

**C&G Progression of Skills: Physical Education**

| Reception                                                                                                                                                                                              | Year 1<br>(KS1 skills)                                                                                                                                                                                            | Year 2<br>(KS1 skills)                                                                                                                                                                                                                                                                                                                                                                             | Year 3<br>(Lower KS2 skills)                                                                                                                                                                                                                                                                                                                                                               | Year 4<br>(Lower KS2 skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 5<br>(Upper KS2 skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 6<br>(Upper KS2 skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Dance</b>                                                                                                                                                                                           |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Ra: Copies and explores some basic movements.</p> <p>Rb: Can remember a simple dance with 3 parts.</p> <p>Rc: Links movements to sounds and music.</p> <p>Rd: Responds to some musical stimuli.</p> | <p>1a: Copies and explores basic movements and body patterns.</p> <p>1b: Remembers simple movements and dance steps.</p> <p>1c: Links movements to sounds and music.</p> <p>1d: Responds to range of stimuli.</p> | <p>2a: Copies and explores basic movements with clear control.</p> <p>2b: Varies levels and speed in sequence.</p> <p>2c: Can vary the size of their body shapes.</p> <p>2d: Add change of direction to a sequence.</p> <p>2e: Uses space well and negotiates space clearly.</p> <p>2f: Can describe a short dance using appropriate vocabulary.</p> <p>2g: Responds imaginatively to stimuli.</p> | <p>3a: Beginning to improvise independently to create a simple dance.</p> <p>3b: Beginning to improvise with a partner to create a simple dance.</p> <p>3c: Translates ideas from stimuli into movement with support.</p> <p>3d: Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>3e: Uses simple dance vocabulary to compare and improve work.</p> | <p>4a: Confidently improvises with a partner or on their own.</p> <p>4b: Beginning to create longer dance sequences in a larger group.</p> <p>4c: Demonstrating precision and some control in response to stimuli.</p> <p>4d: Beginning to vary dynamics and develop actions and motifs.</p> <p>4e: Demonstrates rhythm and spatial awareness.</p> <p>4f: Modifies parts of a sequence because of self-evaluation.</p> <p>4g: Uses simple dance vocabulary to compare and improve work.</p> | <p>5a: Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>5b: Demonstrates strong movements throughout a dance sequence.</p> <p>5c: Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>5d: Moves appropriately and with the required style in relation to the stimulus. <i>e.g. using various levels, ways of travelling and motifs.</i></p> <p>5e: Beginning to show a change of pace and timing in their movements.</p> <p>5f: Uses the space provided to their maximum potential.</p> <p>5g: Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>5h: Modifies parts of a sequence because of self and peer evaluation.</p> | <p>6a: Exaggerate dance movements and motifs (using expression when moving).</p> <p>6b: Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>6c: Demonstrates strong movements throughout a dance sequence.</p> <p>6d: Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>6e: Moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>6f: Beginning to show a change of pace and timing in their movements.</p> <p>6g: Can move to the beat accurately in dance sequences.</p> <p>6h: Improvises and performs with confidence, still demonstrating fluency across their sequence</p> |

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| <b>Gymnastics</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Ra: Copies and explores some basic movements with increasing co-ordination and control.</p> <p>Rb: Explores different body shapes.</p> <p>Rc: Can begin to use two footed jumps.</p> <p>Rd: I can travel safely around a space and along benches.</p> <p>Re: I can link 2 simple movements together.</p> | <p>1a: Copies and explores basic movements with some control and coordination.</p> <p>1b: Can perform different body shapes.</p> <p>1c: Performs at different levels.</p> <p>1d: Can perform 2 footed jumps.</p> <p>1e: Can use equipment safely.</p> <p>1f: Balances with some control.</p> <p>1g: Can link 2-3 simple movements.</p> | <p>2a: Explores and creates different pathways and patterns.</p> <p>2b: Uses equipment in a variety of ways to create a sequence.</p> <p>2c: Link movements together to create a sequence.</p> | <p>3a: Applies compositional ideas independently and with others to create a sequence.</p> <p>3b: Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>3c: Describes their own work using simple gymnastic vocabulary.</p> <p>3d: Beginning to notice similarities and differences between sequences.</p> <p>3e: Uses turns whilst travelling in a variety of ways.</p> <p>3f: Beginning to show flexibility in movements</p> | <p>4a: Links skills with control, technique, co-ordination and fluency.</p> <p>4b: Understands composition by performing more complex sequences.</p> <p>4c: Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>4d: Develops strength, technique and flexibility throughout performances.</p> <p>4e: Creates sequences using various body shapes and equipment.</p> <p>4f: Combines equipment with movement to create sequences.</p> | <p>5a: Select and combine their skills, techniques and ideas.</p> <p>5b: Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>5c: Draw on what they know about composition of movements when performing and evaluating.</p> <p>5d: Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>5e: Uses more complex gym vocabulary to describe</p> | <p>6a: Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>6b: Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>6c: Adapts sequences to include a partner or a small group.</p> <p>6d: Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency</p> |

