

**Progression of skills: PHYSICAL EDUCATION**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	Travel safely and creatively in a space led by a teacher.	Use my body and create simple theme related shapes, movements and actions	Responds to range of stimuli.	Copies and explores basic movements with clear control.	Beginning to improvise independently to create a simple dance.	Confidently improvises with a partner or on their own.	Beginning to exaggerate dance movements and motifs (using expression when moving)	Exaggerate dance movements and motifs (using expression when moving)
	Use pictures to create shapes, movements and actions	Travel safely and creatively in a space independently.	Links movements to sounds and music.	Varies levels and speed in sequence	Beginning to improvise with a partner to create a simple dance.	Beginning to create longer dance sequences in a larger group.	Demonstrates strong movements throughout a dance sequence.	Performs with confidence, using a range of movement patterns.
	Remember and perform basic movement when led by a teacher.	Show different levels when I travel.	Copies and explores basic movements and body patterns Remembers simple movements and dance steps	Can vary the size of their body shapes	Translates ideas from stimuli into movement with support.	Demonstrating precision and some control in response to stimuli.	Combines flexibility, techniques and movements to create a fluent sequence.	Demonstrates a strong imagination when creating own dance sequences and motifs.
		Remember and perform basic movement when led by a teacher.		Add change of direction to a sequence	Beginning to compare and adapt movements and motifs to create a larger sequence.	Beginning to vary dynamics and develop actions and motifs.	Moves appropriately and with the required style in relation to the stimulus.	Demonstrates strong movements throughout a dance sequence.
		Progress towards a more fluent style of moving, with developing control and grace.		Uses space well and negotiates space clearly.	Uses simple dance vocabulary to compare and improve work.	Demonstrates rhythm and spatial awareness.	Beginning to show a change of pace and timing in their movements.	Combines flexibility, techniques and movements to create a fluent sequence.
				Can describe a short dance using appropriate vocabulary.		Modifies parts of a sequence as a result of self-evaluation.	Uses the space provided to his maximum potential.	Moves appropriately and with the required style in relation to the stimulus.
				Responds imaginatively to stimuli.		Uses simple dance vocabulary to compare and improve work.	Improvises with confidence, still demonstrating fluency across their sequence.	Beginning to show a change of pace and timing in their movements.
							Modifies parts of a sequence as a result of self and peer evaluation.	Is able to move to the beat accurately in dance sequences.
							Uses more complex dance vocabulary to compare and improve work.	Improvises with confidence, still demonstrating fluency across their sequence.
								Dances with fluency, linking all movements and ensuring they flow.
							Demonstrates consistent precision when performing dance sequences.	
							Modifies parts of a sequence as a result of self and peer evaluation.	
							Uses more complex dance vocabulary to compare and improve work.	

