

Progression of skills in P.E.

Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
QCA Units	Dance Activities Unit 1	Dance Activities Unit 2	Dance Activities Unit 3	Dance Activities Unit 4	Dance Activities Unit 5	Dance Activities Unit 6
Acquiring and developing skills	<ul style="list-style-type: none"> explore movement ideas and respond imaginatively to a range of stimuli move confidently and safely in their own and general space, using changes of speed, level and direction Develop balance, agility and coordination 	<ul style="list-style-type: none"> explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance Develop balance, agility and coordination Develop dances, using simple movement patterns 	<ul style="list-style-type: none"> improvise freely on their own and with a partner, translating ideas from a stimulus into movement develop and perform simple movement patterns 	<ul style="list-style-type: none"> explore and create characters and narratives in response to a range of stimuli develop and perform simple dance patterns 	<ul style="list-style-type: none"> explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group develop and perform movement patterns 	<ul style="list-style-type: none"> explore, improvise and combine movement ideas fluently and effectively develop and perform dance patterns
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> compose and link movement to make simple dances with clear beginnings, middles and ends perform movement phrases using a range of body actions and body parts 	<ul style="list-style-type: none"> compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas 	<ul style="list-style-type: none"> create and link dance phrases using a simple dance structure or motif perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups 	<ul style="list-style-type: none"> use simple choreographic principles to create motifs and narrative perform complex dance phrases and dances that communicate character and narrative 	<ul style="list-style-type: none"> compose dances by using adapting and developing steps, formations and patterning from different dance styles perform dances expressively, using a range of performance skills 	<ul style="list-style-type: none"> create and structure motifs, phrases, sections and whole dances begin to use basic compositional principles when creating their dances
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> recognise how their body feels when still and exercising 	<ul style="list-style-type: none"> recognise and describe how different dance activities make them feel understand the importance of warming up and cooling down 	<ul style="list-style-type: none"> keep up activity over a period of time and know they need to warm up and cool down for dance 	<ul style="list-style-type: none"> know and describe what you need to do to warm up and cool down for dance 	<ul style="list-style-type: none"> organise their own warm-up and cool-down activities to suit the dance show an understanding of why it is important to warm up and cool down 	<ul style="list-style-type: none"> understand why dance is good for their fitness, health and wellbeing prepare effectively for dancing
Evaluating and improving performance	<ul style="list-style-type: none"> talk about dance ideas inspired by different stimuli copy, watch and describe dance movement 	<ul style="list-style-type: none"> watch and describe dance phrases and dances and use what they learn to improve their own work 	<ul style="list-style-type: none"> describe and evaluate some of the compositional features of dances performed with a partner and in a group talk about how they might improve their dances 	<ul style="list-style-type: none"> describe, interpret and evaluate their own and others' dances, taking account of character and narrative Compare performances 	<ul style="list-style-type: none"> describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context peer assess performances 	<ul style="list-style-type: none"> understand how a dance is formed and performed evaluate, refine and develop their own and others work demonstrate improvements to achieve their personal best
Children working above average:						
Children working below average:						

Games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
QCA Units	Games Activities Unit 3	Games Activities Unit 4	Games Activities Unit 10,12,13	Games Activities Unit 11,12,13	Games Activities Unit 23,25,26	Games Activities Unit 24,25,26
Acquiring and developing skills	<ul style="list-style-type: none"> be confident and safe in the spaces used to play games explore and use skills, actions and ideas individually and in combination to suit the game they are playing Develop tactics 	<ul style="list-style-type: none"> improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills develop tactics to attack and defend 	<ul style="list-style-type: none"> consolidate and improve the quality of their techniques and their ability to link movements develop the range and consistency of their skills in all games play competitive games 	<ul style="list-style-type: none"> develop the range and consistency of their skills in all games compare attacking and defending skills 	<ul style="list-style-type: none"> develop a broader range of techniques and skills for attacking and defending develop consistency in their skills apply basic principles for attacking and defending 	<ul style="list-style-type: none"> choose, combine and perform skills more fluently and effectively in invasion, striking and net games use defending and attacking skills in various team games
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> choose and use skills effectively for particular games Play various familiar and unfamiliar games 	<ul style="list-style-type: none"> choose, use and vary simple tactics play various games to develop attacking and defending skills 	<ul style="list-style-type: none"> improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games modify previously learnt games, such as tennis, rounders and cricket 	<ul style="list-style-type: none"> devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations use skills learnt in new modified games 	<ul style="list-style-type: none"> know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations choose and apply skills more consistently in all activities challenge yourself to achieve your personal best 	<ul style="list-style-type: none"> understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> know that being active is good for them and fun 	<ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> know and describe the short-term effects of different exercise activities on the body know how to improve stamina begin to understand the importance of warming up 	<ul style="list-style-type: none"> recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies 	<ul style="list-style-type: none"> know and understand the basic principles of warming up, and understand why it is important for a good-quality performance understand why exercise is good for their fitness, health and wellbeing 	<ul style="list-style-type: none"> understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games
Evaluating and improving performance	<ul style="list-style-type: none"> watch, copy and describe what others are doing describe what they are doing develop your throwing and catching skills 	<ul style="list-style-type: none"> recognise good quality in performance use information to improve their work develop throwing, catching, attacking and defending skills 	<ul style="list-style-type: none"> recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work 	<ul style="list-style-type: none"> explain their ideas and plans recognise aspects of their work that need improving suggest practices to improve their play Discuss what you need to improve to achieve your personal best 	<ul style="list-style-type: none"> choose and use information to evaluate their own and others' work suggest improvements in own and others' performances challenge yourself to achieve your personal best 	<ul style="list-style-type: none"> develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling down are important Demonstrate achievements to show personal best
Children working above average:						
Children working below average:						

