



PE: Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> Spontaneously respond to a variety of stimuli through movement Move with appropriate actions and timing in response to some stimuli Begin to use own ideas to sequence dance. Begin to sequence and remember a short dance Show interest by observing or participating in dance activities 	<ul style="list-style-type: none"> Copy and explore basic movements and body patterns. Remember simple movements and dance steps. Link movements to sounds and music. Respond to a range of stimuli. 	<ul style="list-style-type: none"> Vary level, speed and direction in sequence. Vary the size of their body shapes. Negotiate space well. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> Beginning to improvise independently and with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> Confidently improvise with a partner or on their own. Begin to create longer dance sequences in a larger group. Demonstrate precision and control in response to stimuli. Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> Begin to exaggerate dance movements and motifs. Combine flexibility, technique and movements to create a fluent sequence. Moves appropriately, using different levels, travelling and motif, with the required style in relation to the stimulus. Begin to show a change of pace and timing in their movements. Modifies parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> Move to the beat accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Use more complex dance vocabulary to compare and improve work.
Gym	<ul style="list-style-type: none"> Copy and explore basic movements with some control and coordination. Perform different body shapes. Use arms and legs to support with balance. Perform a 2 footed jump. Use equipment safely. Balance with some control one and two feet. Explore different ways of moving - side step, skipping 	<ul style="list-style-type: none"> Copy and explore basic movements with some control and coordination. Perform different body shapes. Perform at different levels. Perform a 2 footed jump. Use equipment safely. Balance with some control. Link 2-3 simple movements. 	<ul style="list-style-type: none"> Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence 	<ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc 	<ul style="list-style-type: none"> Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. 	<ul style="list-style-type: none"> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. 	<ul style="list-style-type: none"> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.
Games	<ul style="list-style-type: none"> Play on their own and with others, keeping themselves safe by finding free space Move into a space or jump to stop a ball Begin to join actions together e.g. throw then move Watch and copy others who are doing well Choose the best equipment to enable them to play or move well Make simple decisions of where and when to move to receive or defend a ball Choose how to make it difficult for others to beat them Join in games with others Take turns Stay within boundaries of games Understand that if they don't play fairly others won't enjoy the activity 	<ul style="list-style-type: none"> Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games 	<ul style="list-style-type: none"> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending. 	<ul style="list-style-type: none"> Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> Shows confidence in using ball skills in various ways, and can link these together. e.g. <i>dribbling, bouncing, kicking</i> Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. <i>dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. 	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Can create their own games using knowledge and skills. Modifies competitive games. Can make suggestions as to what resources can be used to differentiate a game.



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	<ul style="list-style-type: none"> Understand that joining in activities gives them a good feeling Control balls of various sizes & shapes; carry and release into a target, roll, throw 						
Athletics	<ul style="list-style-type: none"> Experiment with running, jumping, hopping and stopping Change dynamics - walk slowly/quickly Experience practicing actions to improve Move with control and co-ordination Combine basic actions with more advanced spatial awareness Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Jump over low barriers Challenge themselves to jump further/higher. Apply restrictions e.g. throwing into a specific target Handle equipment safely Perform basic actions using equipment e.g. rolling, underarm 	<ul style="list-style-type: none"> Can run at different speeds. Can jump from a standing position. Performs a variety of throws with basic control. 	<ul style="list-style-type: none"> Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. Can use equipment safely. 	<ul style="list-style-type: none"> Beginning to run at speeds appropriate for the distance. e.g. <i>sprinting and cross country</i> Can perform a running jump with some accuracy. Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. <i>hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. 	<ul style="list-style-type: none"> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. 	<ul style="list-style-type: none"> Can develop on various jumping techniques from previous year groups. e.g. <i>hop skip jump (triple jump)</i> Record peers performances, and evaluate these with confidence. Can comment on their own performance using accurate vocabulary. Demonstrates accuracy and confidence in throwing and catching activities.
Swimming	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Swims competently, confidently and proficiently over a distance of at least 25 metres 	<ul style="list-style-type: none"> Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations. 				