



Progression of Skills PE

PE Progression of Skills Key Stage 1 Rec/ Year 1	Year 1/ 2	Year 2	End of Key Stage Expectations
Health and Fitness	I can describe how my body feels before, during and after an activity.	I can describe how my body feels before, during and after an activity I can show how to exercise safely.	I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy.
Acquiring and developing skills	I can copy actions. I can repeat actions and skills.	I can move with control and care. I can copy and remember actions. I can repeat and explore actions with control and coordination.	Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Evaluating and improving	I can talk about what I have done. I can describe what other people did.	I can describe what other people did. I can say how I could improve.	I can talk about what is different between what I did and what someone else did.

			I can say how I could improve.
Dance	<p>I can move to music.</p> <p>I can copy dance moves.</p> <p>I can perform some dance moves.</p> <p>I can move around the space safely</p>	<p>I can change rhythm, speed, level and direction.</p> <p>I can dance with control and co-ordination.</p> <p>I can make a sequence by linking sections together.</p> <p>I can link some movement to show a mood or feeling.</p> <p>I can copy dance moves.</p> <p>I can make up a short dance.</p> <p>I can dance imaginatively.</p> <p>I can change rhythm, speed, level and direction.</p>	<p>Pupils should be taught to perform dances using simple movement patterns.</p> <p>Use movement imaginatively, responding to stimuli, including music and performing basic skills</p> <ul style="list-style-type: none"> •change rhythm, speed, level and direction of their movements create and perform dances using simple movement patterns, including those from different times and cultures •express and communicate ideas and feelings
Games	<p>I can throw underarm.</p> <p>I can roll a ball.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands.</p> <p>I can they kick in different ways.</p> <p>I can hit a ball with a bat.</p>	<p>I can stay in a 'zone' during a game.</p> <p>I can decide where the best place to be is during a game.</p> <p>I can use one tactic in a game.</p>	<p>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending</p>

	<p>I can throw in different ways.</p> <p>I can use hitting, kicking and/or rolling in a game</p> <p>I can follow rules.</p>	<p>I can follow rules.</p>	
Gymnastics	<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll in different ways.</p> <p>I can travel in different ways.</p> <p>I can balance in different ways.</p> <p>I can stretch in different ways.</p> <p>I can curl in different ways.</p>	<p>I can use contrast in my sequences.</p> <p>My movements are controlled.</p> <p>I can think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>I can work on my own and with a partner to create a sequence.</p>	<p>Pupils should be taught to move in a controlled manner. To move in a variety of ways.</p>

End of KS Expectations:

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

	Y3/4	Y4/5	Y5/6	End of Key stage Expectations
Health and Fitness	<p>I can explain why it is important to warm up and cool-down.</p> <p>I can identify some muscle groups used in gymnastic activities.</p> <p>I can explain why warming up is important.</p>	<p>I can explain why warming up is important.</p> <p>I can explain why keeping fit is good for my health.</p> <p>I can explain what effect exercise has on my body.</p>	<p>I can explain some important safety principles when preparing for exercise.</p> <p>I can explain why exercise is important.</p> <p>I can choose appropriate warm ups and cool downs.</p>	<p>I can explain how the body reacts to different kinds of exercise.</p> <p>I can explain why we need regular and safe exercise.</p>
Acquiring and Developing	<p>I can select and use the most appropriate skills, actions or ideas.</p> <p>I can move and use actions with co-ordination and control.</p>	<p>I can select and use the most appropriate skills, actions or ideas.</p> <p>I can make up my own small-sided game</p>	<p>I can apply my skills, techniques and ideas consistently.</p>	<p>Pupils should be taught to use running, jumping, catching and throwing in</p>

		I can show good control in my movements.	I can show precision, control and fluency.	isolation and in combination.
Evaluating and Improving	<p>With help, I can recognise how performances could be improved.</p> <p>I can explain how my work is similar and different from that of others.</p> <p>I can use my comparison to improve my work.</p> <p>I can explain how my work is similar and different from that of others.</p> <p>I can use my comparison to improve my work.</p>	<p>I can explain how my work is similar and different from that of others.</p> <p>I can use my observations to improve my work.</p>	<p>I can analyse and explain why I have used specific skills or techniques.</p> <p>I can create my own success criteria for evaluating.</p>	<p>Pupils should be taught to compare their performances with previous ones to achieve their personal best.</p>
Dance	<p>I can improvise freely, translating ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and in small groups.</p> <p>I can repeat, remember and perform these phrases in a dance.</p>	<p>I can perform to an accompaniment, expressively and sensitively.</p>	<p>I can develop imaginative dances in a specific style.</p> <p>I can choose my own music, style and dance</p>	<p>Pupils should be taught to create dances using a range of movement patterns, including those from different</p>

		<p>My movements are controlled.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>		<p>times, place and cultures</p> <p>Respond to a range of stimuli and accompaniment</p> <p>Through dance, develop flexibility, strength, technique, control and balance</p> <ul style="list-style-type: none"> •Perform dances using a range of moves.
Games	<p>I can throw and catch with control when under limited pressure.</p> <p>I know and use rules fairly to keep games going.</p> <p>I can keep possession with some success when using equipment that is not used for throwing and catching skills.</p>	<p>I can hit a ball accurately and with control.</p> <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can choose the best tactics for attacking and defending.</p>	<p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can use forehand and backhand with a racquet.</p> <p>I can field.</p>	<p>I can explain complicated rules.</p> <p>I can make a team plan and communicate it to others.</p> <p>I can lead others in a game situation.</p>

	<p>I am aware of space and use it to support team-mates and cause problems for the opposition.</p> <p>I can catch with one hand.</p> <p>I can they throw and catch accurately.</p> <p>I can move to find a space when they are not in possession during a game.</p>		<p>I can use a number of techniques to pass, dribble and shoot.</p>	
Gymnastics	<p>I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can adapt sequences to suit different types of apparatus and their partner's ability. I can work in a controlled way. I can</p>	<p>I can include change of speed.</p> <p>I can include change of direction.</p> <p>I can include a range of shapes.</p> <p>I can follow a set of 'rules' to produce a sequence.</p> <p>I can combine action, balance and shape.</p>	<p>I can make complex or extended sequences.</p> <p>I can perform consistently to different audiences.</p> <p>My movements are accurate, clear and consistent.</p>	<p>I can combine my own work with that of others.</p> <p>I can link my sequences to specific timings</p>

	work with a partner to create, repeat and improve a sequence with at least three phases.			
Athletics	<p>I can link running and jumping activities with some fluency, control and consistency.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can run over a long distance.</p> <p>I can run at fast, medium and slow speeds, changing speed and direction.</p> <p>I can make up and repeat a short sequence of linked jumps.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p>	<p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> <p>I can combine running and jumping.</p>	<p>I am controlled when taking off and landing in a jump.</p> <p>I can throw with accuracy.</p> <p>I can follow specific rules.</p>	<p>I can demonstrate stamina.</p> <p>I can use my skills in different situations.</p>

Coverage

- Dance
- Games (sports)
- Athletics
- Gymnastics

Each of the units above should be taught with the coverage of these below.

- Health and Fitness
- Acquiring and Developing
- Evaluating and Improving

