

St John's Primary School - Skills Progression for Physical Education



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

	Remember, repeat and link simple movements and phrases.	Remember, repeat short dance phrases simple dances.	Repeat dance phrases and simple dances with accuracy and control.	Create and link simple dance phrases using dance structures and motifs.	Create and structure motifs, phrases, sections and whole dances.	Show an understanding of musical structure, rhythm, mood and phrasing.	Incorporate a range of musical structures, rhythms, moods and phrasing.
Games	<p>Practice underarm throwing and rolling skills.</p> <p>Practice simple collecting and receiving skills.</p> <p>Play simple games with a partner or passive opponent.</p> <p>Describe basic rules and the way to score.</p>	<p>Use basic underarm, rolling and hitting skills accurately.</p> <p>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.</p> <p>Describe what they and others need to do in a game.</p>	<p>Use with accuracy underarm, overarm and hitting skills.</p> <p>Track, intercept, stop and catch balls consistently.</p> <p>Anticipate movements and actions of others in partner work.</p> <p>Describe simple tactics and skills used in games.</p>	<p>Hit a bowled ball with intent and force.</p> <p>Use a range of skills when attacking and defending.</p> <p>Make tactical decisions while showing awareness of others.</p> <p>Understand and implement a range of tactics ,</p>	<p>Bat, bowl and field with control.</p> <p>Suggest a range of skills that can be used to improve success. Vary team and individual tactics to generate impact.</p> <p>Plan and adapt team and individual tactics.</p>	<p>Bat, bowl and field using a range of techniques,</p> <p>Evaluate the success of skills used in order to improve play'.</p> <p>Explain in detail plans for and approaches to game play.</p> <p>Understand and give reasons for the use of a range of tactics.</p>	<p>Evaluate and suggest improvements to own/others skills.</p> <p>Analyse the effectiveness of skills used.</p> <p>Evaluate impact of plans and adapt in order to improve play.</p> <p>Analyse the effectiveness of tactics used.</p>

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Striking and Fielding	Use, with increasing accuracy, under arm and over arm throwing and hitting skills.	Hit a bowled ball with intent and force. Bat, bowl and field with control.	Bat, bowl and field with control. Demonstrate a range of effective techniques.	Evaluate and suggest improvements for the batting, bowling and fielding skills of self and others.
	Track, intercept, stop and catch balls and beanbags with consistency.	Use a range of fielding skills e.g. catching, throwing, bowling and intercepting with control and consistency.	Choose and apply a range of increasingly complex skills and techniques that are suited to a range of games.	Suggest a range of complex skills and techniques that could be applied to improve a range of field games.
	Track balls or other equipment sent to them and anticipate where it is going.	Make good tactical decisions quickly while remaining aware of what is going on around them.	Use a range of tactics for attacking and defending as batters, bowlers and fielders.	Take a leading role in teams and have a significant impact on the games played.
	Choose a skill that suits the needs of the game and outwits their opponents.	Understand and implement a range of tactics in a range of games.	Plan and adapt team and individual tactics, vary them as the need arises.	Identify how team and individual tactics have been varied and the impact this will have / has had on the game.
	Describe simple tactics and skills they can use in games.	Identify their own strengths and suggest practices to help improve them.	Identify their own and others' strengths and weaknesses and devise practices that lead to improvement.	Identify their own and others strengths and weaknesses and devise practices that lead to improvement. Evaluate.
Become familiar with and begin to apply rules consistently and fairly.	Identify and describe features successful game play.	Use a sound understanding of the principles of play when planning their approaches to games.	Explain, in detail, their plans for, and approaches to, game play.	
Net & Wall Games	Keep up a continuous game using simple throwing and catching skills and techniques.	Use a wide range of throwing, catching and hitting skills on both sides of the body.	Use forehand, backhand and over arm shots, and volley when appropriate.	Play a full game of short tennis using the full range of racquet skills.
	Choose and use a range of simple tactics for sending the ball different ways.	Change the pace, length and direction of throws and shots to outwit opponents.	Use preferred skills with competence and consistency.	Use a wide range of shots with consistency and accuracy.
	Choose and use an increasing range of simple tactics for defending their own court.	Know where to stand and how to defend their court.	Understand the need for tactics, choose and use some tactics effectively.	Understand the need for different tactics; give reasons for decisions and for tactics used.
	Gain and understanding of, and use, rules.	Use and interpret rules fairly.	Apply rules consistently and fairly.	Analyse and make judgements about own and others ability to adhere to rules (umpire).
	Make up own net games.	Make up own net games and their rules.	Make up own net games that involve more than one player / team.	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.	Use different techniques for passing, controlling, dribbling and shooting the ball in games.	Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games.	Use a wide range of good quality skills effectively.
	Be aware of space and members of the opposition.	Mark opponents and support players in defence.	Use marking, tackling and / or interception to improve defence.	Make and apply a range of decisions quickly and appropriately in games.
	Use a variety of simply tactics for attacking and keeping	Identify tactics to help the team to keep the ball and take	Apply principles of team play to keep possession of the	Choose skills and tactics that meet the needs of the

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

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

Key Vocabulary:

Below are the core vocabulary lists for PE:

They give examples of the subject specific vocabulary that children will use and become familiar with during each key stage, reflecting their increasing knowledge, breadth and depth of experience and can be used across a range of topic areas. They are not intended to be used to test pupils but give an indication of the language and terms used by staff in lessons and across units of learning to broaden vocabulary and understanding.

Reception	Year 1 & 2	Years 3 & 4	Years 5 & 6
<p>Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p>Games Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules.</p> <p>Gymnastics Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent.</p> <p>Dance Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling.</p> <p>General Copy, compare and contrast, repeat.</p>	<p>Games Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics.</p> <p>Gymnastics Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast sequences, stamina, improve.</p> <p>Dance Changing speed and direction, share and create phrases, plan, repeat, remember and perform phrases, communicate.</p> <p>Athletics Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best.</p> <p>Outdoor and Adventurous Follow, route, appropriate equipment, safely, familiar context, manage risks/problems.</p> <p>Swimming Swim, unaided, basic stroke, movements, coordinate breathing,</p>	<p>Games Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire, and strategy.</p> <p>Gymnastics Complex extended sequences, combine, perform, consistency, audience, link, vault, spring.</p> <p>Dance Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture.</p> <p>Athletics Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina.</p> <p>Outdoor and Adventurous Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership.</p>

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