


Physical Education – Progression of Skills
Marlborough Primary Academy

PE Progression – NC

Key Stage 1

	Reception	Year 1	Year 2	End of Key Stage Expectations
Dance	<p>Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.</p>	<p>Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.</p>	<p>Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills. Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings.</p>
Gymnastics	<p>Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness. Make large and small body shapes. Climb & hang from apparatus safely. Perform basic travelling actions on various body parts.</p>	<p>Make body tense, relaxed, curled and stretched, showing some tension. Begin to work on alone/with someone to make a sequence of shapes/travels. Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p>	<p>Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions (<i>sometimes giving advice to others</i>) Be still on single/two + points of contact on floor/apparatus showing tension & control Jump/land with control using different body shapes in flight. Link known shape/travel/roll/jump to a balance using floor & on apparatus.</p>	<p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. Refine movements into sequences.</p>

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Games	<p>Send & receive a ball by rolling from hand & striking with foot. Aim & throw object underarm. Catch balloon/bean bag/scarf & sometimes a bouncing ball. Move and stop safely in a specific area. Play a passing & target game alone and with a partner. Begin to develop hand eye coordination</p>	<p>Kick/stop a ball using a confident foot while static. Throw underarm, bounce & catch ball by self & with partner. Run straight and on a curve and sidestep with correct technique. Begin to follow some simple rules. Develop hand eye coordination</p>	<p>Perform some dribbling skills with hands and feet using space. Pass a ball accurately (hands & feet) over longer distances to a team mate. Combine stopping, pick up/collect & send a ball accurately to other players. Make simple decisions about when /where to move in game to receive a ball.</p>	<p>Children should participate in team games, developing simple tactics for attacking and defending.</p>
Striking & Fielding Games	<p>Aim and throw object underarm. Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area Begin to use a bat to hit a ball or bean bag.</p>	<p>Show some different ways of hitting, throwing and striking a ball. Play as a fielder and get the ball back to a STOP ZONE Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points). Begin to follow some simple rules (carrying the bat, not over taking someone).</p>	<p>Send a ball off a tee using a bat or a racket. Play as a fielder and pass the ball back to the bowler to make the runner stop. Stop moving when the 'bowler' has the ball. Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops. Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</p>	<p>Children should participate in team games, developing simple tactics for attacking and defending.</p>
Athletics		<p>Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination, <i>preparation for shot put and javelin</i> Can use equipment safely</p>	<p>Children should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating their own success. Children should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>


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Outdoor Adventurous Activities	<p>Follow simple instructions. Share their ideas with others Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path. Begin to identify personal success.</p>	<p>Follow instructions Begin to work with a partner and small group. Understand rules of the game and suggest ideas to solve simple tasks. Copy a simple diagram/map Identify own and others' success.</p>	<p>Follow instructions accurately. Work cooperatively with a partner and small group, taking turns and listening to each other. Try different ideas to solve a task. Follow a simple diagram/map. Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	
Evaluation	<p>Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.</p>			
Healthy Lifestyles	<p>Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p>			
Social	<ul style="list-style-type: none"> • Encourage others to keep trying. • Talk to a partner about their ideas and take turns to listen to each other. • Work with a partner and small group to play games and solve challenges. 			
Emotional	<ul style="list-style-type: none"> • Show determination to continue working over a longer period of time • Determined to complete the challenges and tasks set. • Explore skills independently before asking for help. • Confident to share ideas, contribute to class discussion and perform in front of others. 			
Thinking	<ul style="list-style-type: none"> • Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. • Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. • Provide feedback beginning to use key words from the lesson. 			

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Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
<p>Dance</p>	<p>Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs: (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow.</p>	<p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns.</p>

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				Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gym</p>	<p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. 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 and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.</p>	<p>Children should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>
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<p style="text-align: center;">Games</p>	<p>Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using the equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i> Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.</p>	<p>Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>
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Athletics	<p>Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other and evaluate their own success. Children should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>
Outdoor Adventurous Activities	<p>Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Take part in outdoor and adventurous activity challenges individually and with a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Swimming			<p>Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively <i>e.g.</i> front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p>		<p>Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively <i>e.g.</i> front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p>

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Evaluation	<p>Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
Healthy Lifestyles	<p>Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>	
Social	<ul style="list-style-type: none"> • Encourage and motivate others to work to their personal best. • Work with others to achieve a shared goal. • Work with others to self-manage games. 	<ul style="list-style-type: none"> • Share ideas with others and work together to decide on the best approach to a task. • Lead others and show consideration of including all within a group. <p>Communicate with others clearly and effectively.</p>	
Emotional	<ul style="list-style-type: none"> • Persevere when finding a challenge difficult. • Understand what their best looks like and they work hard to achieve it. • Begin to use rules showing awareness of fairness and honesty. • Show an awareness of how other people feel. 	<ul style="list-style-type: none"> • Understand what maximum effort looks and feels like and show determination to achieve it. • Use different strategies to persevere to achieve personal best. • Compete within the rules showing fair play and honesty when playing independently. <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>	
Thinking	<ul style="list-style-type: none"> • Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. • Select and apply from a wider range of skills and actions in response to a task. • Provide feedback and use terminology 	<ul style="list-style-type: none"> • Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. • Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there. • Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. • Select and apply appropriate skills for the situation when under pressure. 	