

## St Nicholas St Laurence Primary School - Physical Education Skills Progression

Menu	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> <li>Moves freely and with confidence in range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>Experiments with different ways of moving.</li> <li>Enjoys joining in with dancing and ring games.</li> <li>Imitates movement in response to music.</li> <li>Beginning to move rhythmically.</li> <li>Uses movement to express feelings.</li> <li>Creates movement in response to music.</li> <li>Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>They represent their own ideas, thoughts and feelings through ...dance ...</li> </ul>	<ul style="list-style-type: none"> <li>Copies and explores basic movements and body patterns.</li> <li>Remembers simple movements and dance steps.</li> <li>Links movements to sounds and music.</li> <li>Responds to a range of stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Copies and explores basic movements with clear control.</li> <li>Varies levels and speed in sequence. Beginning to vary the size of their body shapes.</li> <li>Add a change of direction to a sequence.</li> <li>Uses space well and negotiate space clearly.</li> <li>Can describe a short dance using appropriate vocabulary.</li> <li>Responds imaginatively to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Copies and explores movements with clear control.</li> <li>Varies levels and speed in sequence. Can vary the size of their body shapes. Add multiple changes of direction to a sequence.</li> <li>Uses a given space well and negotiates space clearly.</li> <li>Can describe a short dance using appropriate vocabulary.</li> <li>Responds imaginatively to a range of stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently improvises with a partner or on their own.</li> <li>Beginning to create longer dance sequences in a larger group.</li> <li>Demonstrating precision and some control in response to stimuli.</li> <li>Beginning to vary dynamics and develop actions and motifs.</li> <li>Demonstrates rhythm and spatial awareness.</li> <li>Modifies parts of a sequence as a result of self-evaluation.</li> <li>Uses simple dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to exaggerate dance movements and motifs (using expression when moving).</li> <li>Demonstrates strong movements throughout a dance sequence.</li> <li>Combines flexibility, techniques and movements to create a fluent sequence.</li> <li>Moves appropriately and with the required style in relation to the stimulus. E.g. using various levels, ways of travelling and motifs.</li> <li>Beginning to show a change of pace and timing in their movements.</li> <li>Uses the space provided to his maximum potential.</li> <li>Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>Uses more complex dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>Exaggerate dance movements and motifs (using expression when moving).</li> <li>Performs with confidence, using a range of movement patterns.</li> <li>Demonstrates a strong imagination when creating own dance sequences and motifs.</li> <li>Demonstrates strong movements throughout a dance sequence.</li> <li>Combines flexibility, techniques and movements to create a fluent sequence.</li> <li>Moves appropriately and with the required style in relation to the stimulus. E.g. using various levels, ways of travelling and motifs.</li> <li>Beginning to show a change of pace and timing in their movements.</li> <li>Is able to move to the beat accurately in dance sequences.</li> <li>Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>Dances with fluency, linking all movements and ensuring they flow.</li> <li>Demonstrates consistent precision when performing dance sequences.</li> <li>Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>Uses more complex dance vocabulary to compare and improve work.</li> </ul>

## Gymnastics

<ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements.</li> <li>• Moves freely and with confidence in range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies and explores basic movements with some control and coordination.</li> <li>• Can perform different body shapes.</li> <li>• Performs at different levels.</li> <li>• Can perform a 2 footed jump.</li> <li>• Can use equipment safely.</li> <li>• Balances with some control.</li> <li>• Can link 2-3 simple movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and creates different pathways and patterns.</li> <li>• Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies compositional ideas independently and with others to create a sequence.</li> <li>• Copies, explores and remembers a variety of movements and uses these to create their own sequence.</li> <li>• Describes their own work using simple gym vocabulary.</li> <li>• Beginning to notice similarities and differences between sequences.</li> <li>• Uses turns whilst travelling in a variety of ways.</li> <li>• Beginning to show flexibility in movements.</li> <li>• Beginning to develop good technique when travelling, balancing, using equipment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Links skills with control, technique, coordination and fluency.</li> <li>• Understands composition by performing more complex sequences.</li> <li>• Beginning to use gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> <li>• Creates sequences using various body shapes and equipment.</li> <li>• Combines equipment with movement to create sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and combine their skills, techniques and ideas.</li> <li>• Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> <li>• Links skills with control, technique, coordination and fluency.</li> <li>• Understands composition by performing more complex sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>• Adapts sequences to include a partner or a small group.</li> <li>• Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> </ul>
---	--	--	--	---	--	---

