



PROGRESSION IN P.E SKILLS

	Introduction to PE	Dance	Gymnastics	Fundamentals of PE	Ball Skills	Games
Children will:						
Nursery	• Begin to run, jump, hop, skip, balance and crawl • Begin to communicate with other children effectively • Begin to show independence, perseverance and confidence in sport. • Begin moving safely in spaces. • Learn to use equipment safely. • To learn how to follow, copy and lead a partner	• Begin moving safely in spaces when performing dance moves. • Develop emotional independence and confidence. • Understand safety, respect and collaboration with others. • Explore different body parts and how they move • Learn and repeat simple actions. • Move at different levels. • Show imagination through dance	• Introduce shapes, balances, jumps, rocking, rolling and travelling. • Copy and create shapes with their body. • Being to include apparatus. • Develop balancing taking weigh on different body parts. • Develop jumping and landing safely.	• To introduce balancing, running, jumping, hoping and changing direction safely. • To support others, work safely and take turns. • To develop honesty and determination in sport. • To make simple decisions.	• To being to learn how to roll, stop a rolling ball, throw, bounce, catch, dribble with feet and kick. • To understand how to work safely. • Begin to work collaboratively and support others. • To show perseverance and honesty. • To introduce accuracy.	• Being to run, balance, change direction, throw, catch in simple games. • Begin to work co-operatively with others and show encouragement to peers. • To understand confidence, honesty, determination and manage emotions. • Learn how to keep score. • To being to work with other to play team games.
Reception	• Run, jump, hop, skip, balance and crawl • Communicate with other children effectively • Show independence, perseverance and confidence in sport. • Consider about moving safely in spaces. • To use equipment safely. • To follow, copy and lead a partner/group. • Follow a path and take turns.	• Move safely in spaces when performing dance moves. • Show emotional independence and confidence. • Copy, repeat and explore actions. • Explore and remember actions considering level, shape and directions. • Include props safely and consider co-ordination. • Remember and repeat moves in time with music. • Begin to use counts.	• Develop shapes, balances, jumps, rock and roll, barrel roll, progressions of a forward roll, travelling. • Work safely and show collaboration. • Share, support and take turns.	• To further develop balancing, running, jumping, hoping and changing direction safely. • To support others, work safely and take turns. • To make simple decisions in sports. • To show confidence and acceptance to decisions. • Explore different way to travel when using equipment.	• Develop skills such as how to: roll, track, throw, dribble with hands, dribble with feet, kick and catch. • To show co-operation, take turns and work safely. • To develop perseverance, independence, determination and honesty.	• Develop skills such as how to: run, balance, change direction, throw, catch in simple games. • Develop working co-operatively with others and show encouragement to peers. • To further develop confidence, honesty, determination and manage emotions. • To play by the rules.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will:						
Dance	• Perform basic body actions sometimes using counts. • Use different parts of the body in isolation and together and can explore pathways. • Show some sense of dynamic and expressive qualities in their dance. • Perform dance phrases using simple movement patterns. • Move confidently and safely. • Vary the way they use space and can recognise changes in their body when they exercise.	• Perform body actions with control and coordination. • Sometimes use counts to stay in time with music. • Choose movements with different dynamic qualities to express an idea, mood or feeling. • Work with a partner using mirroring and unison.	• Create dance phrases that communicate ideas. • Create dance phrases with a partner and in a small group using canon and unison. • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music.	• Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances clearly and fluently	• Adapt and refine the way they use actions, dynamics and relationships in their dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Lead a partner through short warm-up routines.	• Work creatively and imaginatively on their own, with a partner and in a group to choreograph motifs and structure simple dances. • Adapt and refine the way they use actions, dynamics and relationships to improve their dance. • Choreograph a dance using props and apparatus. • Perform dances fluently and with control. • Lead a small group through a short warm-up routine.
Gymnastics	• Remember and repeat actions and shapes. • Make their body tense, relaxed, stretched and curled. • Show an awareness of space when travelling. • Link simple actions together. • Use apparatus safely.	• Plan and repeat simple sequences of actions. • Use shapes when performing other skills. • Use directions and levels to make their work look interesting. • Perform the basic gymnastic actions with some control and balance.	• Complete actions with increasing balance and control. • Move in unison with a partner. • Choose actions that flow well into one another. • Adapt sequences to suit different types of apparatus. • Plan and perform sequences with a partner that include a change of level and shape.	• Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Use different body parts as a secure basis when balancing. • Lead a partner through short warm-up routines.	• Create and perform sequences using apparatus, individually and with a partner. • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance.	• Understand what counter balance and counter tension is and can show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences taking using compositional devices to improve the quality.

