

Broomwood Primary School- PE Progression of Skills

	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year 1	<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p> <p>Respond to a range of stimuli.</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes.</p> <p>Perform at different levels.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely.</p> <p>Balance with some control.</p> <p>Link 2-3 simple movements.</p>	<p>Travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws.</p> <p>Receive a ball with basic control.</p> <p>Begin to develop hand-eye coordination.</p> <p>Participate in simple games.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Perform a variety of throws with basic control.</p>			<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>
	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year 2	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence</p>	<p>Confidently send the ball to others in a range of ways.</p> <p>Begin to apply and combine a variety of skills (to a game</p>	<p>Can change the speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p>			<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>

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

	<p>Begin to compare and adapt movements and motifs to create a longer sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Begin to communicate with others during game situations.</p> <p>Use skills with coordination and control.</p> <p>Develop own rules for new games.</p> <p>Make imaginative pathways using equipment.</p> <p>Work well in a group to develop various games.</p> <p>Begin to understand how to compete with each other in a controlled manner.</p> <p>Begin to select resources independently to carry out different skills.</p>	<p>equipment.</p> <p>Can use equipment safely and with good control.</p>		<p>activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	
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Year 4	Confidently improvise with a partner or independently.	Link skills with control, technique, coordination and fluency.	Vary skills, actions and ideas and link these in ways that suit the games activity.	Begin to build a variety of running techniques and use with confidence.	Swim competently, confidently and proficiently over a distance of at least 25 metres	Develop strong listening skills.	Watch and describe performances accurately.	Can describe the effect exercise has on the body.
	Begin to create longer dance sequences in a larger group.	Understand composition by performing more complex sequences.	Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking	Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).	Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	Use simple maps. Begin to think activities through and problem solve.	Begin to think about how they can improve their own work.	Can explain the importance of exercise and a healthy lifestyle.
	Demonstrate precision and some control in response to stimuli.	Begin to use gymnastics vocabulary to describe how to improve and refine performances.	Use skills with coordination, control and fluency.	Demonstrate accuracy in throwing and catching activities.	Perform safe self-rescue in different water-based situations.	Choose and apply strategies to solve problems with support.	Work with a partner or small group to improve their skills.	Understand the need to warm up and cool down.
	Begin to vary dynamics and develop actions and motifs.	Develop strength, technique and flexibility throughout performances.	Take part in competitive games with a strong understanding of tactics and composition.	Describe good athletic performance using correct vocabulary.		Discuss and work with others in a group.	Make suggestions on how to improve their work, commenting on similarities and differences.	
	Demonstrate rhythm and spatial awareness.	Create sequences using various body shapes and equipment.	Can create their own games using knowledge and skills.	Can use equipment safely and with good control.		Demonstrate an understanding of how to stay safe.		
	Modify parts of a sequence as a result of self-evaluation.							
	Use simple dance vocabulary to compare and improve work	Combine equipment with movement to create sequences.	Work well in a group to develop various games.					

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

	<p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Use the space provided effectively.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Modify parts of a</p>	<p>control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more</p>	<p>Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>hop, skip, jump (triple jump)</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>		<p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Understand the need to warm up and cool down.</p>
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	<p>sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	complex sequences.						
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Year 6	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrate strong movements throughout a dance sequence.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together effectively, e.g. dribbling, bouncing, kicking</p> <p>Keep possession of balls during games situations.</p> <p>Consistently use skills with coordination, control and fluency.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component, e.g. hop skip jump (triple jump)</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>

	<p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Move accurately to the beat.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Dance with fluency, linking all movements and ensuring they flow.</p>	<p>Gradually increase 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.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and</p>	<p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modify competitive games.</p> <p>Compare and comment on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p>	<p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>				
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	Demonstrate consistent precision when performing dance sequences. Modify parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	flexibility throughout performances.	Use running, jumping, throwing and catching in isolation and in combination.					
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