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|  |  |  | 3g: Beginning to develop good technique when travelling, balancing, using equipment etc |  | <p>how to improve and refine performances.</p> <p>5f: Develops strength, technique and flexibility throughout performances.</p> <p>5g: Links skills with control, technique, co-ordination and fluency.</p> <p>5h: Understands composition by performing more complex sequences.</p> | <p>and clarity of movement.</p> <p>6e: Draw on what they know about composition of movements when performing and evaluating.</p> <p>6f: Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>6g: Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>6h: Develops strength, technique and flexibility throughout performances.</p> |
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**Games : Invasion Games and Striking and Fielding.**

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| <p>Ra: Can travel in different ways including running and jumping.</p> <p>Rb: Can beginning to throw a ball towards a specific area using under arm throw.</p> <p>Rc: Beginning to receive a ball with basic control.</p> <p>Rd: Can use hand-eye coordination to catch/ attempt to catch a ball.</p> | <p>1a: Can travel in a variety of ways including running and jumping.</p> <p>1b: Beginning to perform a range of throws.</p> <p>1c: Receives a ball with basic control.</p> <p>1d: Beginning to develop hand-eye coordination.</p> <p>1e: Participates in simple games.</p> | <p>2a: Confident to send the ball to others in a range of ways.</p> <p>2b: Beginning to apply and combine a variety of skills (to a game situation).</p> <p>2c: Develop strong spatial awareness.</p> <p>2d: Beginning to develop own games with peers.</p> <p>2e: Understand the importance of rules in games.</p> | <p>3a: Understands tactics and composition by starting to vary how they respond.</p> <p>3b: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>3c: Beginning to communicate with others during game situations.</p> <p>3d: Uses skills with co-ordination and control.</p> <p>3e: Develops own rules for new games.</p> | <p>4a: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>4b: Shows confidence in using ball skills in various ways and can link these together e.g: <i>dribbling, bouncing, kicking.</i></p> <p>4c: Uses skills with co-ordination, control, and fluency.</p> <p>4d: Takes part in competitive games with a strong understanding of</p> | <p>5a: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>5b: Shows confidence in using ball skills in various ways and can link these together.</p> <p>5c: Uses skills with co-ordination, control and fluency.</p> <p>5d: Takes part in competitive games with a strong understanding of tactics and composition.</p> | <p>6a: Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>6b: Shows confidence in using ball skills in various ways and can link these together effectively e.g: <i>dribbling, bouncing, kicking.</i></p> <p>6c: Keeps possession during games situations.</p> <p>6d: Consistently uses skills with co-</p> |
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| Re: Participates in simple games. |  | <p>2f: Develop simple tactics and use them appropriately.</p> <p>2g: Beginning to develop an understanding of attacking/ defending.</p> | <p>3f: Makes imaginative pathways using equipment.</p> <p>3g: Works well in a group to develop various games.</p> <p>3h: Beginning to understand how to compete in a controlled manner.</p> <p>3i: Beginning to select resources independently to carry out different skills.</p> | <p>tactics and composition.</p> <p>4e: Can create their own games using knowledge and skills.</p> <p>4f: Works well in a group to develop various games.</p> <p>4g: Compares and comments on skills to support creation of new games.</p> <p>4h: Can make suggestions as to what resources can be used to differentiate a game.</p> <p>4i: Apply basic skills for attacking and defending.</p> <p>4j: Uses running, jumping, throwing and catching in isolation and combination.</p> | <p>5e: Can create their own games using knowledge and skills.</p> <p>5f: Can make suggestions as to what resources can be used to differentiate a game.</p> <p>5g: Apply basic skills for attacking and defending.</p> <p>5h: Uses running, jumping, throwing and catching in isolation and combination.</p> | <p>ordination, control and fluency.</p> <p>6e: Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>6f: Can create and modify competitive games using knowledge and skills.</p> <p>6g: Compares and comments on skills to support creation of new games.</p> <p>6h: Can make suggestions as to what resources can be used to differentiate a game.</p> <p>6i: Apply knowledge of skills for attacking and defending.</p> <p>6j: Uses running, jumping, throwing and catching in isolation and in combination.</p> |
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#### Athletics