**Nur**

**Rec**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

# Gymnastics

Balance on one leg while still.	To rock on different body parts	Perform controlled spins	Run and jump through 90, 180 and 270 degrees.	Turn through 90, 180, 270 and 360 degrees	Support my body weight on my hands and feet only	Perform matching moves showing ways of transitioning from one move to the next	Gain elevation from a powerful run and dynamic take off
Maintain balance whilst moving slowly.	Perform a sequence of moves where I transfer the weight from one part of my body to the other	Support my body weight in symmetrical balances	Turn elegantly and perform sequences in different pathways	Hold balances with good control and find ways of moving out of one balance and into another.	Spin from one support to another by taking my weight on my hands	Control an arabesque	Take off from one foot and two feet
Twist bend and reach whilst maintaining my balance	Travel from rock into roll	Spin on apparatus	Demonstrate variety in my movements with a clear starting and finishing position	Show graceful ways of moving from the floor to the ground and vice versa	Create sequences involving different controlled rolls and front and back supports	To mirror my partners moves and in unison.	Create shapes whilst in flight
Push down, up, forward, backwards, high	Perform a log and egg roll with control and as part of a sequence	Perform spins on side, front, back and bottom using floor and apparatus.	Perform routines including a combination of symmetrical and asymmetrical spins.	Perform with control and be able to adapt my original work.	Move seamlessly from front and back supports to other balances	Demonstrate fluent routines	Land with soft knees and in strong symmetrical positions
Jump in variety of ways	Roll sideways and forwards with control	Perform routines including a combination of symmetrical and asymmetrical spins.	Spin at different levels on points and perform them.	Improve my work by acting upon feedback	Form different shapes with my legs whilst in shoulder balance	Perform elements of unison and canon in group routines.	Share space and apparatus safely with others
Leap	Leap with control and land appropriately.	Spin out of balances to form sequences and perform these in sequences.	Hold balances on points of the body	Travel backwards and sideways linking my movements together	Work in different formations within a sequence and perform in unison to a set count	Form strong arches and bridges, creating sequences involving supporting my body weight	Mount and dismount apparatus safely and imaginatively
Maintain my balance whilst lifting and carrying	Perform a variety of pencil rolls	Hold balances at different levels	Make my sequences flow performing a variety of moves on floor and apparatus using different pathways	Make my sequences flow performing a variety of moves on floor and apparatus using different pathways	To leapfrog others safely and travel over and under others.	To leapfrog others safely and travel over and under others.	Perform jumps gracefully using cat springs and a range of other jumps
Pick something up whilst balancing on one leg	Jump from low apparatus in different ways.	Spin out of balances to form sequences and perform these in sequences.	Devises sequences of spins and balances on patches	Devises sequences of spins and balances on patches	Perform a sequence of front and back supports which involve under and over	Travel in lots of interesting ways over benches	Explore different levels in my sequences to include flight and travelling close to the ground
Dodge	Rock and roll	To form interesting starting positions	Perform a twist and then a roll and change my pathway after each roll	Perform a twist and then a roll and change my pathway after each roll	Balance on different points and patches by composing sequences matching a partners synchrony	Spin from front to back support over my partner who is in pencil shape	In groups create a sequence of rolls, performing in unison with starting and finishing points clearly defined
Use space safely	Perform in cannon with a partner	Push pull myself along the ground on different parts of my body	Twist whilst in motion and perform counter balances using apparatus	Twist whilst in motion and perform counter balances using apparatus	Create a sequence involving matching and contrasting shapes and moves	Perform with good technique and seamless transitions	Create different formations and pathways in large groups
Travel close to the ground	To move from one roll to another by rocking	To form sequences by travelling in different pathways	Work in synchronisation with a partner to twists and balances including counter balances and counter tension.	Work in synchronisation with a partner to twists and balances including counter balances and counter tension.	Perform in unison and canon	Slide, scramble, push and spin	Take weight on my hands in different ways and travel on different body parts
Move confidently	To bend my legs when landing	Step and turn gracefully	Mirror moves of my partner	Mirror moves of my partner	Forward roll with good technique and control and as part of a sequence of rolls	Perform in canon to a consistent tempo so that my sequence flows	Perform sequences with changes in direction, level and speed
Use apparatus to link skills	Jump through turns with control	Jump in different pathways with coordination	Create a sequence with a clear start and controlled twists, spins and turns.	Create a sequence with a clear start and controlled twists, spins and turns.	Roll along, around and through apparatus	Create a sequence working at different levels and with different dynamics	Create pathways that cross and mirror asymmetrical body shapes within the group
Balance on patches	Jump and show a tucked body shape in the air	Perform zig-zag sequences	Travel in curled positions supporting my own body weight	Travel in curled positions supporting my own body weight	Roll backwards and come to standing without knees touching the mat	Perform balances in unison and rolls in canon working symmetrically and asymmetrically	Hold controlled balances on a variety of points and patches on any given number of body parts.
Jump of an object and land appropriately	Change leg positions whilst I am in the air	Create curved pathways on the floor and apparatus	Stretch whilst in balance and create sequences which flow using arching and stretching	Stretch whilst in balance and create sequences which flow using arching and stretching	Roll backwards into straddle	Perform group routines changing levels, speed and direction	Evaluate the work of others
	Execute a variety of jumps and leaps with control	Mount and dismount apparatus imaginatively and safely.	Arch my body with seamless transitions between stretches and curls	Arch my body with seamless transitions between stretches and curls	To roll over a partner safely	Mirror a partner on apparatus	Hold a range of symmetrical and asymmetrical counter balances
		Travel and balance with my body in a wide shape and spin in wide positions	Form front to back supports Demonstrate a variety of ways to traveling and out of support	Form front to back supports Demonstrate a variety of ways to traveling and out of support	Mirror a partner on apparatus	To present a sequence of rolls which show elements of unison and cannon.	Challenge myself to improve
		Take my body weight and move in curled shapes					Use apparatus an/or pupils when balancing Link asymmetrical counter tension balances using transitional moves
		Form a sequence of long shapes whilst in balance, motion and flight					

	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	<p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Collaborate with others</p> <p>Show a preference for a dominant hand</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>rolling - running</p> <p>crawling - hopping</p> <p>walking - skipping</p> <p>jumping - climbing</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to develop hand-eye coordination</p> <p>Receives a ball with basic control</p> <p>Beginning to perform a range of throws.</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>

<b>Athletics</b>	<p>Share space and run with my head up</p> <p>Jump for height and clear an obstacle</p> <p>Throw a variety of equipment for distance</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
<b>Outdoor Adventurous Activities</b>				<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
<b>Swimming</b>						<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	

<b>Evaluation</b>	Can comment on own and others performance	Watches and describes performances accurately.	Watches and describes performances accurately.
	Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.
<b>Healthy Lifestyles</b>	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body
	Can explain the importance of exercise and a healthy lifestyle. Know and talk about the different factors that support overall health and wellbeing: -regular physical activity	Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.

### National Curriculum

<b>Progression of skills: PHYSICAL EDUCATION</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Dance</b>	perform dances using simple movement patterns		perform dances using a range of movement patterns			
<b>Gym</b>	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		develop flexibility, strength, technique, control and balance			
<b>Games</b>	participate in team games, developing simple tactics for attacking and defending		use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending			
<b>Athletics</b>			compare their performances with previous ones and demonstrate improvement to achieve their personal best			
<b>Outdoor Adventurous Activities</b>			take part in outdoor and adventurous activity challenges both individually and within a team			
<b>Swimming</b>			Swimming and water safety: swim competently, confidently and proficiently over a distance of at least 25 metres Swimming and water safety: use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Swimming and water safety: perform safe self-rescue in different water-based situations			