

Dance

Area of PE	Year	Skill Progression	Concepts
Dance	Y1	Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance Show some sense of dynamic and expressive qualities Begin to understand that dance is done in counts.	Performance Movement Health
	Y2	Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help from an adult to stay in time with the music.	
	Y3	Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts more independently to keep in time with a partner and group.	
	Y4	Copy, remember and adapt set choreography with few errors. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. Change dynamics to express changes in character or Narrative. Use counts when choreographing short phrases.	
	Y5	Accurately copy and repeat set choreography and add different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus Confidently perform choosing appropriate dynamics to represent an idea Use counts accurately when choreographing to perform in time with others and the music.	
	Y6	Perform a range of self-created movements confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of the impact on performance Use counts when choreographing and performing to improve the quality of work.	

Fundamental Movement Skills

Area of PE	Year	Skill Progression	Concepts
Fundamental Movement Skills	Y1	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Understand the technique of a jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target understanding the best technique.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction and understand how to use their arms to balance</p> <p>Use co-ordination with and without equipment</p>	<p>Movement</p> <p>Health</p> <p>Personal</p> <p>Challenge</p> <p>Performance</p>
	Y2	<p>Show balance and coordination when running at different speeds with good technique.</p> <p>Link running and jumping movements with some control and balance showing an awareness of technique.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	
	Y3	<p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landing</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities including on and off equipment.</p>	
	Y4	<p>Demonstrate how and when to speed up and slow down when running using the correct technique</p> <p>Link hopping and jumping actions with control and showing an awareness of technique.</p> <p>Jump for distance and height showing balance, control and technique.</p>	

		<p>Throw with some accuracy and power towards a target area using appropriate technique for the task.</p> <p>Demonstrate good balance when performing fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>	
	Y5	<p>Run at the appropriate speed over longer distances or for longer periods of time showing an awareness of pace</p> <p>Show control and technique at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy, technique and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills</p> <p>Demonstrate improved body posture and speed when changing direction</p> <p>Can co-ordinate a range of body parts at increased speed.</p>	
	Y6	<p>Demonstrate a controlled running technique using the appropriate speeds for the task and showing an awareness of pace.</p> <p>Link running, jumping and hopping actions with greater control co-ordination and technique.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy, power and good technique when throwing for distance.</p> <p>Show fluency, control and have a good understanding of technique when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed with appropriate technique that is appropriate to the challenge.</p>	

Games

Area of PE	Year	Skill Progression	Concepts
Games	Y1	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques and have an awareness of technique.</p> <p>Kick towards a stationary target and have an awareness of technique.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket and have an awareness of technique.</p> <p>Run, stop and change direction with some balance and control in a game situation.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Performance</p> <p>Movement</p> <p>Fairness</p> <p>Respect</p>
	Y2	<p>Dribble a ball with two hands and have an awareness of technique.</p> <p>Dibble a ball with some success, stopping it when required</p> <p>Throw and roll towards a target using varying techniques with some success and understanding of technique.</p> <p>Show balance when kicking towards a target and have an awareness of technique.</p> <p>Catch an object passed to them, with and without a bounce and have an awareness of technique.</p> <p>Move to track a ball and stop it using feet with limited success</p> <p>Strike a ball using a racket and show an understanding of technique.</p> <p>Run, stop and change direction with balance and control in a game situation.</p> <p>Move to space to help score goals or limit others scoring</p> <p>Use simple tactics.</p>	
	Y3	<p>Dribble the ball with one hand in game situations and show an understanding of technique.</p> <p>Dribble a ball with feet with some control in game situations and show an understanding of technique.</p> <p>Use a variety of throwing techniques in game situations and show an understanding of technique.</p> <p>Kick towards a partner in game situations and show an understanding of technique.</p> <p>Catch a ball passed to them using one and two hands with some success and understanding of technique.</p> <p>Receive a ball sent to them using different parts of the foot.</p> <p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations</p> <p>Use simple tactics individually and within a team.</p>	
	Y4	<p>Link dribbling the ball with other actions with increasing control showing an understanding of technique.</p> <p>Change direction when dribbling with feet with some control in game situations showing an understanding of technique.</p>	

	<p>Use a variety of throwing techniques with increasing success in game situations showing an understanding of technique.</p> <p>Kick with increasing success in game situations showing an understanding of technique.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure</p> <p>Strike a ball using varying techniques with increasing accuracy showing an understanding of technique.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	
y5	<p>Use dribbling to change the direction of play with some control under pressure using an appropriate technique.</p> <p>Dribble with feet with some control under increasing pressure using an appropriate technique.</p> <p>Use a variety of throwing techniques with some control under increasing pressure using an appropriate technique.</p> <p>Use a variety of kicking techniques with some control under increasing pressure using an appropriate technique.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations using an appropriate technique.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills using an appropriate technique and apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent</p> <p>Create and use space for self and others with some success</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	
y6	<p>Use dribbling to change the direction of play with control under pressure using an appropriate technique.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure using an appropriate technique.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent using an appropriate technique.</p> <p>Select and apply the appropriate kicking technique with control using an appropriate technique.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations using an appropriate technique.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent.</p> <p>Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	

Body Management

Area of PE	Year	Skill Progression	Concepts
Body Management	Y1	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time showing an awareness of technique.</p> <p>Demonstrate poses and movements that challenge their flexibility showing an awareness of technique.</p> <p>Remember, repeat and link simple actions together.</p>	Performance Movement Health Respect
	Y2	<p>Perform balances on different body parts with some control and balance showing an awareness of technique.</p> <p>Take body weight on different body parts, with and without apparatus showing an awareness of technique.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	
	Y3	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	
	Y4	<p>Use body tension to perform balances both individually and with a partner showing an understanding of technique.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight showing an understanding of technique.</p> <p>Demonstrate increased flexibility and extension in more challenging actions</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	
	Y5	<p>Show increasing control and balance when moving from one balance to another showing an understanding of technique.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	

	y6	<p>Work collaboratively to create a routine linking movements and evaluate the effectiveness of these.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills and techniques.</p>	
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Outdoor and Adventurous Activity

Area of PE	Year	Skill Progression	Concepts
Outdoor and Adventurous Activity	Y1	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others success.</p>	Fairness Respect Personal Challenge
	Y2	<p>Follow instructions accurately</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	
	Y3	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a simple diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others success to help them to improve.</p>	
	Y4	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach. Plan and apply strategies to solve problems</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements</p>	
	Y5	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course</p> <p>Explain why a particular strategy worked and alter methods to improve</p>	
	Y6	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course</p>	

		Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.	
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Social, Emotional and Thinking

Area of PE	Year	Skill Progression	Concepts
Social, Emotional and Thinking	Y1	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	Fairness Respect
	Y2	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	
	Y3	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p> <p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel. Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	

	Y4	<p>Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self-manage games. Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.</p>	
	Y5	<p>Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently. Confident to attempt tasks and challenges outside of their comfort zone Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. Select and apply appropriate skills for the situation when under pressure.</p>	
	Y6	<p>Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently. Confident to attempt tasks and challenges outside of their comfort zone Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. Select and apply appropriate skills for the situation when under pressure.</p>	