

Subject Progression of Skills (P.E.)



Elsenham C. of E. Primary School Progression of Skills – P.E.									
	Invasion Games	Gymnastics	Dance	Athletics	Health, Fitness & Healthy Lifestyle	Outdoor Adventurous Activities	Evaluation	Swimming	Competitions
	As a school, we have decided to follow government guidelines on physical activity for sustained periods of time by having two 45minute P.E. sessions each week: one indoor and one outdoor.								
Reception	I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I can negotiate space and obstacles safely considering myself and others.	I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can negotiate space and obstacles safely considering myself and others. I can demonstrate strength, balance and coordination when playing.	I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can show good control and co-ordination in large and small movements. I can negotiate space and obstacles safely considering myself and others.	I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I can negotiate space and obstacles safely considering myself and others.	I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. I can explain the reasons for rules, know right from wrong and try to behave accordingly. I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		I can give my friends feedback telling them something good and something they could improve on.		
Year 1	I can understand the basic rules of a basic invasion game and participate. I can stop a ball with basic control. I can throw, catch and kick a ball in a game. I can send the ball in the direction of another person and collect a ball. I can defend and attack in basic games.	I can use benches/ vault safely executing take-off and landing with some precision and accuracy. I can practice simple key steps gymnastics positions and link them together with some control and co-ordination. I can watch and discuss their own work and that of others.	I can respond to simple music. I can copy and explore basic body patterns and movements. I can remember simple dance step and perform them with a controlled manner. I can move into different positions and formations.	I can run at different speeds. I can develop flexibility, strength, technique and control when running, throwing and jumping. I can catch a bean bag and throw a small ball underarm, using the correct technique	I can explain how I feel before/after exercise. I can explain the importance of exercise and a healthy lifestyle.		I can comment on own and others' performance. I can give comments on how to improve performance. I can use appropriate vocabulary when giving feedback.		KS1 Athletics 3 Tees Cricket

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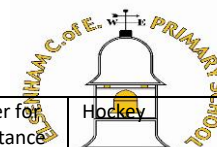
	I am beginning to develop hand-eye co-ordination. I can strike a ball with bats. I can travel in a variety of ways including running and jumping and at different speeds. I am beginning to perform a range of throws, <i>E.g. underarm, rolling.</i>	I can balance and move with some control. I can use space safely showing an awareness of others. I can roll with some coordination. I can consolidate existing skills and develop a range of these safely.	I can explore a space, direction, levels and speed safely. I can safely perform teacher led warm-ups and describe/ discuss others' work.	I can hop on the spot using the same foot I can analyse, modify and refine skills and techniques and how these are applied.					
Year 2	I can understand a variety of rules to different invasion game and participate. I also understanding the importance of rules in games. I am beginning to apply and combine a variety of skills to a game situation. I can stop a ball in a variety of ways using good control. I can confidently send a ball in the direction of others in a range of ways. E.g. kicking, throwing, hitting etc... I am developing simple tactics and use them appropriately. I am beginning to develop a good understanding of attacking and defending. Especially during 3 Tees Cricket. I can catch various size balls. I can throw various size balls overarm, using the correct technique. I can bounce a ball with control whilst moving.	I can use equipment safely. I can roll with coordination. I can copy, remember, explore and repeat a variety of basic gymnastic actions with control and co-ordination. I can use equipment in a variety of ways to create a sequence. I can identify and describe the difference between their own and others' work. I can practice key steps gymnastics positions and link them together with control and co-ordination. I can use the vault safely by executing take-off and landing using control and consistency in different levels. I can execute a controlled jump taking off with precision and landing accurately.	I can remember and perform a sequence of dance moves with control and co-ordination. I can respond imaginatively to a variety of music. I can vary the dynamics, levels, speed and direction of a phrase/motif. I can discuss own and others' work with simple vocabulary. I understand the need for a warm up and cool down.	I can run at different speeds and use the correct technique when running. I can develop flexibility, strength, technique and control when running, throwing and jumping. I can use equipment safely. I can jump forward from a standing position with accuracy. I can perform a variety of throws with control and co-ordination. I can analyse, modify and refine skills and techniques and how these are applied.	I can explain how I feel before/after exercise and how it differs depending on the exercise. I can explain the importance of exercise and a healthy lifestyle.		I can comment on own and others' performance. I can comment on how to improve performance. I can use appropriate vocabulary when giving feedback. I can analyse, modify and refine skills and techniques and how these are applied.		KS1 Athletics 3 Tees Cricket

