills with control to keep possession and to score goals / points. Be aware of space and members of the opposition. Mark opponents and Use a variety of simply tactics for attacking and	Use different techniques for passing, controlling, dribbling and shooting the ball in games. Mark opponents and support players in defence. Identify tactics to help the team to keep the ball	Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games. Use marking, tackling and / or interception to improve defence. Apply principles of team play to keep possession of	Use a wide range of good quality skills effectively. Make and apply a range of decisions quickly and appropriately in games. Choose skills and tactics that meet the needs of the situation.

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			keeping possession of the ball. Understand the need to defend and attack. Become increasingly familiar with the rules of the game.	and take it towards the opposition's end. Use a range of tactics to attack and defend. Use and interpret the rules of the game.	the ball and score effectively. Know what position they are playing and how to contribute when attacking and defending. Apply rules consistently and fairly.	Play in a number of attacking and defending positions effectively. Take responsibility for judgements and decision making in game play (umpire).
Athletics			Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with fluency, control and consistency. Make up and repeat a short sequence of linked jumps. Take part in an athletic event, e.g. a relay activity. Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets.	Understand and demonstrate the difference between sprinting and running for sustained periods. Increase the fluency and control of running and / or jumping activities. Perform a range of jumps showing consistent technique and where appropriate using a short run up. Effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team. Throw objects, changing their action for accuracy and distance including the throwing of objects at targets.	Select the most appropriate pace for a running event, to sustain their running and improve upon personal targets. Demonstrate control and accuracy over running and /or jumping activities. Show control at take off in jumping activities. Participate in a range of athletic events, e.g. long jump, 100metres sprint etc. Show accuracy and good technique when throwing for distance.	Pace their efforts effectively. Adapt skills and techniques to different challenges and equipment. Show good control, speed, strength and stamina when running, jumping and throwing. Take part in a wide range of athletic events effectively. Use and apply effectively a range of throwing techniques.
Outdoor Education			Move from familiar to unfamiliar environments and pinpoint their positions.	Travel around a simple course; respond when the task or environment changes.	Work confidently in familiar and changing environments.	Work confidently in familiar and changing environments, adapting quickly to new situations.

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			Use plans and diagrams to follow a short trail from one point to another. Respond to a set challenge or problem. Discuss how to follow trails and solve problems. Begin to work and behave safely.	Use more detailed plans and diagrams to pinpoint their position and plot a route. Solve problems by using and applying a range of approaches. Explain reasons for choosing the approach used to solve a problem, recognising other possible approaches. Work and behave safely, when working on own and in small groups.	Using increasingly complex maps and diagrams select, and perform, skills and strategies effectively. Find own solutions to problems and challenges. Plan, implement and refine strategies, adapting strategies as necessary. Prepare physically and organisationally for challenges taking into account their own and others' safety.	Using a range of different maps and tracking devices identify and respond to events as they happen. Devise, select and put into practice a range of solutions to problems and challenges. Understand clearly the nature of a challenge or problem and what they want to achieve. Take a leading role when working with, and taking responsibility for others.

REAL PE- Progression of Skills

Key Stage 1

PERSONAL	SOCIAL	APPLYING PHYSICAL	COGNITIVE	CREATIVE	HEALTH AND FITNESS
Expected - Reception					
Stay on task with help. I enjoy working on simple tasks with help.	Play with others with help. I can play with others and take turns and share with help.	Travel in different ways. I can move confidently in different ways.	Follow instructions. I can follow simple instructions.	Observe and copy. I can observe and copy others	Describe simple changes. I am aware of the changes to the way I feel when I exercise.
Expected- Year 1					
Stay on task. I can follow instructions, practise safely and work on simple tasks by myself.	Understand others. I can work sensibly with others, taking turns and sharing.	Perform simple skills. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	Observe and describe. I can understand and follow simple rules. I can name things I'm good at.	Explore and describe. I can explore and describe different movements.	Explain benefits of exercise. I am aware of why exercise is important for good health.
Expected - End of KS1					
Keep trying. I try several times if at first I don't succeed and ask for help when appropriate.	Help and encourage. I can help, praise and encourage others in their learning.	Perform simple sequences. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, directions and speed.	Recognise and order. I can begin to order instruction, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	Compare and develop. I can begin to compare my movements and skills with others. I can select and link movements together to fit a scheme.	Practise safely. I can say how my body feels Before, during and after exercise. I use equipment appropriately and move and land safely.

PERSONAL	SOCIAL	APPLYING PHYSICAL	COGNITIVE	CREATIVE	HEALTH AND FITNESS
Expected - Lower Key Stage 2					
Take control. I know where I am with my learning and I have begun to challenge myself.	Work well with others. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Perform with control. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with control and consistency.	Explain why. I can understand the simple tactics of attacking and defending. I can explain why I am doing well and I have begun to identify areas for improvement.	Recognise and respond. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	Explain why. I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.
Expected - Upper Key Stage 2					
Consistently try to improve. I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	Organise and guide others. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Link with quality. I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	Describe how to improve. I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	Refine and change. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	Explain how to exercise. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.
Exceeding - Upper Key Stage 2					
Embrace challenge and take responsibility for my learning. I see all new challenges and opportunities to learn and develop. I can create my own learning plan and accept critical feedback and make changes.	Improve and lead others. I can give and receive sensitive feedback to improve myself and others. I can involve and motivate those around me to perform better.	Apply with consistency and fluency. I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.	Analyse performance and make good decisions. I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.	Express, adapt and adjust. I can respond imaginatively to different situations, adapting my skills, movements or tactics so they are different from or in contrast to others.	Prepare myself and for activity and plan my own fitness. I can self-select and perform appropriate warm and cool down activities. I can identify possible dangers when planning my own basic fitness programme.