Broomwood Primary School-PE Progression of Skills

	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year I	Copy, explore and	Copy and explore	Travel in a	Can run at			Can comment on	Can describe the
	remember basic	basic movements	variety of ways	different speeds.			own and others	effect exercise has
	movements and	with some control	including running				performance.	on the body.
	body patterns.	and coordination.	and jumping.	Car jump from a				
				standing position.			Can give	Can explain the
	Link movements	Perform different	Begin to perform	Perform a variety			comments on how	importance of
	to sounds and	body shapes.	a range of throws.	of throws with			to improve	exercise and a
	music.	Perform at	Receive a ball	basic control.			performance.	healthy lifestyle.
	Respond to a	different levels.	with basic control.	20000 001 10 00.			Use appropriate	
	range of stimuli.	agga a w w w	vva v zasac con a ca				vocabulary when	
	Talige of sarrans	Perform a 2	Begin to develop				giving feedback.	
		footed jump.	hand-eye				gova og posassasia	
			coordination.					
		Use equipment						
		safely.	Participate in					
		Balance with	simple games.					
		some control.						
		Softe Columbi						
		Link 2-3 simple						
		movements.						
	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year 2	Copy and explore	Explore and	Confidently send	Can change the			Can comment on	Can describe the
	basic movements	create different	the ball to others	speed and			own and others	effect exercise has
	with clear control.	pathways and	in a range of	direction whilst			performance.	on the body.
		patterns.	ways.	running.				
	Vary levels and						Can give	Can explain the
	speed in sequence	Use equipment in	Begin to apply	Can jump from a			comments on how	importance of
	and the size of	a variety of ways	and combine a	standing position			to improve	exercise and a
	body shapes.	to create a	variety of skills	with accuracy.			performance.	healthy lifestyle.
	Add change of	sequence	(to a game				Use appropriate	

	direction to a	Link movements	situation).	Perform a variety			vocabulary when	
	sequence.	together to create	Develop strong	of throws with			giving feedback.	
	Use and negotiate	a sequence.	spatial awareness.	control and				
	space clearly.	,		coordination.				
	1 0		Begin to develop					
	Describe a short		own games with	Can use				
	dance using		peers.	equipment safely.				
	appropriate							
	vocabulary.		Understand the					
	D 1		importance of					
	Respond		rules in games.					
	imaginatively to stimuli.		Develop simple					
	co sarram		tactics and use					
			them					
			appropriately.					
			Begin to develop					
			an understanding					
			of attacking/					
			defending					
	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year 3	Begin to improvise	Work	Understand tactics	Begin to run at		Develop listening	Watch and	Can describe the
	both	independently	and composition	speeds		skills.	describe	effect exercise has
	independently	and with others to	by starting to	appropriate for		C 1	performances	on the body.
	and with a	create a sequence.	vary how they	the distance.		Create simple	accurately.	C 1 . 11
	partner to create		respond.			body shapes.	D . 1 11 . 1	Can explain the
	a simple dance.	Copy, explore and	\	Can perform a		Listen to	Begin to think	importance of
	Т 1 т . 1	remember a	Vary skille,	running jump with		instructions from	about how they	exercise and a
	Translate ideas	variety of	actions and	some accuracy.		a partner/adult.	can improve	healthy lifestyle.
	from stimuli into movement with	movements and use these to	ideas and link	Perform a variety			their own work.	Understand the
		create their own	these in ways that suit the games	of throws using a		Begin to think	Work with a	need to warm up
	support.	sequence.	activity.	selection of			partner or small	and cool down.

