

PE Skills Progression						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> - Can move fluently by changing direction and speed easily and avoiding collisions. - Can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking - Can choose and use skills effectively for particular games understand the concepts of aiming, hitting into space. - Can take the ball to a good position for aiming use skills in different ways in different games. - Can try to win by changing the way they use skills in response to their opponent's actions. 	<ul style="list-style-type: none"> - Can pass a ball accurately to a partner over a variety of distances - Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. - Can show a good awareness of others in running, chasing and avoiding games. - Can make simple decisions about when and where to run. - Can vary skills and show some understanding of simple tactics. - Can choose and use tactics to suit different situations - Can react to situations in a way that helps their partners and makes it difficult for their opponent. 	<ul style="list-style-type: none"> - Can travel whilst bouncing a ball showing control - Can use a range of skills to help them keep possession and control of the ball. - Can perform the basic skills needed for the games with control and consistency. - Can, in pairs, make up a game and play a simple rallying game. - Can use a range of skills to keep possession and make progress towards a goal, on their own and with others. - Can choose good places to stand when receiving, and give reasons for their choice - Can choose and use batting or throwing skills to make the game hard for their opponents. 	<ul style="list-style-type: none"> - Can keep a game going using a range of different ways of throwing. - Strike a ball with intent and throw it more accurately when bowling and/or fielding. - Can use a range of skills with increasing control. - Can effectively play a competitive net/wall game. - Can keep and use rules they are given. - Can try to make things difficult for their opponent by directing the ball to space, at different speeds and height. 	<ul style="list-style-type: none"> - Can travel with a ball showing changes of speed and directions using either foot or hand. - Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow. - Can hit the ball with purpose, varying the speed, height and direction. - Can hit the ball from both sides of the body. - Can judge how far they can run to score points. 	<ul style="list-style-type: none"> - Can dribble effectively around obstacles. - Can show precision and accuracy when sending and receiving. - Perform skills with accuracy, confidence and control. - Can combine and perform skills with control, adapting them to meet the needs of the situation. - Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game use different ways of bowling. - Can play games showing tactical awareness and knowledge of rules and scoring. - Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation. - Can choose when to pass or dribble, so that they keep possession and make progress towards the goal.
Dance	<ul style="list-style-type: none"> - Can explore movements. - Can move confidently and safely. - Can perform phrases. - Can recognise how their body feels after exercise. - Can discuss dance ideas. - Can explore movements. - Can move confidently and safely. - Can perform phrases. - Can recognise how their body feels after exercise. - Can discuss dance ideas. 	<ul style="list-style-type: none"> - Can explore, remember and repeat dance actions. - Can compose and perform dance and short phrases. - Can describe how different dance movements make them feel. - Can watch and describe dance phrases and dances and use what they learn to improve. - Can explore, remember and repeat dance actions. - Can compose and perform dance and short phrases. - Can describe how different dance movements make them feel. - Can watch and describe dance phrases and dances and use what they learn to improve. 	<ul style="list-style-type: none"> - Can improvise freely on own or with a partner. - Can translate ideas into a dance. - Can create and link phrases using a simple dance structure. - Can perform dances with an awareness of rhythm on their own or in a group. - Can improvise freely on own or with a partner. - Can translate ideas into a dance. - Can create and link phrases using a simple dance structure. - Can perform dances with an awareness of rhythm on their own or in a group. 	<ul style="list-style-type: none"> - Can explore and create characters and narratives. - Can create motifs. - Can describe the need to warm up. - Can evaluate their own performance and comment on improvements. - Can explore and create characters and narratives. - Can create motifs. - Can describe the need to warm up. - Can evaluate their own performance and comment on improvements. 	<ul style="list-style-type: none"> - Can explore ideas from different dance styles. - Can compose dances expressively. - Can organise their own warm up and cool down to suit activities. - Can understand why its important to warm up. - Can explore ideas from different dance styles. - Can compose dances expressively. - Can organise their own warm up and cool down to suit activities. - Can understand why its important to warm up. 	<ul style="list-style-type: none"> - Can explore, improvise and combine movements. - Can create structure in sections of dance. - Can understand why dance if good for fitness. - Can comment on their own work and the work of others. - Can explore, improvise and combine movements. - Can create structure in sections of dance. - Can understand why dance if good for fitness. - Can comment on their own work and the work of others.