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	I can strike a ball with a range of bats for accuracy and distance.	I can make a sequence on the floor and on the apparatus and then link the sequences together.							
Year 3	I understand Rapid Fire Cricket – the rules, throwing, catching and hitting a ball with a cricket bat. I understand tactics by starting to vary how they respond to a situation. I am beginning to communicate with others during invasion games. I can vary skills, actions and ideas and link these in ways that suit the activity or game. I can describe what others do well. I understand how to compete with each other in a controlled manner. I can use skills with co-ordination and control. I understand the rules of dodgeball and netball and can add simple tactics when playing.	I can copy, explore and repeat key steps gymnastics actions with constant control. I can create a routine with a partner using varies gymnastics positions, different heights, rolls and jumps. I can describe my own work using simple gymnastic vocabulary. I am beginning to notice similarities and differences between sequences and suggest improvements. I am beginning to develop good technique when travelling. I can take off and land off of a vault/ bench with precision, and consistency in different levels. I am beginning to be able to straight roll, teddy bear roll, front roll, tuck roll and back roll. I can make a basic sequence on the floor and on the apparatus and then link the sequences together.	I am beginning to improvise independently to create a simple dance. I am beginning to improvise with a partner to create a simple dance. I can translate ideas from a variety of stimuli into movement. I can use different position and formations to create a dance throughout a piece of music and beginning to be in time with each other and to the music. I am beginning to compare, develop and adapt movement motifs to create a longer sequence. I can use simple dance vocabulary to compare and improve work. I understand how to work safely, recognise changes in their body, and give reasons why P.E. is good for their health.	I can use equipment safely. I can run at a speed appropriate to the distance being run. I can perform a running jump with some accuracy. I can perform a variety of throwing actions using a selection of equipment. I can develop flexibility, strength, technique and control when running, throwing and jumping. I can analyse, modify and refine skills and techniques and how these are applied. I can participate in a relay race. I can use a variety of different skills, actions and ideas and link these in different ways to suit different activities.	I can explain why my body needs to stay fit e.g. food, exercise etc. I can explain the importance of exercise and a healthy lifestyle. I understand the importance of warming up and cooling down.	I can develop listening skills. I am beginning to think activities through and problem solve. I can follow instructions from a partner or adult. I can discuss and work with others in a group. I can demonstrate an understanding of how to stay safe.	I can watch and describe performances accurately. I am beginning to think about how they can improve their work. I can work with a partner or small group to improve their skills. I can make suggestions on how to improve their work, commenting on similarities and differences.	I can jump into the pool and submerge briefly I can sink, push away from the wall and glide underwater for a short distance I can submerge fully to pick up an object from the bottom I have a reasonable knowledge of the water safety code	Rapid Fire Cricket Football Swimming Cross Country Netball Tag Rugby Athletics Dodgeball
Year 4 *	I can develop the Rapid Fire Cricket skills I learned last year the rules, throwing, catching and hitting a ball with a cricket bat. I can improve tactics during Rapid Fire Cricket and vary	I can copy, explore and repeat key steps in gymnastics actions with constant control, in time and with elegance.	I can confidently improvise with a partner or on their own. I am beginning to create longer dance	I can use equipment safely with good control. I can run with confidence and with different techniques at a speed	I can explain what their body needs to stay fit e.g. food, exercise etc. and can begin to suggest improvements for themselves and others.	I am developing listening skills. In Orienteering, I am beginning to use simple maps to navigate from point to point.	I can watch and describe performances accurately. I begin to think about how they can improve their work.	I can jump into the pool and submerge briefly I can sink, push away from the wall and glide	Rapid Fire Cricket Football Swimming Cross Country Netball Tag Rugby Athletics Dodgeball

