

# Skills Progression for Physical Education

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>	<p>Show basic control and co-ordination when travelling.</p> <p>Change movements and pathways to avoid others and obstacles.</p> <p>Copy simple movements and actions</p> <p>Associate basic actions with words, signs and symbols.</p> <p>Link and repeat simple actions</p> <p>Know how to start and finish a movement or action.</p> <p>Identify changes that take place when they exercise.</p>	<p>Show control and co-ordination when travelling and remaining still.</p> <p>Find and use space safely showing awareness of others.</p> <p>Remember and repeat simple actions and movements with control.</p> <p>Describe movement phrases, e.g. <b>travelling, balancing, climbing etc.</b></p> <p>Select, link and perform simple actions</p> <p>Know how to start and finish movement phrases.</p> <p>Describe how they feel during and after exercise.</p>	<p>Travel in a range of different ways using feet, hands and feet and without feet.</p> <p>Use all available space using different pathways and changes in direction.</p> <p>Repeat simple sequences accurately and consistently.</p> <p>Describe own and others movements, balances and body shapes, using appropriate vocabulary.</p> <p>Select, link and perform with control a variety of actions.</p> <p>Perform longer phrases containing a clear beginning, middle and end.</p> <p>Identify when the heart rate (pulse) and breathing quickens.</p>	<p>Perform actions, balances, body shapes and movements with control.</p> <p>Combine an increasing range of elements with a sequence.</p> <p>Combine own work with the work of others.</p> <p>Identify aspects of a performance that need to be practiced.</p> <p>Prepare well-structured sequences that can be performed alone or with a partner.</p> <p>Plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement.</p>	<p>Combine and perform increasingly complex gymnastic actions, shapes and balances.</p> <p>Develop an increasing range of solutions to tasks or stimulus.</p> <p>Create sequences with others.</p> <p>Recognise the key criteria needed to improve their own and others performance.</p> <p>Prepare complex and varied sequences to perform with a partner or as part of a group.</p> <p>Make longer, more complex sequences including changes of direction, level and speed,</p>	<p>Combine and perform a range of complex gymnastic actions, shapes and balances with control.</p> <p>Share and evaluate the solutions ideas of others.</p> <p>Create increasingly complex and varied sequences with others.</p> <p>Use criteria to judge the quality of ideas, actions, composition and sequences.</p> <p>Perform and choose from a wide range of complex and demanding actions, balances etc.</p> <p>Take the lead in the preparation of a performance including complex sequences to be performed by a group.</p>	<p>Combine and perform a series of sequences using a range of complex actions and balances etc.</p> <p>Share, evaluate and select the group's most effective solution or idea.</p> <p>Plan a series of complex sequences with others.</p> <p>Formulate own criteria and evaluate the effectiveness of performances.</p> <p>Analyse actions against a set criteria in order to evaluate the success of their performance.</p> <p>Work as a team in the preparation of a performance through the delegation of roles and responsibilities.</p>
<b>Dance</b>	<p>Explore basic movements &amp; actions.</p> <p>Begin to move with expression.</p> <p>Begin to select movements that reflect the dance idea.</p> <p>Remember, repeat and link simple movements and phrases.</p>	<p>Perform a series of simple movements &amp; actions.</p> <p>Show an increasing sense of dynamic expression and rhythmic accuracy.</p> <p>Select appropriate movements to support different dance ideas.</p> <p>Remember, repeat short dance phrases simple dances.</p>	<p>Perform increasingly complex combinations of movements and actions with control.</p> <p>Perform clearly and with expression showing an awareness of phrasing and music.</p> <p>Select movements that demonstrate an understanding of the dance, mood and feeling.</p> <p>Repeat dance phrases and simple dances with accuracy and control.</p>	<p>Explore, improvise and combine movements and ideas effectively.</p> <p>Perform with an awareness of rhythmic, dynamic and expressive qualities.</p> <p>Improvise freely alone/with a partner, translating ideas from stimuli and movement.</p> <p>Create and link simple dance phrases using dance structures and motifs.</p>	<p>Rehearse, refine and repeat short dance sequences with style and artistic intention.</p> <p>Perform to an accompaniment expressively and sensitively.</p> <p>Use an increasing range of complex composition principles to create dances.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p>	<p>Refine and repeat a wide range of dances with style and artistic intention.</p> <p>Demonstrate a clear sense of own dance style.</p> <p>Use a range of technical and physical principles to create dances.</p> <p>Show an understanding of musical structure, rhythm, mood and phrasing.</p>	<p>Rehearse, refine and adapt a wide range of dance.</p> <p>Further develop and refine own dance style.</p> <p>Use a wide range of dance principles to create dances.</p> <p>Incorporate a range of musical structures, rhythms, moods and phrasing.</p>