Begin to compare and adapt work using simple communicate movements and longer sequence. Begin to compare and adapt work using simple work using simple communicate motifs to create a longer sequence. Begin to communicate with others during game situations. Begin to control. Begin to communicate equipment. Can use equipment safely and with good control. Discuss and work on how to improve their with others in a improve their work, commenting on similarities and differences. Can use equipment. Can use equipment. Can use equipment. Can use equipment. Discuss and work on how to improve their with others in a improve their work, commenting on similarities and differences. Can use equipment. Discuss and work on how to improve their with others in a improve their work, commenting on similarities and differences.	
and adapt work using simple communicate with others during equipment safely motifs to create a vocabulary. game situations. and with good longer sequence. Begin to notice Use skills with Use simple dance similarities and vocabulary to differences control. Begin to notice of the province of the provi	
motifs to create a vocabulary. game situations. and with good longer sequence. Begin to notice Use skills with vocabulary to differences control. Discuss and work on how to improve their work, commenting on similarities and differences. Demonstrate an differences.	
longer sequence. Begin to notice Use skills with Use simple dance vocabulary to differences control. differences control. control. differences control. control. differences control. control. differences control.	
Begin to notice Use skills with Use simple dance similarities and coordination and vocabulary to differences control. Begin to notice Use skills with coordination and coordination and differences differences.	
Use simple dance similarities and coordination and vocabulary to differences control. Similarities and coordination and differences control. Demonstrate an differences. Demonstrate an differences Demonstrate and	
vocabulary to differences control. Demonstrate an differences.	
a properties.	
improve work, sequences, Develop own rules how to stay safe,	
Use turns whilst	
travelling in a Make imaginative	
variety of ways. pathways using	
equipment.	
Begin to show	
flexibility in Work well in a	
movements. group to develop	
various games.	
Begin to develop	
good technique Begin to	
when travelling, understand how	
balancing, using to compete with	
equipment etc. each other in a	
controlled manner.	
Begin to select	
resources	
independently to	
carry out different	
skille.	
	Lifestyles

Year 4	Confidently	Link skills with	Vary skille,	Begin to build a	Swim	Develop strong	Watch and	Can describe the
1 300	improvise with a	control, technique,	actions and ideas	variety of running	competently,	listening skills.	describe	effect exercise has
	partner or	coordination and	and link these in	techniques and	confidently and		performances	on the body.
	independently.	fluency.	ways that suit the	use with	proficiently over a	Use simple maps,	accurately.	
			games activity.	confidence.	distance of at	Begin to think		Can explain the
	Begin to create	Understand		·	least 25 metres	activities through	Begin to think	importance of
	longer dance	composition by	Show confidence	Can perform a		and problem	about how they	exercise and a
	sequences in a	performing more	in using ball skills	running jump with	Use a range of	solve.	can improve	healthy lifestyle.
	larger group.	complex	in various ways,	more than one	strokes effectively		their own work.	Understand the
		sequences.	and can link these	component. e.g.	e.g. front crawl,	Choose and apply	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	need to warm up
	Demonstrate	D	together. e.g.	hop skip jump	backstroke and	strategies to solve	Work with a	and cool down.
	precision and	Begin to use	dribbling,	(triple jump).	breaststroke.	problems with	partner or small	
	some control in	gymnastics	bouncing, kicking			support.	group to improve	
	response to	vocabulary		Demonstrate	Perform safe self-	Discuss and work	their skills.	
	stimuli.	to describe how to	Use skills with	accuracy in	rescue in different	with others in a	Make suggestions	
	Begin to vary	improve and	coordination,	throwing and	water-based	group.	on how to	
	dynamics and	refine	control and	catching activities.	situations.	gr Oup.	improve their	
	develop actions	performances.	fluency.	Describe good		Demonstrate an	work, commenting	
	and motifs.	Develop strength,	Take part in	athletic		understanding of	on similarities and	
	a a 11 a a a 51	technique and	competitive games	performance using		how to stay safe.	differences.	
	Demonstrate	flexibility	with a strong	correct				
	rhythm and	throughout	understanding of	vocabulary.				
	spatial awareness.	performances.	tactics and	g.				
			composition.	Can use				
	Modify parts of a	Create sequences	'	equipment				
	sequence as a	using various	Can create their	safely and with				
	result of	body shapes and	own games using	good control.				
	self-evaluation.	equipment.	knowledge and					
	Use simple dance	Combine	skills.					
	vocabulary to	equipment with	Work well in a					
	compare and	movement to	group to develop					
	improve work	create sequences.	various games.					
		a com suque nes.	vai was gairies.					

			Compare and comment on skills to support creation of new games. Make suggestions as to what resources can be					
			used to differentiate a game.					
			Apply basic skills for attacking and defending.					
			Use running, jumping, throwing, and catching in isolation and					
			combination,					
	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year 5	Begin to exaggerate dance movements and motifs (using	Select and combine skills, techniques and ideas,	Vary skills, actions and ideas and link these in ways that suit the	Begin to build a variety of running techniques and use with		Develop strong listening skills. Use and interpret	Watch and describe performances accurately.	Can describe the effect exercise has on the body.
	expression when moving). Demonstrate strong movements	Apply combined skills accurately and appropriately, Consistently	games activity. Show confidence in using ball skills in various ways,	confidence. Can perform a running jump with more than one		simple maps. Think activities through and problem solve	Learn from others how they can improve their skills.	Can explain the importance of exercise and a healthy lifestyle.
	throughout a dance sequence.	showing precision,	and can link these together.	component. e.g.		using general knowledge.		