Gymnastics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
QCA Units	Gymnastic Activities Unit 1	Gymnastic Activities Unit 2	Gymnastic Activities Unit 3	Gymnastic Activities Unit 4	Gymnastic Activities Unit 5	Gymnastic Activities Unit 6
Acquiring and developing skills	<ul style="list-style-type: none"> explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction develop balance 	<ul style="list-style-type: none"> remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision develop agility and coordination 	<ul style="list-style-type: none"> consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements Develop flexibility 	<ul style="list-style-type: none"> develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently Develop control 	<ul style="list-style-type: none"> perform actions, shapes and balances consistently and fluently in specific activities develop strength technique 	<ul style="list-style-type: none"> combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas Develop control and balance
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts 	<ul style="list-style-type: none"> choose, use and vary simple compositional ideas in the sequences they create and perform. 	<ul style="list-style-type: none"> Improve their ability to select appropriate actions and use simple compositional ideas 	<ul style="list-style-type: none"> create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction 	<ul style="list-style-type: none"> choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations 	<ul style="list-style-type: none"> develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> know how to carry and place apparatus recognise how their body feels when still and when exercising 	<ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely 	<ul style="list-style-type: none"> recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength 	<ul style="list-style-type: none"> describe how the body reacts during different types of activity and how this affects the way they perform 	<ul style="list-style-type: none"> know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health 	<ul style="list-style-type: none"> understand why warming-up and cooling-down are important understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves carry out warm ups safely and effectively
Evaluating and improving performance	<ul style="list-style-type: none"> watch copy and describe what they and others have done 	<ul style="list-style-type: none"> improve their work using information they have gained by watching, listening and investigating 	<ul style="list-style-type: none"> describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved 	<ul style="list-style-type: none"> describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved 	<ul style="list-style-type: none"> choose and use information and basic criteria to evaluate their own and others' work Compare performances and discuss personal bests 	<ul style="list-style-type: none"> evaluate their own and others' work suggest ways of making improvements Work towards achieving personal best in agility, coordination and balance.
Children working above average:						
Children working below average:						

Swimming activities and water safety	Year 1/2/3	Year 3/4/5/6
QCA Units	Unit 1 Beginners (non-swimmers and developing swimmers)	Unit 2 Developing and competent swimmers
Acquiring and developing skills	<ul style="list-style-type: none"> work with confidence in the water explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water remember, repeat and link skills 	<ul style="list-style-type: none"> consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction improve the control and co-ordination of their bodies in water 	<ul style="list-style-type: none"> choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges competently, confidently and proficiently over a distance of at least 25 meters perform safe self-rescue in different water-based situations
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> know that being active is fun and good for them recognise what their bodies feel like during different activities 	<ul style="list-style-type: none"> know and describe the short-term effects of exercise on the body and how it reacts to different types of activity
Evaluating and improving performance	<ul style="list-style-type: none"> watch, copy and describe what they and others have done and use the information to improve their work 	<ul style="list-style-type: none"> describe and evaluate the quality of swimming and recognise what needs improving
Children working above average:		
Children working below average:		

Outdoor and adventurous activities	Year 1/2	Year 3/4	Year 5/6
QCA Units	Outdoor and Adventurous Activities Unit19	Outdoor and Adventurous Activities Unit20	Outdoor and Adventurous Activities Unit30
Acquiring and developing skills	<ul style="list-style-type: none"> recognise their own space explore finding different places 	<ul style="list-style-type: none"> develop the range and consistency of their skills and work with others to solve challenges 	<ul style="list-style-type: none"> develop and refine orienteering and problem-solving skills when working in groups and on their own
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> follow simple routes and trails, orientating themselves successfully solve simple challenges and problems successfully 	<ul style="list-style-type: none"> choose and apply strategies and skills to meet the requirements of a task or challenge take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> decide what approach to use to meet the challenge set adapt their skills and understanding as they move from familiar to unfamiliar environments
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> recognise and describe how their body feels during exercise 	<ul style="list-style-type: none"> recognise the effect of different activities on the body and to prepare for them physically work safely 	<ul style="list-style-type: none"> understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
Evaluating and improving performance	<ul style="list-style-type: none"> observe what they and others have done and use their observations to improve their performance 	<ul style="list-style-type: none"> describe and evaluate their own and others' performances, and identify areas that need improving 	<ul style="list-style-type: none"> see the importance of a group or team plan, and the value of pooling ideas improve their performance by changing or adapting their approaches as needed
Children working above average:			
Children working below average:			

Athletic activities	Year 1/2	Year 3/4	Year 5/6
QCA Units	Athletic Activities Unit 17	Athletic Activities Unit 18	Athletic Activities Unit 29
Acquiring and developing skills	<ul style="list-style-type: none"> remember, repeat and link combinations of actions use their bodies and a variety of equipment with greater control and coordination master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination 	<ul style="list-style-type: none"> consolidate and improve the quality, range and consistency of the techniques they use for particular activities use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> develop the consistency of their actions in a number of events increase the number of techniques they use
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> use their bodies and a variety of equipment with greater control and coordination 	<ul style="list-style-type: none"> develop their ability to choose and use simple tactics and strategies in different situations 	<ul style="list-style-type: none"> choose appropriate techniques for specific events
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> know, measure and describe the short-term effects of exercise on the body describe how the body reacts to different types of activity 	<ul style="list-style-type: none"> understand the basic principles of warming up understand why exercise is good for fitness, health and wellbeing
Evaluating and improving performance	<ul style="list-style-type: none"> watch, copy and describe what they and others have done 	<ul style="list-style-type: none"> describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving Discuss how to achieve own personal best 	<ul style="list-style-type: none"> evaluate their own and others' work and suggest ways to improve it work towards achieving personal best
Children working above average:			
Children working below average:			