<b>Games</b>	<p>Practice underarm throwing and rolling skills.</p> <p>Practice simple collecting and receiving skills.</p> <p>Play simple games with a partner or passive opponent.</p> <p>Describe basic rules and the way to score.</p>	<p>Use basic underarm, rolling and hitting skills accurately.</p> <p>Intercept, retrieve and stop bean bags and large balls with some consistency.</p> <p>Throw, hit, kick a ball in a range of ways depending on the needs of the game.</p> <p>Describe what they and others need to do in a game.</p>	<p>Use with accuracy underarm, overarm and hitting skills.</p> <p>Track, intercept, stop and catch balls consistently.</p> <p>Anticipate movements and actions of others in partner work.</p> <p>Describe simple tactics and skills used in games.</p>	<p>Hit a bowled ball with intent and force.</p> <p>Use a range of skills when attacking and defending.</p> <p>Make tactical decisions while showing awareness of others.</p> <p>Understand and implement a range of tactics ,</p>	<p>Bat, bowl and field with control.</p> <p>Suggest a range of skills that can be used to improve success.</p> <p>Vary team and individual tactics to generate impact.</p> <p>Plan and adapt team and individual tactics.</p>	<p>Bat, bowl and field using a range of techniques,</p> <p>Evaluate the success of skills used in order to improve play'.</p> <p>Explain in detail plans for and approaches to game play.</p> <p>Understand and give reasons for the use of a range of tactics.</p>	<p>Evaluate and suggest improvements to own/others skills.</p> <p>Analyse the effectiveness of skills used.</p> <p>Evaluate impact of plans and adapt in order to improve play.</p> <p>Analyse the effectiveness of tactics used.</p>

Strand	Stage Three	Stage Four	Stage Five	Stage Six
<b>Striking and Fielding</b>	<p>Use, with increasing accuracy, under arm and over arm throwing and hitting skills.</p> <p>Track, intercept, stop and catch balls and beanbags with consistency.</p> <p>Track balls or other equipment sent to them and anticipate where it is going.</p> <p>Choose a skill that suits the needs of the game and outwits their opponents.</p> <p>Describe simple tactics and skills they can use in games.</p> <p>Become familiar with and begin to apply rules consistently and fairly.</p>	<p>Hit a bowled ball with intent and force. Bat, bowl and field with control.</p> <p>Use a range of fielding skills e.g. catching, throwing, bowling and intercepting with control and consistency.</p> <p>Make good tactical decisions quickly while remaining aware of what is going on around them.</p> <p>Understand and implement a range of tactics in a range of games.</p> <p>Identify their own strengths and suggest practices to help improve them.</p> <p>Identify and describe features successful game play.</p>	<p>Bat, bowl and field with control. Demonstrate a range of effective techniques.</p> <p>Choose and apply a range of increasingly complex skills and techniques that are suited to a range of games.</p> <p>Use a range of tactics for attacking and defending as batters, bowlers and fielders.</p> <p>Plan and adapt team and individual tactics, vary them as the need arises.</p> <p>Identify their own and others' strengths and weaknesses and devise practices that lead to improvement.</p> <p>Use a sound understanding of the principles of play when planning their approaches to games.</p>	<p>Evaluate and suggest improvements for the batting, bowling and fielding skills of self and others.</p> <p>Suggest a range of complex skills and techniques that could be applied to improve a range of field games.</p> <p>Take a leading role in teams and have a significant impact on the games played.</p> <p>Identify how team and individual tactics have been varied and the impact this will have / has had on the game.</p> <p>Identify their own and others strengths and weaknesses and devise practices that lead to improvement. Evaluate.</p> <p>Explain, in detail, their plans for, and approaches to, game play.</p>
<b>Net &amp; Ball Games</b>	<p>Keep up a continuous game using simple throwing and catching skills and techniques.</p> <p>Choose and use a range of simple tactics for sending the ball different ways.</p> <p>Choose and use an increasing range of simple tactics for defending their own court.</p> <p>Gain and understanding of, and use, rules.</p> <p>Make up own net games.</p>	<p>Use a wide range of throwing, catching and hitting skills on both sides of the body.</p> <p>Change the pace, length and direction of throws and shots to outwit opponents.</p> <p>Know where to stand and how to defend their court.</p> <p>Use and interpret rules fairly.</p> <p>Make up own net games and their rules.</p>	<p>Use forehand, backhand and over arm shots, and volley when appropriate.</p> <p>Use preferred skills with competence and consistency.</p> <p>Understand the need for tactics, choose and use some tactics effectively.</p> <p>Apply rules consistently and fairly.</p> <p>Make up own net games that involve more than one player / team.</p>	<p>Play a full game of short tennis using the full range of racquet skills.</p> <p>Use a wide range of shots with consistency and accuracy.</p> <p>Understand the need for different tactics; give reasons for decisions and for tactics used.</p> <p>Analyse and make judgements about own and others ability to adhere to rules (umpire).</p> <p>Make up and share increasingly complex net games.</p>