<p style="text-align: center;"><b>Invasion Games</b></p>	<ul style="list-style-type: none"> <li>• Can catch a large ball.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Show good control and co-ordination in large and small movements. they move confidently in a range of ways, safely negotiating space.</li> </ul>	<ul style="list-style-type: none"> <li>• Can travel in a variety of ways including running and jumping.</li> <li>• Beginning to perform a range of throws.</li> <li>• Receives a ball with basic control.</li> <li>• Beginning to develop hand-eye coordination.</li> <li>• Participates in simple games.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to send the ball to others in a range of ways.</li> <li>• Beginning to apply and combine a variety of skills (to a game situation).</li> <li>• Develop strong spatial awareness.</li> <li>• Beginning to develop own games with peers.</li> <li>• Understand the importance of rules in games.</li> <li>• Develop simple tactics and use them appropriately.</li> <li>• Beginning to develop an understanding of attacking/defending.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands tactics and composition by starting to vary how they respond.</li> <li>• Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>• Beginning to communicate with others during game situations.</li> <li>• Uses skills with coordination and control.</li> <li>• Develops own rules for new games.</li> <li>• Makes imaginative pathways using the equipment.</li> <li>• Works well in a group to develop various games.</li> <li>• Beginning to understand how to compete with each other in a controlled manner.</li> <li>• Beginning to select resources independently to carry out different skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking.</li> <li>• Uses skills with coordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Works well in a group to develop various games.</li> <li>• Compares and comments on skills to support the creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• Uses skills with coordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking.</li> <li>• Keeps possession of balls during games situations.</li> <li>• Consistently uses skills with coordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support the creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul>
<p style="text-align: center;"><b>Athletics</b></p>	<ul style="list-style-type: none"> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• Can run at different speeds.</li> <li>• Can jump from a standing position.</li> <li>• Performs a variety of throws with basic control.</li> </ul>	<ul style="list-style-type: none"> <li>• Can change speed and direction whilst running.</li> <li>• Can jump from a standing position with accuracy.</li> <li>• Performs a variety of throws with control and coordination.</li> <li>• <i>Preparation for shot put and javelin.</i></li> <li>• Can use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country.</li> <li>• Can perform a running jump with some accuracy. Performs a variety of throws using a selection of equipment.</li> <li>• Can use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Beginning to perform a running jump with more than one component. e.g. hop skip jump (triple jump).</li> <li>• Beginning to show accuracy in throwing and catching activities.</li> <li>• Describes good athletic performance using basic vocabulary.</li> <li>• Can use equipment safely and with control.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of running techniques and use with confidence.</li> <li>• Developing skills in performing a running jump with more than one component. e.g. hop skip jump (triple jump).</li> <li>• Beginning to record peers performances, and evaluate these.</li> <li>• Developing accuracy and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using appropriate vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>	<ul style="list-style-type: none"> <li>• Can select an appropriate running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).</li> <li>• Record peers performances, and evaluate these.</li> <li>• Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>

<p><b>Outdoor Adventurous Activities.</b></p>				<ul style="list-style-type: none"> <li>• Develops listening skills.</li> <li>• Creates simple body shapes.</li> <li>• Listens to instructions from a partner/ adult.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Discuss and work with others in a group.</li> <li>• Beginning to demonstrate an understanding of how to stay safe with adult guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Uses simple maps.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe with adult guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops listening skills for more than one instruction at a time.</li> <li>• Uses and interprets simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strong listening skills for more than one instruction at a time.</li> <li>• Uses and interprets increasingly complex maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in groups of increasing size.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>
<p><b>Swimming</b></p>					<ul style="list-style-type: none"> <li>• Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</li> </ul>		
<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Captures experiences and responses with a range of media, such as music, dance, and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>• Can comment on own and others performance.</li> <li>• Can give comments on how to improve performance.</li> <li>• Use appropriate vocabulary when giving feedback.</li> </ul>		<ul style="list-style-type: none"> <li>• Watches and describes performances.</li> <li>• Beginning to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> <li>• Make suggestions on how to improve others work, commenting on similarities and differences.</li> </ul>		<ul style="list-style-type: none"> <li>• Watches and describes performances accurately.</li> <li>• Learn from others how they can improve their skills.</li> <li>• Comment on tactics and techniques to help improve performances.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>	
<p><b>Healthy Lifestyles</b></p>	<ul style="list-style-type: none"> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coats or shirt when held up, pulls down trousers, and pulls up zipper once it is fastened at the bottom.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Usually dry and clean during the day.</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Children know the importance for good health for physical exercises, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic vocabulary to describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> </ul>		<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Beginning to understand the need to warm up and cool down.</li> </ul>		<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body using some scientific terminology.</li> <li>• Can explain more complex factors involved with exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>	