	control and		hop skip jump			
Combine	fluency.	Use skills with	(triple jump)	Choose and apply	Comment on	Understand the
flexibility,		coordination,		strategies to solve	tactics and	need to warm up
techniques and	Analyse and	control and	Begin to record	problems with	techniques to help	and cool down.
movements to	comment on skills	fluency.	peers	support.	improve	
create a fluent	and techniques	T	performances, and		performance.	
sequence.	and how these	Take part in	evaluate these.	Discuss and work		
A 4	are applied in	competitive games		with others in a	Make suggestions	
Move	their own and	with a strong	Demonstrate	group.	on how to	
appropriately	others' work.	understanding of	accuracy and	Demonstrate an	improve their	
and with the	1.1	tactics and	confidence in	understanding of	work, commenting	
required style in	Use more	composition.	throwing and	how to stay safe.	on similarities and	
relation to the	complex	Can create their	catching activities.	sug super	differences.	
stimulus. e.g. using	gymnastics	own games using	Describe good			
various levels,	vocabulary to	knowledge and	athletic			
ways of travelling	describe how to	skills.	performance using			
and motifs.	improve and	C	correct			
Begin to show a	refine	Can make	vocabulary.			
change of pace	performances.	suggestions as to	g.			
and timing in	Develop strength,	what resources	Can use			
movements.	technique and	can be used to	equipment			
Use the space	flexibility	differentiate a	safely and with			
provided	throughout	game.	good control.			
effectively.	performances.	Apply basic skills				
T	Link skills with	for attacking and				
Improvise with confidence, still	control, technique,	, defending.				
demonstrating	coniroi, technique, coordination and	u O				
fluency across the		Use running,				
, ,	fluency.	jumping, throwing				
sequence.	Understand	and catching in				
Modify parts of a	composition by	isolation and				
י ו ט ט	performing more	combination.				

	sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	complex sequences.						
	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year 6	Exaggerate dance	Plan and perform	Vary skille,	Begin to build a	Swim	Develop strong	Watch and	Can describe the
	movements and	with precision, control and	actions and ideas	variety of running	competently,	listening skills.	describe	effect exercise has
	motifs (using expression when	fluency, a	and link these in ways that suit the	techniques and use with	confidently and proficiently over a	Use and interpret	performances accurately.	on the body.
	moving).	movement	games activity.	confidence.	distance of at	simple maps.	accuracy.	Can explain the
	Perform with confidence, using a range of movement patterns. Demonstrate a strong imagination when creating own dance sequences and motifs. Demonstrate strong movements throughout a dance sequence.	sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a	Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keep possession of balls during games situations. Consistently use skills with coordination, control and	Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Begin to record peers performances, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities.	least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.	Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performance. Make suggestions on how to improve their work, commenting on similarities and differences.	importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down.

Combine	Gradually	Take part in	Describe good
flexibility,	increase the	competitive games	athletic
techniques and	length of	with a strong	performance using
movements to	sequence work	understanding of	correct
create a fluent	with a partner to	tactics and	vocabulary.
sequence.	make up a short	composition,	
·	sequence using	·	Can use
Move	the floor, mats	Can create their	equipment safely
appropriately	and apparatus,	own games using	and with good
and with the	showing	knowledge and	control.
required style in	consistency,	skills.	
relation to the	fluency and	۸ ۸ ₋ ا: ۵	
stimulus.	clarity of	Modify	
Begin to show a	movement.	competitive games.	
change of pace	م م مارین د ا	g	
and timing in	Analyse and comment on skills	Compare and	
movements.		comment on skills	
	and techniques	to support	
Move accurately	and how these	creation of new	
to the beat.	are applied in their own and	games.	
T:+1.	others' work.	Cara and all	
Improvise with	00 00 3 00 00 10	Can make	
confidence, still	Use more	suggestions as to	
demonstrating	complex	what resources	
fluency across the	gymnastics	can be used to	
sequence.	vocabulary to	differentiate a	
Dance with	describe how to	game.	
fluency, linking all	improve and	Apply knowledge	
movements and	refine	of skills for	
ensuring they	performances.	attacking and	
flow.	Develop strength,	defending.	
	technique and		

Demonstrate	flexibility	Use running,
consistent	throughout performances.	jumping, throwing and
precision	1 0	catching in
when performing		isolation and in
dance sequences.		combination.
Modify parts of a		
sequence as a		
result of self and		
peer evaluation,		
Uses more		
complex		
dance vocabulary		
 to compare and		
improve work,		