



Skills Progression - PE

	Gymnastics	Dance	Games
Spring Class	Describe how the body feels when still and when exercising. Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done.	Describe how the body feels when still and when exercising. Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done.	Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules when participating in games. Talk about what they have done. Talk about what others have done.
Summer Class Acquire and Develop. Select and Apply. KU of Health and Fitness.	Perform the basic gymnastic actions with coordination, control and variety. Plan and repeat simple sequences of actions; show contrasts in shape. Recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity. Describe what they and others have done; say why they think gymnastic actions are being performed well.	Perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. Link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance.	Show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence. Apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics. Describe how their bodies work and feel when playing games.

Evaluate and Improve.		Describe how dancing affects their body; know why it is important to be active. Suggest ways they could improve their work.	Work well with a partner and in a small group to improve their skills.
-----------------------	--	---	--

	Gymnastics	Dance	Games	Swimming
Autumn Class Acquire and Develop. Select and Apply. KU of Health and Fitness. Evaluate and Improve.	Perform actions, balances, body shapes and agilities with control. Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence. Understand that strength and suppleness can be improved; lead a partner through short warm-up routines. Recognise criteria that lead to improvement, eg changing a level; watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance.	Respond imaginatively to a range of stimuli related to character and narrative. Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; refine, repeat and remember dance phrases and dances; perform dances clearly and fluently; show sensitivity to the dance idea and the accompaniment. Show a clear understanding of how to warm up and cool down safely. Describe, interpret and evaluate dance, using appropriate language	Understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques. Play games with some fluency and accuracy, using a range of throwing and catching techniques. Keep up a continuous game, using a range of throwing and catching skills and techniques; use a small range of basic racket skills. Use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some control and accuracy. Throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique	Swim between 25 and 50 metres unaided, using their arms and legs with some coordination. Use more than one method of swimming; move in and around water confidently and competently; explore ways of swimming on and below the surface of the water. Know how to keep themselves warmer in water and how to breathe when they are swimming. Describe different leg and arm actions and explain how the actions work together to help them move better in water.

			and sometimes using a short run-up; play different roles in small groups. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; make up their own net games; understand the point of the game; keep rules effectively and fairly. Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going.	
--	--	--	---	--

			Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines. Compare and contrast performances using appropriate language and suggest practices that will help them and others to play better.	
Winter Class Acquire and Develop. Select and Apply. KU of Health and Fitness. Evaluate and Improve.	Combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movements; in small groups, prepare a sequence to be performed to an audience. Make up longer, more complex sequences, including changes of direction, level and speed; develop their own solutions to a task by choosing and applying a range of compositional principles.	Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. Perform to an accompaniment expressively and sensitively; perform dances fluently and with control. Warm up and cool down independently; understand how dance helps to keep them healthy. Use appropriate criteria to evaluate and refine their own and others' work; talk about	Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. Use different techniques for passing, controlling, dribbling and shooting the ball in games. Use forehand, backhand and overhead shots increasingly well in the games they play. Use the volley in games where it is important; use the skills they prefer with competence and consistency. Strike a bowled ball; use a range of fielding skills, eg catching,	Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. Use three different strokes, swimming on their front and back; control their breathing; swim confidently and fluently on the surface and under water; work well in groups to solve specific problems and challenges, sharing out the work fairly. Recognise how swimming affects their body, and pace their efforts to meet different challenges.

	Understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and well being. Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.	dance with understanding, using appropriate language and terminology.	throwing, bowling, intercepting, with growing control and consistency. Show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending. Understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Understand how stamina and power help people to perform	Suggest activities and practices to help improve their own performance.
--	--	--	--	--

			well in different athletic activities. Plan practices and warm ups to get ready for playing safely. Identify good athletic performance and explain why it is good, using agreed criteria. Recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance.	
--	--	--	---	--

OAA

Autumn Class	Identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another. Respond to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others, discussing how to follow trails and solve problems. Recognise that different tasks make their body work in different ways. Comment on how they went about tackling tasks.
Winter Class	Choose and perform skills and strategies effectively; find solutions to problems and challenges. Plan, implement and refine the strategies they use; adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood. Prepare physically and organisationally for challenges they are set, taking into account the group's safety. Identify what they do well, as individuals and as a group; suggest ways to improve.