<b>Invasion Games</b>	<p>Use a range of throwing and catching skills with control to keep possession and to score goals / points.</p> <p>Be aware of space and members of the opposition.</p> <p>Use a variety of simple tactics for attacking and keeping possession of the ball.</p> <p>Understand the need to defend and attack.</p> <p>Become increasingly familiar with the rules of the game.</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Mark opponents and support players in defence.</p> <p>Identify tactics to help the team to keep the ball and take it towards the opposition's end.</p> <p>Use a range of tactics to attack and defend.</p> <p>Use and interpret the rules of the game.</p>	<p>Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games.</p> <p>Use marking, tackling and / or interception to improve defence.</p> <p>Apply principles of team play to keep possession of the ball and score effectively.</p> <p>Know what position they are playing and how to contribute when attacking and defending.</p> <p>Apply rules consistently and fairly.</p>	<p>Use a wide range of good quality skills effectively.</p> <p>Make and apply a range of decisions quickly and appropriately in games.</p> <p>Choose skills and tactics that meet the needs of the situation.</p> <p>Play in a number of attacking and defending positions effectively.</p> <p>Take responsibility for judgements and decision making in game play (umpire).</p>
<b>Athletics</b>	<p>Run at fast, medium and slow speeds, changing speed and direction.</p> <p>Link running and jumping activities with fluency, control and consistency.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in an athletic event, e.g. a relay activity.</p> <p>Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets.</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods.</p> <p>Increase the fluency and control of running and / or jumping activities.</p> <p>Perform a range of jumps showing consistent technique and where appropriate using a short run up.</p> <p>Effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team.</p> <p>Throw objects, changing their action for accuracy and distance including the throwing of objects at targets.</p>	<p>Select the most appropriate pace for a running event, to sustain their running and improve upon personal targets.</p> <p>Demonstrate control and accuracy over running and / or jumping activities.</p> <p>Show control at take off in jumping activities.</p> <p>Participate in a range of athletic events, e.g. long jump, 100metres sprint etc.</p> <p>Show accuracy and good technique when throwing for distance.</p>	<p>Pace their efforts effectively.</p> <p>Adapt skills and techniques to different challenges and equipment.</p> <p>Show good control, speed, strength and stamina when running, jumping and throwing.</p> <p>Take part in a wide range of athletic events effectively.</p> <p>Use and apply effectively a range of throwing techniques.</p>

Strand	Stage Three	Stage Four	Stage Five	Stage Six
<b>Outdoor Education</b>	<p>Move from familiar to unfamiliar environments and pinpoint their positions.</p> <p>Use plans and diagrams to follow a short trail from one point to another.</p> <p>Respond to a set challenge or problem.</p> <p>Discuss how to follow trails and solve problems.</p> <p>Begin to work and behave safely.</p>	<p>Travel around a simple course; respond when the task or environment changes.</p> <p>Use more detailed plans and diagrams to pinpoint their position and plot a route.</p> <p>Solve problems by using and applying a range of approaches.</p> <p>Explain reasons for choosing the approach used to solve a problem, recognising other possible approaches.</p> <p>Work and behave safely, when working on own and in small groups.</p>	<p>Work confidently in familiar and changing environments.</p> <p>Using increasingly complex maps and diagrams select, and perform, skills and strategies effectively.</p> <p>Find own solutions to problems and challenges.</p> <p>Plan, implement and refine strategies, adapting strategies as necessary.</p> <p>Prepare physically and organisationally for challenges taking into account their own and others' safety.</p>	<p>Work confidently in familiar and changing environments, adapting quickly to new situations.</p> <p>Using a range of different maps and tracking devices identify and respond to events as they happen.</p> <p>Devise, select and put into practice a range of solutions to problems and challenges.</p> <p>Understand clearly the nature of a challenge or problem and what they want to achieve.</p> <p>Take a leading role when working with, and taking responsibility for, others.</p>