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	how I respond to lots of different situations. I can improve my dodgeball and netball tactics developing on from last year. I can use a variety of different skills, actions and ideas and link these in ways that suit the activity or game. I can show confidence in using ball skills in various ways and can link these together <i>E.g. catching and throwing, dribbling and passing.</i> I can use skills with co-ordination, control and fluency. I can take part in competitive games with a strong understanding of tactics. I can create my own games using knowledge and skill. I can make suggestions as to what resources can be used to differentiate a game. I can use running, jumping, throwing and catching in isolation and combination.	I am confidently improvise with a partner or on their own. I am beginning to understand composition by performing more complex sequences. I am beginning to use gymnastic vocabulary to describe how to improve and refine performances. I am developing strength, technique and flexibility throughout performances. I can create sequences using various body shapes and equipment. I can combine equipment with movement to create sequences. I can confidently perform a straight roll, teddy bear roll, front roll, tuck roll and back roll. I can take off and land off of a vault/ bench with precision, and consistency in different levels. I can also land with elegance and finish correctly.	sequences in larger groups. I can demonstrate precision and some control in response to stimuli. I can demonstrate rhythm and spatial awareness. I am beginning to modify part of a sequence as a result of self-evaluation. I can use simple dance vocabulary to compare and improve work.	appropriate to the distance being run. I can perform a running jump with more than one component, <i>E.g. triple jump.</i> I can demonstrate accuracy in all sorts of throwing and catching activities. I can describe good athletic performance using correct vocabulary. I can participate in a relay race. I can use a variety of different skills, actions and ideas and link these in different ways to suit different activities.	I can explain the importance of exercise and a healthy lifestyle. I can understand the importance of warming up and cooling down.	I am beginning to think activities through and problem solve. I can choose and apply strategies to solve problems with support. I can discuss and work with others in a group. I can demonstrate an understanding of how to stay safe.	I can work with a partner or small group to improve their skills. I can make suggestions on how to improve their work, commenting on similarities and differences.	underwater for a short distance I can perform a sequence of changing shapes whilst floating on the surface I can swim approx. 10m using a range of different strokes (back / breast / front crawl)	Hockey
Year 5 *	I can use a variety of skills, actions and ideas and link these in ways that suit the activity or game. I can dribble, defense, attack and pass with control and accuracy. I can participate in invasion games with skill and	I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity. I can select and link increasingly complex gymnastics actions fluently into individual,	I can demonstrate precision, control and fluency in a range of different movements in response to stimuli and throughout. I can combine flexibility, technique and movement to create a fluent sequence.	I can begin to record and evaluate peers' performances. I can use all equipment safely with good control. I can work on the best running technique for	I can explain how the body reacts to different types of exercise. I can explain the importance of exercise and a healthy lifestyle. I can understand the importance of	In Orienteering, begin to use simple maps to navigate from point to point. In Orienteering, begin to think activities through and problem solve using general knowledge individually and in small teams.	I can watch and describe performances accurately. I can learn from others on how they can improve their skills. I can comment on tactics and techniques to help improve performances.	Perform a surface dive Swim over 10m using a range of strokes accurately Perform a range of jumps into deep water and tread water	Dynamos Cricket Football Swimming Cross Country Netball Tag Rugby Athletics Dodgeball Hockey

