



# St Margaret's CE Primary School

## PE: Progression of Skills

|              | Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
|--------------|--|--|--|---|---|--|
|              | Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
| <b>Dance</b> | <p>move confidently and safely in their own and general space, using changes of speed, level and direction</p> <p>compose and link movement to make simple dances with clear beginnings, middles and ends</p> <p>copy, watch and describe dance movement</p> | <p>explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance</p> <p>compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p> <p>watch and describe dance phrases and dances and use what they learn to improve their own work</p> | <p>improvise freely on their own and with a partner, translating ideas from a stimulus into movement</p> <p>perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</p> <p>talk about how they might improve their dances</p> | <p>explore and create characters and narratives in response to a range of stimuli</p> <p>perform complex dance phrases and dances that communicate character and narrative describe, interpret and evaluate their own and others' dances, taking account of character and narrative</p> | <p>explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</p> <p>compose dances by using adapting and developing steps, formations and patterning from different dance styles</p> <p>describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</p> | <p>explore, improvise and combine movement ideas fluently and effectively</p> <p>create and structure motifs, phrases, sections and whole dances</p> <p>evaluate, refine and develop their own and others work</p>   |
| <b>Games</b> | <p>be confident and safe in the spaces used to play games</p> <p>choose and use skills effectively for particular games</p> <p>watch, copy and describe what others are doing</p>  | <p>improve the way they coordinate and control their bodies and a range of equipment</p> <p>choose, use and vary simple tactics</p> <p>use information to improve their work</p>   | <p>consolidate and improve the quality of their techniques and their ability to link movements</p> <p>keep, adapt and make rules for striking and fielding and net games</p> <p>recognise good performance and identify the parts of a performance that need improving</p>                             | <p>develop the range and consistency of their skills in all games</p> <p>keep, adapt and make rules for striking and fielding and net games</p> <p>explain their ideas and plans</p> <p>suggest practices to improve their play</p>   | <p>develop a broader range of techniques and skills for attacking and defending</p> <p>know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</p> <p>choose and use information to evaluate their own and others' work</p>   | <p>choose, combine and perform skills more fluently and effectively in invasion, striking and net games</p> <p>understand, choose and apply a range of tactics and strategies for defence and attack</p> <p>use these tactics and strategies more consistently in similar games</p> <p>develop their ability to evaluate their own and others' work, and to suggest ways to improve it</p> |

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|---------------------------|---|--|--|--|---|--|
| <b>Gymnastics</b>         | <p>explore gymnastics actions and still shapes<br/>copy or create and link movement phrases with beginnings, middles and ends<br/>watch copy and describe what they and others have done</p>  | <p>remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision<br/>choose, use and vary simple compositional ideas in the sequences they create and perform.<br/>improve their work using information they have gained by watching, listening and investigating</p> | <p>consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements<br/>Improve their ability to select appropriate actions and use simple compositional ideas<br/>describe and evaluate the effectiveness and quality of a performance</p> | <p>develop the range of actions, body shapes and balances they include in a performance<br/>create gymnastic sequences that meet a theme or set of conditions<br/>describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</p> | <p>perform actions, shapes and balances consistently and fluently in specific activities<br/>choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations<br/>choose and use information and basic criteria to evaluate their own and others' work</p> | <p>combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas<br/>develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles<br/>evaluate their own and others' work</p> |
| <b>Swimming</b>           | <p>work with confidence in the water<br/>explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water<br/>remember, repeat and link skills<br/>consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills<br/>improve linking movements and actions<br/>Being able to swim 25 meters.</p> |  |  |  |   |  |
| <b>Athletics</b>          | <p>remember, repeat and link combinations of actions<br/>use their bodies and a variety of equipment with greater control and coordination<br/>use their bodies and a variety of equipment with greater control and coordination</p>  | <p>consolidate and improve the quality, range and consistency of the techniques they use for particular activities<br/>develop their ability to choose and use simple tactics and strategies in different situations</p>   | <p>develop the consistency of their actions in a number of events<br/>increase the number of techniques they use<br/>choose appropriate techniques for specific events</p>   |  |   |  |
| <b>Outdoor activities</b> | <p>recognise their own space<br/>explore finding different places<br/>follow simple routes and trails, orientating themselves successfully<br/>solve simple challenges and problems successfully</p>  | <p>develop the range and consistency of their skills and work with others to solve challenges choose and apply strategies and skills to meet the requirements of a task or challenge</p>   |  | <p>develop and refine orienteering and problem-solving skills when working in groups and on their own decide what approach to use to meet the challenge set<br/>adapt their skills and understanding as they move from familiar to unfamiliar environments</p>   |   |  |