

PE Skills Progression

General Skills (e.g. evaluating and improving, health and fitness etc.)

Y1	Y2	Progression for More Able
<ul style="list-style-type: none"> • Talk about what they have done • Describe what other people did • Describe how their body feels during different activities 	<ul style="list-style-type: none"> • <i>Talk about</i> what is different between what they did and what someone else did • Show how they can improve • Show how to exercise safely • Explain what their body needs to keep healthy 	<ul style="list-style-type: none"> • <i>Explain how</i> what they did and what someone else did differ. • With help, recognise how performances can be improved • Identify some muscle groups used in some gymnastic activities.

Dance

Y1	Y2	Progression for More Able
<ul style="list-style-type: none"> • Explore basic body actions • Explore movement skills and create movement patterns in response to stimuli • Respond to different stimuli, copy and explore basic body actions and movement patterns • Recognise how their body feels when still and when exercising • Observe performances and say why they like / dislike it • Create, practice and repeat their own movement phrases with a beginning, middle and end • Evaluate their movement phrases using dance vocabulary 	<ul style="list-style-type: none"> • Discuss different stimuli and explore ideas, moods and feelings to extend their movement phrases • Recognise the need for warm up and cool down • Discuss why they like a performance and suggest improvements • Create short dance phrases that express an idea, mood or feeling, with control, coordination and spatial awareness • Evaluate dance phrases with emphasis on their feelings • Communicate different moods, feelings and ideas through dance with an awareness of the expressive qualities of dance • Create, repeat and perform short dances from a prompt 	<ul style="list-style-type: none"> • Explore a range of actions and movements to create simple motifs and compose simple dances • Recognise and describe dances involving simultaneous and complimentary movements • Respond imaginatively to different stimuli using dance language and creative movements • Extend their effort in their dances and perform with a good level of fluency • Work independently, with a partner or in a small group • Participate in warm up and cool down activities • Learn, practice and perform dance phrases with physical control, expression and an awareness of other performers

Gymnastics

Y1	Y2	Progression for More Able
<ul style="list-style-type: none"> • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required • Show good awareness of space, apparatus and the actions of others 	<ul style="list-style-type: none"> • Perform basic gymnastic actions with control and coordination • Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness • Create and perform a short sequence with 	<ul style="list-style-type: none"> • Perform combinations of gymnastic actions using floor, mats and apparatus • Adapt a gymnastic sequence to include different levels, speeds or directions • Recognise that strength and flexibility are important parts of fitness

<ul style="list-style-type: none"> • Link and repeat basic actions to copy or create and perform a movement phrase with a beginning, middle and end • Know the difference between tension and relaxation in their body Carry and set up equipment safely with help 	<p>clear beginning, middle and end, then adapt to include apparatus and/or partner</p> <ul style="list-style-type: none"> • Describe the differences in the way their body works and feels when performing gymnastics • Handle apparatus safely and recognise risks involved • Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it 	
Games		
Y1	Y2	Progression for More Able
<ul style="list-style-type: none"> • Use basic underarm, rolling and hitting skills accurately • Hit and kick a ball in a variety of ways Track, intercept, stop and catch balls and small equipment consistently • Describe some basic rules, simple tactics, including attacking and defending, and the way to score • Show good awareness of space and the actions of others • Compete in team games • Know playing games is good for them and describe what it feels like • Begin to understand the importance of warming up 	<ul style="list-style-type: none"> • Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still • Perform basic skills of rolling, striking and kicking with control • Use and apply a variety of simple tactics Show an awareness of opponents and team mates during games • Describe the differences in the way their body works and feels when playing different games • Begin to watch others and focus on specific actions to improve own skills 	<ul style="list-style-type: none"> • Throw and catch with control when under limited pressure to keep possession and score goals • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games • Use simple rules fairly and extend them to devise their own games
Athletics		
Y1	Y2	Progression for More Able
<ul style="list-style-type: none"> • Improve running technique and run for longer distances • Run and jump sequence Develop an under and over arm throwing action • Take part in a variety of team races using a variety of equipment • Know running, jumping and throwing is good for them and describe what it feels like Watch, copy, describe and comment on what they have seen 	<ul style="list-style-type: none"> • Run with a good technique at different speeds • Perform a two footed jump • Show a good throwing technique and extend accuracy and distance • Compete in a range of team events • Describe the differences in the way their body works and feels when trying athletic activities • Begin to watch others and focus on specific actions to improve own skills 	<ul style="list-style-type: none"> • Select running speed for appropriate activity • Make up and repeat a short sequence of linked jumps • Throw a variety of objects, changing their action for accuracy and distance • Take part in relay activities remembering when to run and what to do