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	precision showing creativity with tactics and strategies. I can show confidence in using ball skills in various ways and link these together, <i>E.g. catching and throwing, dribbling and passing.</i> I can strike a ball with a range of bats with accuracy and a good distance. When planning activities and actions, I can take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. I can create my own games using my knowledge and skill. I can make suggestions as to what resources can be used to differentiate a game. I can consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy I can compare and comment on skills to refine and improve their own performance or that of others.	pair and group sequences. I can execute a controlled jump taking off and landing with precision and accuracy. I can analyse and comment on skills and techniques and how these are applied in their own and others' work. I can use more complex gymnastics vocabulary to describe how to improve and refine performances. I can develop strength, technique and flexibility throughout performances. I can understand composition by performing more complex sequences. I can use a range of various heights and rolls in a gymnastics routine. To learn basic skills to be able to do a handstand, round off and cartwheel. I can consolidate my existing skills and develop a range of landing skills safely. I can develop specific skills to show different shapes and balances under control. I can implement body management using and travelling at different heights maintaining good body posture.	I can begin to show a change of pace and timing in their movements. I can use space provided to its maximum potential. I can improvise with confidence, demonstrating fluency across their sequence. I can modify part of a sequence as a result of self and peer evaluation. I can use more complex dance vocabulary to compare and improve work. I can consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. I can analyse, modify and refine skills and be self-critical making my routine better.	different types of running activities. I can perform a running jump and a high jump with more than one component, <i>E.g. triple jump.</i> I can use different throwing techniques and apply them correctly to different throwing activities. I can describe good athletic performance using correct vocabulary. I can use a variety of different skills, actions and ideas and link these in different ways to suit different activities.	warming up and cooling down. I can recognise changes to my body (SRE).	In Orienteering, 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.	I can make suggestions on how to improve their work, commenting on similarities and differences.	when resurfacing Perform a range of jumps into deep water and tread water when resurfacing	
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Year 6 *	I can vary skills, actions and ideas and link these in ways that suit the activity or game.	I can perform a key steps gymnastics movement with precision, control and fluency, including variations in speed, levels and direction.	To perform with confidence, using a range of movement patterns.	I can record and evaluate peers' performances and my own.	I can explain why we need regular and safe exercise and understand the effect on the body when this does not happen.	In Orienteering, begin to use simple maps to navigate from point to point.	Watch and describe performances accurately.	Swim 25m using any stroke	Dynamos Cricket Football
	I show confidence in using ball skills in various ways and can link these together, <i>E.g. catching and throwing, dribbling and passing.</i> I keep possession of balls during game situations. I consistently use skills with co-ordination, control and fluency. I take part in competitive games with a strong understanding of tactics. I can create my own games using knowledge and skill. I can modify competitive games. I confidently apply skills for attacking and defending. I can use running, jumping, throwing and catching in isolation and combination. I can compare and comment on skills to refine and improve their own performance or that of others.	I can adapt sequences to include a partner/group. To know how to do a simple handstand, round off and cartwheel. I can gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus. I can analyse and comment on skills and techniques and how these are applied in their own and others' work. I can use more complex gymnastics vocabulary to describe how to improve and refine performances. I can develop strength, technique and flexibility throughout performances. I understand composition by performing more complex sequences. I can perform actions with an emphasis on extension, clear body shape and changes in direction. I can execute a controlled jump taking off and landing with extreme precision and accuracy.	To demonstrate a strong imagination when creating their own dance sequences and motifs. To demonstrate strong movements throughout a dance sequence. To combine flexibility, technique and movement to create a fluent sequence. To begin to show a change of pace and timing in their movements. To be able to move to the beat accurately in dance sequences. To improvise with confidence; whilst still demonstrating fluency across their sequence. To demonstrate consistent precision when performing. To modify part of a sequence as a result of self and peer evaluation. To use more complex dance vocabulary to compare and improve work.	I can use all equipment safely with good control. I can work on the best running technique for different types of running activities. I can perform a running jump and a high jump correctly and confidently. I can choose the correct throw for any given activity and throw with accuracy. I can describe good athletic performance using correct vocabulary. I can use a variety of different skills, actions and ideas and link these in different ways to suit different activities.	I can explain the importance of exercise and a healthy lifestyle. I understand the importance of warming up and cooling down. I recognise the changes of body (SRE).	In Orienteering, begin to think activities through and problem solve using general knowledge individually and in small teams. In Orienteering, 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 on how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.	Perform a range of movements in deep water demonstrating confidence and competence	Swimming Cross Country Netball Tag Rugby Athletics Dodgeball Hockey

By the end of Year 6, it is the aim of our school to have all children exposed to competitive sport in some capacity.