

Progression in PE

Dimension	EYFS Skills	KS1 Skills	LKS2 Skills	UKS2 Skills
<u>Dance</u>	<ul style="list-style-type: none"> • Copy basic body actions and rhythms. • Choose and use travelling actions, shapes and balances. • Travel in different pathways using the space around them. • Begin to use dynamics and expression with guidance. • Begin to count to music. 	<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions. • Select from wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing action with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> • Copy, remember and adapt set choreography. • Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases. 	<ul style="list-style-type: none"> • Perform dances confidently and fluently with accuracy and good timing. • Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. • Improvise and combine dynamics demonstrating an awareness of the impact on performance. • Use counts when choreographing and performing to improve the quality of work.
<u>Fundamental Movement Skills</u>	<ul style="list-style-type: none"> • Run and stop with some control. • Jump and hop with bent knees. • Throwing larger balls and beanbags into space. • Show balance when changing direction in combination with other skills. • Show balance when changing direction at speed in combination with other skills. • Explore skipping as a travelling action. • Explore moving different body parts together. • Balance whilst stationary and on the move. • Change direction at a slow pace. • Explore moving different body parts together. 	<ul style="list-style-type: none"> • Show balance and coordination when running at different speeds. • Link running and jumping movements with some control and balance. • Show hopping and jumping movements with some balance and control. • Change technique to throw for distance. • Show control and balance when travelling at different speeds. • Demonstrates balance and co-ordination when changing direction. • Perform actions with increased control when co-ordinating their body with and without equipment. 	<ul style="list-style-type: none"> • Demonstrate how and when to speed up and slow down when running. • Link hopping and jumping actions with some control. • Jump for distance and height showing balance and control. • Throw with some accuracy and power towards a target area. • Demonstrate good balance when performing other fundamental skills. • Show balance when changing direction at speed in combination with other skills. • Begin to co-ordinate their body at speed in response to a task. 	<ul style="list-style-type: none"> • Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. • Link running, jumping and hopping actions with greater control and co-ordination. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Show fluency and control when travelling, landing, stopping and changing direction. • Change direction with a fluent action and can transition smoothly between varying speeds. • Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
<u>Games</u>	<ul style="list-style-type: none"> • Drop and catch with two hands. • Move a ball with feet. • Throw and roll a variety of beanbags and larger balls to space. • Kick larger balls to space. • Stop a beanbag or large ball sent to them using hands. • Attempt to stop a large ball sent to them using feet. 	<ul style="list-style-type: none"> • Dribble a ball with two hands on the move. • Dribble a ball with some success stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Show balance when kicking towards a target. 	<ul style="list-style-type: none"> • Link dribbling the ball with other actions with increasing control. • Change direction when dribbling with feet with some control in game situations. • Use a variety of throwing techniques with increasing success in game situations. • Kick with increasing success in game situations. 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with control under pressure. • Use a variety of dribbling techniques to maintain possession under pressure. • Use a variety of throwing techniques including fake passes to outwit an opponent. • Select and apply the appropriate kicking technique with control.

