

Amblecote Primary School



Physical Education Skills Progression Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Gymnastics</i>	<p>Copy and perform different body shapes.</p> <p>Be able to choose and link like actions.</p> <p>Understand and use the term 'like actions'.</p> <p>Choose 3 rolls or 3 jumps and link them together and repeat the movements.</p>	<p>Create a 4-element sequence.</p> <p>Combine balance, rolling, jumping, rocking and spinning.</p> <p>Perform using a recognised start and finish shape.</p> <p>Choose, adapt and perform shapes at different levels.</p> <p>Describe and explain how performers can transition and link</p>	<p>Copy, explore and remember a variety of movements and uses these to create their own sequence.</p> <p>Perform with control and consistency basic actions at different speeds and on different levels</p> <p>Create a sequence of their own.</p> <p>Describe and explain how</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understand performing more complex sequences.</p> <p>Able to perform in time with a partner and group.</p> <p>Use compositional ideas in sequences such as changes in height, speed,</p>	<p>Select and combine their skills, techniques and ideas to create a sequence.</p> <p>Apply combined skills accurately and appropriately, showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>	<p>Plan and perform with precision, control and fluency, a sequence showing a wide range of actions including variations in speeds, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a</p>

	<p>Transfer like sequence to low apparatus.</p> <p>Take off and land with control.</p> <p>Able to move mats and benches safely.</p>	<p>gymnastic elements.</p> <p>Perform with control and consistency basic actions at different speeds and on different levels.</p> <p>Challenge themselves to develop strength and flexibility</p>	<p>performers can transition and link gymnastic elements.</p> <p>To begin to show flexibility in movements.</p> <p>Develop body management through a range of floor exercises.</p> <p>Uses turns whilst travelling in different ways.</p> <p>Attempt to use rhythm while performing a sequence</p>	<p>direction and apparatus.</p> <p>To use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>	<p>Use more complex gym vocabulary to describe how to improve and refine their own and others' performances.</p> <p>Develops strength, technique and flexibility throughout performances Links skills with control, technique, coordination and fluency.</p> <p>Develop symmetry individually, as a pair and in a small group.</p>	<p>partner or a small group using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Experience flight on and off of high apparatus</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gym vocabulary to describe how to improve and refine performances.</p>
--	---	---	--	--	--	---

						Demonstrate accuracy, consistency, and clarity of movement.
Gymnastics Vocabulary	Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.	Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, bounce, box splits.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, bounce, box splits, tension, travelling steps.	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical	Flight, sequences, combinations, direction, speed, partner, asymmetrical, actions, control, balance, strength, flexibility, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce.
Dance	Copy and explore movements with different body parts and patterns. Remembers simple movements and dance steps.	Copy and explore basic movements with clear control. Explore space, direction, levels and speeds. Experiment creating actions and performing	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance.	Work independently or with a partner to create longer dance sequences with a clear starting off and finishing point. Demonstrating precision and some	Beginning to exaggerate dance movements and motifs (using expression when moving). Demonstrates strong movements throughout a dance sequence.	Exaggerate dance movements and motifs (using expression when moving). Performs with confidence, using a range of movement patterns.

	<p>Explore space, direction, levels and speeds.</p> <p>Respond to a range of stimuli and types of music.</p>	<p>movements with different body parts</p> <p>Able to build simple movement patterns from given actions.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Respond to a range of stimuli and types of music.</p>	<p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p>	<p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.</p>
Dance vocabulary	Beat, curl, dance, fast, feet, high, low, music, rhythm, step,	Dance, twist, turn, rhythm, step, music, beat, stretch, feet,	Do Se Do, hop step ball change, dynamics, partner work, floor	Contact, dynamics, communicate, character, focus, facial expression,	Performance quality, dynamics, formations, floor patterns,	Canon, contrast, variation, dynamics, facial expression, focus,

	stretch, swing, turn, twist.	curl, high, low, fast, slow, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.	patterns, shape, angular, energetic, strong, mirroring, linear.	floor pattern, formation, level, speed, size, direction, background, ornamentation, facing.	assemblé, sissone, sauté, jump, fall, travel, turn, gesture, stillness, chainé, retrograde, inversion, instrumentation, fragmentation.	devices, group devices, speed, level. Motif, phrase, street dance, Hakka, Step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics.
<i>Games</i>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games.</p>	<p>Send the ball to others in a range of ways with control.</p> <p>Begin to apply and combine a variety of skills (to a game situation).</p> <p>Develop good spatial awareness.</p> <p>Begin to develop own games with peers.</p>	<p>Understand tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games.</p> <p>Begin to communicate with others during game situations.</p> <p>Use skills with coordination and control.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with an understanding of</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Keeps possession of balls during games situations.</p>

		<p>Understand the importance of rules in games. Develop simple tactics and use them appropriately.</p> <p>Begin to develop an understanding of attacking/defending.</p>	<p>Develop own rules for new games.</p> <p>Make imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p>	<p>tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in</p>
--	--	---	--	--	---	---

						isolation and in combination.
<i>Athletics</i>			<p>Control movements and body actions in response to specific instructions.</p> <p>Demonstrate agility and speed.</p> <p>Jump for distance with control and balance.</p> <p>Throw with speed and power using a variety of equipment.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Demonstrate agility and control.</p> <p>Can perform a running jump with control and balance.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</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>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</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>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</p>

<p><i>OAA</i></p>			<p>To work with others to solve problems.</p> <p>To describe their work and use different strategies to solve problems.</p> <p>To lead others and be led.</p> <p>To differentiate between when a task is competitive and when it is collaborative.</p>	<p>Work well in a team or group within defined and understood roles.</p> <p>Plan and refine strategies to solve problems.</p> <p>Identify the relevance of and use maps, compass and symbols.</p> <p>Identify what they do well and suggest what they could do to improve.</p>	<p>Explore ways of communicating in a range of challenging activities.</p> <p>Navigate and solve problems from memory.</p> <p>Develop and use trust to complete the task.</p>	<p>Use information given by others to complete tasks and work collaboratively.</p> <p>Undertake more complex tasks.</p> <p>Take responsibility for a role in a task.</p> <p>Use knowledge of PE and physical activities to suggest design ideas & amendments to games.</p>
<p><i>Swimming</i></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>			