Invasion	• Begin to dribble a ball with their hands and feet. • Know who is on their team. • Send and receive a ball. • Dodge. • Find space.	• Dribble a ball with their hands and feet with increasing accuracy. • Know who is on their team and can attempt to send the ball to them. • Move with a ball towards goal. • Dodge and find space away from the other team. • Stay with another player to try and prevent them from getting the ball.	• Dribble, pass, receive and shoot the ball with some control. • Learning the rules of the game and begin to use them. • Move with a ball towards goal with increasing control. • Begin to develop an understanding of competition in sport and demonstrate fairness and sportsmanship.	• Dribble, pass, receive and shoot the ball with increasing control. • Understand the rules of the game and can use them most of the time. • Help their team keep possession and score goals when they play in attack. • Delay and help prevent the other team from scoring when they play in defence. • Use simple tactics to help their team score or gain possession.	• Dribble, pass, receive and shoot the ball with some control under pressure. • Understand the rules of the game and can use them often. • Understand there are different skills for different situations and will begin to use this. • Understand how to move into space to help their team/teammate. • Lead a partner through short warm-up routines.	• Dribble, pass, receive and shoot the ball with increasing control under pressure. • Use the rules of the game consistently. • Create and use space to help their team. • Select and apply different movement skills to lose a defender. • Lead a small group through a short warm-up routine. • Use marking, tackling and/or interception to improve their defence.
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Striking and Fielding	• Roll a ball towards a target. • Stop a medium-sized ball with some consistency. • Sometimes catch a beanbag and a medium sized ball. • Track a ball. • Know how to score points. • Push a ball using their hand and an object.	• Roll a ball to hit a target. • Develop underarm and overarm throwing skills. • Sometimes hit a ball using a racket. • Know how to score points and can remember the score. • Track a ball and stop it. • Apply these skills in a variety of simple games. • Use some simple tactics.	• Use overarm and underarm throwing, and catching skills. • Begin to strike a bowled ball. • Bowl a ball towards a target. • Develop an understanding of tactics and can begin to use them in game situations. • Understand the aim of the game. • Learn the rules of the game and can begin to use them.	• Use overarm and underarm throwing, and catching skills with increasing accuracy. • Sometimes strike a bowled ball. • Bowl a ball with some accuracy, and consistency. • Choose and use simple tactics for different situations. • Understand the rules of the game and can use them often.	• Sometimes strike a bowled ball. • Develop a wider range of skills and are beginning to use these under some pressure. • Use the skills they prefer with increasing consistency. • Understand the need for tactics and have begun to choose and use some tactics effectively. • Understand the rules of the game and can use them to play fairly. • Understand there are different skills for different situations and will begin to use this. • Lead a partner through short warm-up routines.	• Strike a bowled ball with increasing consistency. • Understand and can use some tactics in the game as a batter, bowler and fielder. • Use a wider range of skills in game situations. • Select the appropriate action for the situation. • Use the rules of the game consistently. • Lead a small group through a short warm-up routine.
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Net and Wall	• Throw and push a ball in a variety of ways. • Sometimes catch a beanbag and a medium sized ball. • Track balls and other equipment sent to them. • Throw and hit a ball in a variety of ways.	• Show awareness of opponents when playing games. • Roll and hit a ball. • Apply these skills in a variety of simple games. • Work with a partner to improve their skill.	• Return a ball to a partner. • Use basic racket skills. • Learning the rules of the game and will begin to use them. • Throw with some accuracy and catch with some consistency.	• Sometimes play a continuous game. • Use a range of basic racket skills. • Return to the ready position to defend their own court. • Understand the rules of the game and can use them often. • Throw with some accuracy at a target. • Catch with increasing control. • Use simple tactics.	• Develop a wider range of skills and will begin to use these under some pressure. • Use the skills they prefer with increasing consistency. • Understand the need for tactics and can sometimes apply them. • Play cooperatively with a partner. • Throw accurately at a target. • Understand there are different skills for different situations and can begin to use these.	• Use a wider range of skills in game situations. • Play cooperatively with a partner. • Select the appropriate action for the situation. • Create and sometimes use a variety of tactics. • Lead a small group through a short warm-up routine.
Team Building OAA	• Follow instructions. • Listen to others. • Work co-operatively with a partner. • Communicate simple instructions. • Show fair play.	• Follow 2-step instructions. • Work with a partner and is beginning to work in a small group. • Share their ideas and help to solve tasks. • Listen to others. • Reflect on when they were successful at solving challenges. • Reflect on areas for improvement.	• Follow and give instructions. • Communicate ideas and listen to others. • Work with a partner and a small group. • Plan and attempt to apply strategies to solve problems. • Reflect on when and why they were successful at solving challenges. • Develop map reading skills.	• Accurately follow and give instructions. • Work effectively with a partner and a small group. • Identify key symbols on a map and use a key to help navigate around a grid.	• Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • Orientate and map. • Navigate around a course using a map.	• Work effectively with a partner and a group. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Orientate and map efficiently to navigate around a course.

Swimming				• Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.		
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