



**All Saints CE Primary School Skills Progression**

**Subject area: PE**

**Curriculum leader: Kara Coulstock**

<b>Gymnastics</b>	<b>Nursery (EYFS skills)</b>	<b>Reception (EYFS skills)</b>	<b>Year 1 (KS1 skills)</b>	<b>Year 2 (KS1 skills)</b>	<b>Year 3 (Lower KS2 skills)</b>	<b>Year 4 (Lower KS2 skills)</b>	<b>Year 5 (Upper KS2 skills)</b>	<b>Year 6 (Upper KS2 skills)</b>
Acquiring and developing skills	To be able to start to control their bodies and negotiate space.	Travel around, under, over and through balancing and climbing equipment.	explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction	Remember, repeat and link combinations of gymnastics actions, body shapes and balances with control and precision	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.	Develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently	Perform actions, shapes and balances consistently and fluently in specific activities.	Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas.
Selecting and applying skills, tactics and compositional ideas.		Express and communicate their ideas, thoughts and feelings through movement.	copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts	Choose, use and vary simple compositional ideas in the sequences they create and perform	Improve their ability to select appropriate actions and use simple compositional ideas.	Create gymnastic sequences that meet a theme or set of conditions Use compositional devices when creating their sequences, such as changes in speed, level and direction	Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.
Knowledge and understanding of fitness and health.	Begin to recognise what happens to their bodies when they exercise.  Begin to explain how to stay healthy and live a healthy life.	Importance of keeping healthy and those things which contribute. Recognise the changes that happen to their bodies when they are active.	know how to carry and place equipment recognise how their body feels when still and when exercising	Recognise and describe what their bodies feel like during different types of activity Lift, move and place equipment safely	Recognise and describe the short term effects of exercise on the body during different activities. Know the importance of suppleness and strength.	Describe how the body reacts during different types of activity and their affects the way they perform.	Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health.	Understand why warming up and cooling down are important. Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.

								Carry out warm ups safely and effectively.
Evaluating and improving performance		Show awareness of space, of themselves and of others.	Watch, copy and describe what they and others have done.	Improve their work using information they gained by watching, listening and investigating	Describe and evaluate the effectiveness and quality of a performance. Recognise how their own performance has improved.	Describe their own and others work, making simple judgments about the quality of performances and suggesting ways they could be improved.		Evaluate their own and others' work. Suggest ways of making improvements.

<b>Games</b>	<b>Nursery</b> (EYFS skills)	<b>Reception</b> (EYFS skills)	<b>Year 1</b> (KS1 skills)	<b>Year 2</b> (KS1 skills)	<b>Year 3</b> (Lower KS2 skills)	<b>Year 4</b> (Lower KS2 skills)	<b>Year 5</b> (Upper KS2 skills)	<b>Year 6</b> (Upper KS2 skills)
Acquiring and developing skills	To be able to start to control their bodies and negotiate space. Move with control and coordination.	Move with control and coordination.  Travel in a variety of ways including running and jumping.	Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.	Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combination of skills.	Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skill in all games.	Develop the range and consistency of their skills in all games.	Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills.	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.
Selecting and applying skills, tactics and compositional ideas.	Begin to perform basic throws and catches with equipment (bean bags) Participates in simple games	Express and communicate their ideas, thoughts and feelings through movement. Perform a throw with some accuracy. Receives a ball with some basic control. Begin to develop hand-eye coordination	Choose and use skills effectively for particular games. Begin to perform a range of throws. Receive a ball with basic control. Begin to develop hand-eye coordination. Participates in simple team games	Choose, use and vary simple tactics. Confidently 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.	Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for striking and fielding and net games.	Devise and use rules. Keep, adapt and make rules for striking and fielding and net games. Use and adapt tactics in different situations.	Know and apply the basic strategies and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities.	Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games.

