

PE Progression of Skills

	EYFS	YEAR 1	YEAR 2`	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Dance	<p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others.</p>	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance</p>	<p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency</p>	<p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance</p>
Fundamentals		Running: explore changing direction	Running: demonstrate	Running: change direction. Show an	Running: change direction quickly		

		and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope	balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.	increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.	under pressure. Demonstrate when and how to accelerate and decelerate. Balancing: demonstrate good balance and control when performing other fundamental skills. Jumping and hopping: link hopping and jumping actions with other fundamental skills. Skipping: consistently skip in a rope.		
Athletics		Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.	Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.	Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range	Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when	Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and	Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and

		Throwing: explore throwing for distance and accuracy.	Throwing: develop overarm throwing for distance	of approaches and take off positions. Throwing: explore the technique for a pull throw.	jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw	rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put	technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put.
OAA	Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself				Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.		Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary
Gymnastics	Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body.	Shapes: explore basic shapes straight, tuck, straddle and pike. Balances: perform balances making my body tense, stretched and curled.	Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances.	Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them.	Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand.	Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel.	Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a

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	<p>Rolls: explore rocking and rolling. Jumps: explore jumping safely</p> <p>Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts. Strategy: explore my own feelings in response to an activity or task. Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move. Co-ordination: explore moving different body parts together. Speed: explore moving and stopping with control.</p>	<p>Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps, including jumping off low apparatus.</p> <p>Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>	<p>Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.</p>	<p>Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	<p>Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps.</p>	<p>Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p>	<p>cartwheel bridge and shoulder stand Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>
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	Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time.						
Yoga		Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Strategy: recognise my own feelings in response to a task or activity.	Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Strategy: explore controlling my focus and sense of calm				
Invasion Games	Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two	Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet.	Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move.	Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.	Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with	Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create	Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a

	hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.	Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.	Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.	Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.	feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.	space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands	range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception) in game situations
Striking and Fielding Games	Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment			Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations.		Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when	Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure.



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				Catching: catch with some consistency in game situations.		using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations	Catching: consistently demonstrate good technique in catching skills under pressure.
Target Games	Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.					Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure.	