	<ul style="list-style-type: none"> • Hit a ball with hands. • Run and stop when instructed. • Move around showing limited awareness of others. • Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics. 	<ul style="list-style-type: none"> • Catch a ball passed to them using one and two hands with increasing success. • Receive a ball using different parts of the foot under pressure. • Strike a ball using varying techniques with increasing accuracy. • Change direction to lose an opponent with some success. • Create and use space with some success in game situations. • Use simple tactics to help their team score or gain possession. 	<ul style="list-style-type: none"> • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball with consideration to the next move. • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. • Confidently change direction to successfully outwit an opponent. • Effectively create and use space for self and others to outwit an opponent. • Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Body Management	<ul style="list-style-type: none"> • Create shapes showing a basic level of stillness using different parts of their bodies. • Begin to take weight on different body parts. • Show shapes and actions that stretch their bodies. • Copy and link simple actions together. • 	<ul style="list-style-type: none"> • Perform balances on different body parts with some control and balance. • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with some control and technique. 	<ul style="list-style-type: none"> • Use body tension to perform balances both individually and with a partner. • Demonstrate increasing strength, control and technique when taking own and others weight. • Demonstrate increased flexibility and extension in more challenging actions. • Plan and perform sequences showing control and technique with and without a partner. • 	<ul style="list-style-type: none"> • Combine and perform more complex balances with control, technique and fluency. • Demonstrate more complex actions with a good level of strength and technique. • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
Outdoor Adventurous Activity	<ul style="list-style-type: none"> • Follow simple instructions. • Share their ideas with others. • Explore activities making own decisions in response to a task. • Make decisions about where to move in space. • Follow a path. • Begin to identify personal success. 	<ul style="list-style-type: none"> • Follow instructions accurately. • Work co-operatively with a partner and a small group, taking turns and listening to each other. • Try different ideas to solve a task. • Follow and create a simple diagram/map. • Understand when a challenge is solved successfully and begin to suggest simple ways to improve. 	<ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and apply strategies to solve problems. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. 	<ul style="list-style-type: none"> • Communicate with others clearly and effectively when under pressure. • Confident to lead others and show consideration of including all within a group. • Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
Swimming	<ul style="list-style-type: none"> • Submerge and regain feet in the water. • Breathe in sync with an isolated kicking action from poolside. • Use arms and legs together to move effectively across a short distance in the water. • Glide on front and back over short distances. • Float on front and back for short periods of time. • Confidently roll from front to back and then regain a standing position. 		<ul style="list-style-type: none"> • Confidently and consistently retrieve an object from the floor with the same breath. • Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. 	<ul style="list-style-type: none"> • Confidently combine skills to retrieve an object from greater depth. • Swim at least 25m. • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

			<ul style="list-style-type: none"> • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating on front and back over an increased distance. • Float on front and back using different shapes with increased control. • Comfortably demonstrate sculling head first, feet first and treading water. 	<ul style="list-style-type: none"> • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning into an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating good technique and control. • Select and apply the appropriate survival technique to the situation.
<u>Social Skills</u>	<ul style="list-style-type: none"> • Take turns. • Learn to share equipment with others. • Share their ideas with others. 	<ul style="list-style-type: none"> • Encourage others to keep trying. • Talk to a partner about their ideas and take turns to listen to each other. • Work with a partner and small group to play games and solve challenges. 	<ul style="list-style-type: none"> • Encourage and motivate others to work to their personal best. • Work with others to achieve a shared goal. • Work with others to self-manage games. 	<ul style="list-style-type: none"> • Share ideas with others and work together to decide on the best approach to a task. • Lead others and show consideration of including all within a group. • Communicate with others clearly and effectively.
<u>Emotional skills</u>	<ul style="list-style-type: none"> • Try again if they do not succeed. • Practise skills independently. • Confident to try new tasks and challenges. 	<ul style="list-style-type: none"> • Show determination to continue working over a longer period of time. • Determined to complete the challenges and tasks set. • Explore skills independently before asking for help. • Confident to share ideas, contribute to class discussion and perform in front of others. 	<ul style="list-style-type: none"> • Persevere when finding a challenge difficult. • Understand what their best looks like and they work hard to achieve it. • Begin to use rules showing awareness of fairness and honesty. • Show an awareness of how other people feel. 	<ul style="list-style-type: none"> • Understand what maximum effort looks and feels like and show determination to achieve it. • Use different strategies to persevere to achieve personal best. • Compete within the rules showing fair play and honesty when playing independently. • Confident to attempt tasks and challenges outside of their comfort zone.
<u>Thinking Skills</u>	<ul style="list-style-type: none"> • Begin to identify personal success. • Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. • Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. 	<ul style="list-style-type: none"> • Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. • Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. • Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> • Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. • Select and apply from a wider range of skills and actions in response to a task. • Provide feedback using key terminology. 	<ul style="list-style-type: none"> • Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. • Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. • Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. • Select and apply appropriate skills for the situation when under pressure.