		Participates in simple games		Begin to develop own games with peers. Understand the importance of rules in games. Begin to develop an understanding of attacking/defending				
Knowledge and understanding of fitness and health.		Use a range of small and large equipment. Importance of keeping healthy and those things which contribute. Recognise the changes that happen to their bodies when they are active.	Know that being active is good for them and fun	Recognise and describe what their bodies feel like during different types of activity.	Know and describe the short term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up.	Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies.	Know and understand the basic principles of warming up, and understand why it is important for a good quality performance. Understand why exercise is good for their fitness, health and wellbeing.	Understand why exercise is good for their fitness, health and wellbeing. Understanding the need to prepare properly for games.
Evaluating and improving performance.		Show awareness of space, of themselves and of others.	Watch, copy and describe what others are doing. Describe what they are doing.	Recognise good quality in performance. Use information to improve their work.	Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.	Explain their ideas and plans. Recognise aspects of their work which need improving. Suggest, practices to improve their play.	Choose and use information to evaluate their own and others' work. Suggest improvements in their own and others' performances.	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important.

<b>Dance</b>	<b>Nursery</b> (EYFS skills)	<b>Reception</b> (EYFS skills)	<b>Year 1</b> (KS1 skills)	<b>Year 2</b> (KS1 skills)	<b>Year 3</b> (Lower KS2 skills)	<b>Year 4</b> (Lower KS2 skills)	<b>Year 5</b> (Upper KS2 skills)	<b>Year 6</b> (Upper KS2 skills)
Acquiring and developing skills	Begin to move to music and control their movements.	Move with confidence, imagination and in safety.	Explore movement ideas and respond imaginatively to a range of stimuli.	Explore, remember, repeat and link a range of actions with coordination,	Improvise freely on their own or with a partner; translating ideas	Explore and create characters and narratives in response to a range of stimuli.	Explore and improvise ideas for dances in different styles, working on their	Explore, improvise and combine movement ideas fluently and effectively.

			Move confidently and safely in their own and general space, using changes of speed, level and direction.	control and an awareness of the expressive qualities of dance.	from a stimulus into movement.		own, with a partner and in a group.	
Selecting and applying skills, tactics and compositional ideas.	To begin to use apparatus such as ribbons and improve their gross motor skills	Use their imagination in, dance. Express and communicate their ideas, thoughts and feelings through movement.	Compose and link movement to make simple dances with clear beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.	Create and link dance phrases using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.	Use simple choreographic principles to create motifs and narratives. Perform complex dance phrases and dances that communicate character and narrative.	Compose dances by using adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills.	Create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances.
Knowledge and understanding of fitness and health.		Importance of keeping healthy and those things which contribute. Recognise the changes that happen to their bodies when they are active.	Recognise how their body feels when still and exercising.	Recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down.	Keep up an activity over a period of time and know they need to warm up and cool down for dance.	Know and describe what you need to do to warm up and cool down for dance.	Organise their own warm-up and cool-down activities to suit the dance. Show an understanding of why it is important to warm up and cool down.	Understand why dance is good for their fitness, health and wellbeing. Prepare effectively for dancing.
Evaluating and improving performance.		Show awareness of space, of themselves and of others.	Talk about dance ideas inspired by different stimuli. Copy, watch and describe dance movement.	Watch and describe dance phrases and dances and use what they learn to improve their own work.	Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Talk about how they might improve their dances.	Describe, interpret and evaluate their own and others dances, taking account of character and narrative.	Describe, analyse, interpret and evaluate dances, showing an understating of some aspects of style and context.	Understanding how a dance is formed and performed. Evaluate, refine and develop their own and others work.