Gymnastics	<ul style="list-style-type: none"> - Can explore gymnastics and still movements. - Can move safely and with confidence. - Can know how to carry and place equipment. - Can watch, copy and describe what others have done. - Can perform movement phrases using a range of body parts and actions. 	<ul style="list-style-type: none"> - Can remember, repeat and link gymnastics and still movements - Can move safely and with confidence. - Can know how to carry, lift and place equipment. - Can watch, copy and describe what others have done. - Can improve their work using information they have gained by watching and listening. 	<ul style="list-style-type: none"> - Can improve the quality of their actions, body shapes and balance. - Can select appropriate actions and consolidate simple ideas. - Can know the importance of strength. - Can evaluate their work and quality of their performance. - Can recognise how their work can be improved. 	<ul style="list-style-type: none"> - Can develop a range of actions, body shapes and include in a performance. - Can create gymnastic sequences that meet a theme or set of objectives. - Can describe how their body reacts to different situations. - Can make simple judgments on their own and others work. - Can suggest ways performances can be improved. 	<ul style="list-style-type: none"> - Can perform actions in a fluent and consistent performance. - Can create sequences and adapt. - Can know and understand the basic the principles of warming up and why it is important. - Can understand why physical activity is good for overall health. - Can evaluate and improve their own and others work. 	<ul style="list-style-type: none"> - Can combine and perform gymnastic actions, shapes and balances fluently. - Can develop their own sequences. - Can understand why warming up and cooling down is important. - Can evaluate their own work and the work of others. - Can suggest ways of improvements.
Athletics	<ul style="list-style-type: none"> -Can copy actions and repeat actions and skills. -Can move with control and care. -Can copy and remember actions. -Have the opportunity to explore running, jumping, throwing, catching. As well as developing balance, agility and co-ordination. -Begin to apply these in a range of athletic activities. 	<ul style="list-style-type: none"> -Can copy and remember actions. -Can repeat and explore actions with control and coordination. -Have the opportunity to explore running, jumping, throwing. As well as developing balance, agility and co-ordination. -Begin to apply these in a range of athletic activities. 	<ul style="list-style-type: none"> -Can select and use appropriate skills, actions or ideas with co-ordination and control. -Are introduced to the physical fitness factors in regards to each event within athletics. -Can run at fast, medium and slow speeds, changing speed and direction. -Can make up and repeat a short sequence of linked jumps. -Can take part in a relay activity, remembering when to run and what to do. 	<ul style="list-style-type: none"> -Can select and use the most appropriate skills, actions or ideas. -Can apply and describe physical fitness factors depending on the event being practised. -Can apply the specific rules of athletics in regards to health and safety -Can link running and jumping activities with some fluency, control and consistency. -Can throw a variety of objects, changing my action for accuracy and distance. -Can run over a long period of time. 	<ul style="list-style-type: none"> -Can link skills, techniques and apply them accurately and appropriately. -Can show good control in all movements. -Can assist others in achieving the correct techniques when running, throwing and jumping. -Able to apply an appropriate run up when performing jumps and throws. -Can sprint over a short distance. -Can throw in different ways and select the most effective technique for certain objects. -Can hit a target, jump in different ways and combine running and jumping/ throwing activities. 	<ul style="list-style-type: none"> -Can apply skills, techniques and ideas consistently. -Can show precision, control and fluency. -Can compete in all athletic events with confidence. -Are aware of distances that throws and jumps are measured in and can attempt to measure others' events. -Are able to use a stopwatch correctly and time runners and record results. -Can demonstrate stamina. -Can use my skills in a variety of situations. -Am controlled when taking off and landing in a jump. -Can throw with accuracy. -Can follow specific rules.
Pupil Outcomes	<p>Photographic evidence</p> <p>Video</p> <p>Pupil surveys</p>	<p>Photographic evidence</p> <p>Video</p> <p>Pupil surveys</p>	<p>Photographic evidence</p> <p>Video</p> <p>Pupil surveys</p> <p>Group discussion</p>	<p>Photographic evidence</p> <p>Video</p> <p>Pupil surveys</p> <p>Group discussion</p>	<p>Photographic evidence</p> <p>Video</p> <p>Pupil surveys</p> <p>Group discussion</p>	