

PE Progression of Skills ~ Applying PE

Area	EYFS ~ ELG	Y1/2	Y3/4	Y5/6
General	<p><u>PSHE ~ Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing</p>	<p>to copy actions.</p> <p>to repeat actions and skills.</p> <p>to move with control and care.</p> <p>to use equipment safely.</p> <p>to copy and remember actions.</p> <p>to talk about what is different from what I did and what someone else did.</p>		
Games	<p><u>Physical Development</u> <u>~ Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>to throw underarm.</p> <p>to hit a ball with a bat.</p> <p>to move and stop safely.</p> <p>to throw and catch with both hands.</p> <p>to throw and kick in different ways.</p> <p>to use hitting, kicking and/or rolling in a game.</p> <p>to decide the best space to be in during a game.</p> <p>to use one tactic in a game.</p> <p>to follow rules.</p>	<p>to throw and catch with control.</p> <p>to be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>to know and use rules fairly.</p> <p>to catch with one hand.</p> <p>to throw and catch accurately.</p> <p>to hit a ball accurately with control.</p> <p>to keep possession of the ball.</p> <p>to vary tactics and adapt skills depending on what is happening in a game.</p>	<p>to gain possession by working a team.</p> <p>to pass in different ways.</p> <p>to use forehand and backhand with a racket.</p> <p>to field.</p> <p>to choose a tactic for defending and attacking.</p> <p>to use a number of techniques to pass, dribble and shoot.</p> <p>to play to agreed rules.</p> <p>to explain rules.</p> <p>to umpire.</p> <p>to make a team and communicate plan.</p> <p>to lead others in a game situation.</p>
Athletics			<p>to run at fast, medium and slow speeds; changing speed and direction.</p> <p>to take part in a relay, remembering when to run and what to do.</p> <p>to run over a long distance.</p> <p>to sprint over a short distance.</p> <p>to throw in different ways.</p> <p>to hit a target.</p> <p>to jump in different ways.</p>	<p>to be controlled when taking off and landing.</p> <p>to throw with accuracy.</p> <p>to combine running and jumping.</p> <p>to demonstrate stamina.</p>

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Gymnastics	<p><u>Physical Development</u> ~ <u>Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>to make my body curled, tense, stretched and relaxed.</p> <p>to control my body when travelling and balancing.</p> <p>to copy sequences and repeat them.</p> <p>to roll, curl, travel and balance in different ways.</p> <p>to plan and perform a sequence of movements.</p> <p>to improve my sequence based on feedback.</p> <p>to think of more than one way to create a sequence which follows some 'rules'.</p> <p>to work on my own and with a partner.</p>	<p>to adapt sequences to suit different types of apparatus and criteria.</p> <p>to explain how strength and suppleness affect performance.</p> <p>to compare and contrast gymnastic sequences.</p> <p>to work in a controlled way.</p> <p>to include change of speed and direction.</p> <p>to include a range of shapes.</p> <p>to work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>to make complex extended sequences.</p> <p>to combine action, balance and shape.</p> <p>to perform consistently to different audiences.</p> <p>to combine my own work with that of others.</p> <p>to link sequences to specific timings.</p>
Dance	<p><u>Expressive Arts & Design</u> ~ <u>Be Imaginative and Expressive</u></p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>to move to music.</p> <p>to copy dance moves.</p> <p>to perform my own dance moves.</p> <p>to make up a short dance.</p> <p>to move safely in a space.</p> <p>to change rhythm, speed, level and direction in my dance.</p> <p>to dance with control and coordination.</p> <p>to make a sequence by linking sections together.</p> <p>to use dance to show a mood or feeling.</p>	<p>to improvise freely and translate ideas from a stimulus into movement.</p> <p>to share and create phrases with a partner and small group.</p> <p>to repeat, remember and perform phrases.</p> <p>to take the lead when working with a partner or group.</p> <p>to use dance to communicate an idea.</p>	<p>to compose my own dances in a creative way.</p> <p>to perform to an accompaniment.</p> <p>to show clarity, fluency, accuracy and consistency in dance.</p> <p>to develop sequences in a specific style.</p> <p>to choose my own music and style.</p>
Outdoor and Adventurous			<p>to follow a map in a familiar context.</p> <p>to use clues to follow a route.</p> <p>to follow a route safely.</p> <p>to follow a map in a (more demanding) familiar context.</p> <p>to follow a route within a time limit.</p>	<p>to follow a map in an unknown location.</p> <p>to use clues and a compass to navigate a route.</p> <p>to change my route to overcome a problem.</p> <p>to use new information to change my route.</p> <p>to plan a route and a series of clues for someone else.</p> <p>to plan with others taking account of safety and danger.</p>

Area	EYFS ~ ELG	Y1/2	Y3/4	Y5/6
Swimming			<p>to swim competently, confidently and proficiently over a distance of 10 metres</p> <p>begin to use a range of strokes [for example, front crawl, backstroke and breaststroke 5m unaided]</p> <p>to begin to perform safe self-rescue in different water-based situations</p>	<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p>