



P.E. Progression of skills	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Personal	I enjoy working on simple tasks with help		I can follow instructions, practise safely and work on simple tasks by myself	I try several times if at first I don't succeed and I ask for help when appropriate.	I know where I am with my learning and I have begun to challenge myself.	I know where I am with my learning and I am able to challenge myself		I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice
Cognitive	I can play with others and take turns and share with help		I can work sensibly with others, taking turns and sharing	I can help praise and encourage others in their learning.	I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.	I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas and evaluate others ideas.		I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions
Social	I can follow simple instructions		I can understand and follow simple rules and can name some things I am good at	I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in	I can understand the simple tactics of attacking and defending. I can explain what I am	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I am able to		I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task





			performance and I can explain why someone is working or performing well.	doing well and I have begun to identify areas for improvement.	identify areas for improvement	
<u>Creative</u>	I can observe and copy others	I can explore and describe different movement.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression for myself and others.	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging
<u>Applying Physical</u>	I can move confidently in different ways	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities





				good control and consistency.	and instruct others.			
Health and Fitness	I am aware of the changes to the way I feel when I exercise	I am aware of why exercise is important for good health	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.	I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down and think of ideas for this.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working		
Acquiring and Developing Skills			<ul style="list-style-type: none"> • Hold a balance whilst walking along a straight line • Zig zag through a series of markers spaced evenly, about 2m apart • Hop on the spot using the same foot • Jump for distance 	<ul style="list-style-type: none"> • Zig zag through a series of tightly spaced markers • Hop along a straight line using the same foot • Jump for distance controlling the landing • Jump for height with a 	<ul style="list-style-type: none"> • Balance on one foot • Climb a set of wall bars (or similar) • Perform a side stepping gallop • Run at speed over a distance • Vary skills, actions and ideas and link these in different ways 	<ul style="list-style-type: none"> • Complete a forward roll and land on the feet • Skip forwards in a fluid motion • Kick a ball accurately • Pass a ball from chest height to a partner 	<ul style="list-style-type: none"> • Perform a sequence of one footed leaps • Gallop with a fluid motion • Dribble a football between cones 	<ul style="list-style-type: none"> • Perform a 'drop-kick' • Perform a 'basketball dribble' • Strike a ball with a range of bats for accuracy and distance





			<ul style="list-style-type: none"> • Jump for height • Catch a bean bag • Throw a small ball underarm, using the correct technique 	<p>controlled landing</p> <ul style="list-style-type: none"> • Catch a small ball • Throw a small ball overarm, using the correct technique 	<p>to suit different activities</p> <p>Vary his/her responses to tactics, strategies and sequences used</p>			
Applying Skills and using tactics			<ul style="list-style-type: none"> - Link skills and actions in different ways to suit different activities - Establish sequences of actions and skills which have a clear beginning, middle and ending 	<ul style="list-style-type: none"> - Structure sequences of actions and skills in different orders to improve performance (speed/direction/level/etc) 	<ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in different ways to suit different activities - Vary his/her responses to tactics, strategies and sequences used 	<ul style="list-style-type: none"> - Apply skills and tactics in combination with a partner or as part of a group / team 	<ul style="list-style-type: none"> - Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition 	<ul style="list-style-type: none"> - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others





							- Develop interest in participating in sports activities and events at a competitive level	
Evaluating and improving performance			- Describe and comment on performance	- Compare his/her performance with others	- Compare and contrast his/her performance with others	- Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	- Identify different levels of performance and use subject specific vocabulary	- Analyse, modify and refine skills and techniques and how these are applied - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.
Net and Wall Games							- Develop wider range of skills and begin to use these under some pressure. - Select and apply preferred skills with increasing consistency. - Understand the need for tactics and make decisions about when best to use them.	- Use a wider range of skills in game situations. - Play cooperatively with a partner or in a team. Demonstrate good decision making when making shots within a game. - Identify and use a variety of tactics. - Devise a scoring system. - Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. - Know where to stand when attacking and defending.





							<ul style="list-style-type: none"> -Play cooperatively with a partner. - Demonstrate good footwork to cover a court space in a game situation. 	
Invasion Games							<p>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</p> <ul style="list-style-type: none"> - Demonstrate good footwork to cover a court space in a game situation. - Understand how to shoot the ball. - Pass, receive and shoot the 	<ul style="list-style-type: none"> - Pass, receive and shoot the ball with increasing control under pressure. - Select the appropriate action for the situation. - Create and use a variety of tactics to help a team. - Create and use space to help a team. - Select and apply different movement skills to lose a defender. - Use marking, and/or interception to improve defending.





							<p>ball with some control under pressure</p> <ul style="list-style-type: none">- To understand how to make space by moving away and coming back.- Understand different ways of attacking and encourage them to use positions for their team carefully.- Understand different ways to attack and defend.- Select and apply different movement skills to lose a defender.- Use marking, and/or interception to improve defending.- Understand how they	
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							<p>support other players in attack and defence.</p> <ul style="list-style-type: none"> - Understand how to get ready for games - To understand the different positions in a netball team. 	
Striking and Fielding							<ul style="list-style-type: none"> - To sometimes strike a bowled ball. - Begin to develop a wider range of skills and use these under some pressure. - Use tactics effectively in a competitive situation. 	<ul style="list-style-type: none"> - Strike a bowled ball with increasing consistency. - Use some tactics in the game as a batter, bowler and fielder. Select the appropriate action for the situation. - Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. - Evaluate strengths and weaknesses in their own and others' performances and suggest improvement
Athletics							<ul style="list-style-type: none"> - Choose the best pace for a running event. - Perform a range of jumps 	<ul style="list-style-type: none"> - Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. - Throw with greater control, accuracy and efficiency.





							<p>showing some technique.</p> <ul style="list-style-type: none"> - Show control at take-off in jumping activities. - Show accuracy and good technique when throwing for distance. - Understand how stamina and power help people to perform well in different athletic activities 	<ul style="list-style-type: none"> - Perform a range of jumps showing power, control and consistency at both take-off and landing. - Understand why exercise is good for fitness, health and wellbeing.
Key Vocabulary	<p>Run Hop Skip Balance</p>	<p>Jump Throw Catch Direction Kick</p>	<p>Travel Stillness Body parts Own space Team Passing Forwards Backwards Sideways Roll Slow</p>	<p>Controlling Shape Stretch Wide Narrow Striking Levels Overarm throw</p>	<p>Repetition Action and reaction Pattern High Low</p>	<p>Rules Roll Copy Land Chest pass</p>	<p>Keeping score Making space Pass/send/receive Travel with a ball Tactics Dribble Competition</p>	<p>Keeping possession Attackers/defenders Batting Fielding Bowler Performance/evaluation Marking</p>