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| <p>Can walk, jog, run when directed by an adult during games.</p> <p>Can experiment with different jumps using increasing control.</p> <p>Shows increasing control over throwing and catching a ball.</p> | <p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p> | <p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> | <p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> | <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> | <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> | <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> |
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| Knows not to cross the safety line without instruction. |  | Can use equipment safely | Can use equipment safely and with good control. | Demonstrates accuracy in throwing and catching activities.<br><br>Describes good athletic performance using correct vocabulary.<br><br>Can use equipment safely and with good control. | Beginning to record peers performances, and evaluate these.<br><br>Demonstrates accuracy and confidence in throwing and catching activities.<br><br>Describes good athletic performance using correct vocabulary.<br><br>Can use equipment safely and with good control. | Beginning to record peers performances, and evaluate these.<br><br>Demonstrates accuracy and confidence in throwing and catching activities.<br><br>Describes good athletic performance using correct vocabulary.<br><br>Can use equipment safely and with good control. |
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#### OAA

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| <p>Ra: Develops listening skills.</p> <p>Rb: Can listen to simple 2 step instructions given by a partner/ adult.</p> <p>Rc: Beginning to think activities through and problem solve.</p> <p>Rd: Begin to join simple discussions and work with others in a group.</p> <p>Re: Understands we need to follow simple rules to stay safe.</p> | <p>1a: Develops listening skills.</p> <p>1b: Listens to instructions from a partner/ adult.</p> <p>1c: Beginning to think activities through and problem solve.</p> <p>1d: Discuss and work with others in a group.</p> <p>1e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p> | <p>2a: Develops listening skills.</p> <p>2b: Listens to instructions from a partner/ adult.</p> <p>2c: Beginning to think activities through and problem solve.</p> <p>2d: Discuss and work with others in a group.</p> <p>2e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p> | <p>3a: Develops listening skills.</p> <p>3b: Listens to instructions from a partner/ adult.</p> <p>3c: Beginning to think activities through and problem solve.</p> <p>3d: Discuss and work with others in a group.</p> <p>3e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p> | <p>4a: Develops strong listening skills.</p> <p>4b: Beginning to think activities through and problem solve.</p> <p>4c: Choose and apply strategies to solve problems with support.</p> <p>4d: Discuss and work with others in a group.</p> <p>4e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p> | <p>5a: Develops strong listening skills.</p> <p>5b: Think activities through and problem solve using general knowledge.</p> <p>5c: Choose and apply strategies to solve problems with support.</p> <p>5d: Discuss and work with others in a group.</p> <p>5e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p> | <p>6a: Develops strong listening skills.</p> <p>6b: Think activities through and problem solve using general knowledge.</p> <p>6c: Choose and apply strategies to solve problems with support.</p> <p>6d: Discuss and work with others in a group.</p> <p>6e: Demonstrates an understanding of how to stay safe, when in and around the outdoor areas such as the river, moorland or forest.</p> |
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#### Swimming

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| <p>Develop listening skills when attending swimming sessions.</p> <p>Develop confidence when in the water.</p> <p>With a float, be able travel from one side of the pool to the other, by kicking legs or scooping the water with their hand.</p> |  |  |  |  | <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p> |
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**Evaluation (completed in every unit throughout the year)**

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| <p><b><u>KS1</u></b></p> <p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p> | <p><b><u>LKS2</u></b></p> <p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> | <p><b><u>UKS2</u></b></p> <p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> |
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**Healthy Lifestyles (focussed upon during PE and PSHE lessons)**

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| <p><b><u>KS1</u></b></p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> | <p><b><u>LKS2</u></b></p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> | <p><b><u>UKS2</u></b></p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> |
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