<b>Athletics</b>	<b>Nursery</b> (EYFS skills)	<b>Reception</b> (EYFS skills)	<b>Year 1</b> (KS1 skills)	<b>Year 2</b> (KS1 skills)	<b>Year 3</b> (Lower KS2 skills)	<b>Year 4</b> (Lower KS2 skills)	<b>Year 5</b> (Upper KS2 skills)	<b>Year 6</b> (Upper KS2 skills)
Acquiring and developing skills		Move with control and coordination.	Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination.		Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.		Develop the consistency of their actions in a number of events Increase the number of techniques they use.	
Selecting and applying skills, tactics and compositional ideas.		Express and communicate their ideas, thoughts and feelings through movement.	Use their bodies and a variety of equipment with greater control and coordination.		Develop their ability to choose and use simple tactics and strategies in different situations.		Choose appropriate techniques for specific events.	
Knowledge and understanding of fitness and health.		Importance of keeping healthy and those things which contribute. Recognise the changes that happen to their bodies when they are active.	Recognise and describe what their bodies feel like during different types of activity.		Know, measure and describe the short-term effects of exercise on the body. Describe how the body reacts to different types of activity.		Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing.	
Evaluating and improving performance		Show awareness of space, of themselves and of others.	Watch, copy and describe what they and others have done.		Describe and evaluate the effectiveness of performances and recognise aspects of performances that need improving.		Evaluate their own and others work and suggest ways to improve it.	

<b>Outdoor and adventurous activities (OAA)</b>	<b>Nursery</b> (EYFS skills)	<b>Reception</b> (EYFS skills)	<b>Year 1</b> (KS1 skills)	<b>Year 2</b> (KS1 skills)	<b>Year 3</b> (Lower KS2 skills)	<b>Year 4</b> (Lower KS2 skills)	<b>Year 5</b> (Upper KS2 skills)	<b>Year 6</b> (Upper KS2 skills)
Acquiring and developing skills		Move with control and coordination.	Recognise their own space Explore finding different places		Develop the range and consistency of their skills and work with others to solve challenges.		Develop and refine orienteering and problem-solving skills when working in groups and on their own.	
Selecting and applying skills, tactics and		Use a range of small and large equipment.	Follow simple routes and trails, orientating themselves successfully. Solve simple challenges and problems successfully.		Choose and apply strategies and skills to meet the requirements of a task or challenge.		Decide what approach to use to meet the challenge set Adapt their skills and understandings as they move from familiar to unfamiliar environments.	

compositional ideas.					
Knowledge and understanding of fitness and health.		Importance of keeping healthy and those things which contribute. Recognise the changes that happen to their bodies when they are active.	Recognise and describe how their body feels during exercise.	Recognise the effect of different activities on the body and to prepare for them physically. Work safely.	Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.
Evaluating and improving performance		Show awareness of space, of themselves and of others.	Observe what they and others have done and use their observations to improve their performance.	Describe and evaluate their own and other performances, and identify areas that need improving.	See the importance of a group or team plan, and the value of pooling ideas. Improve their performance by changing or adapting their approaches as needed.

<b>Swimming</b>	<b>Nursery</b> (EYFS skills)	<b>Reception</b> (EYFS skills)	<b>Year 1</b> (KS1 skills)	<b>Year 2</b> (KS1 skills)	<b>Year 3</b> (Lower KS2 skills)	<b>Year 4</b> (Lower KS2 skills)	<b>Year 5</b> (Upper KS2 skills)	<b>Year 6</b> (Upper KS2 skills)
Acquiring and developing skills			Work with confidence in the water Explore and use skills, actions and ideas individual and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water. Remember, repeat and link skills.		Consolidate and develop the quality of their skills, e.g. front crawl, back crawl, breaststroke, floating, submerging and survival skills Improve linking movement and actions. By year 6 children should be able to: Perform a range of movements in deep water demonstrating confidence and competence Swim 25m using any stroke competently Exit the water without the use of the steps inside the pool			
Selecting and applying skills, tactics and compositional ideas.			Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction. Improve the control and coordination of their bodies in water.		Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges.			
Knowledge and understanding of fitness and health.			Know that being active is fun and good for them Recognise what their bodies feel like during different activities.		Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity			

Evaluating and improving performance			Watch, copy and describe what they and other have done and use the information to improve their work.	Describe and evaluate the quality of swimming and recognise what needs improving. Set achievable goals and know how to improve in order to reach those desired aims.
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PE National Curriculum Coverage for Key Stage 2: Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

By the end of Key Stage 2 children should be able to:

- 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.