



Sharpness Primary School - Physical Education Progression of Skills

	EYFS Physical Development Fine Motor Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics		Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. Can use equipment safely	Beginning to run at speeds appropriate for the distance. 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.	Beginning to build a variety of running techniques and use with confidence. Begin to perform a running jump with more than one component. Developing accuracy in throwing and catching activities Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. Beginning to record peers performances, and evaluate these. Developing accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use a range of equipment safely and with good control.	Uses a variety of running techniques with confidence. Can perform a running jump with more than one component. Record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities Describes good athletic performance using a range of correct vocabulary. Can use a larger range of equipment safely and with good control.



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Dance		Copies and explores basic movements and body patterns	Copies and explores basic movements with clear control.	Beginning to improvise independently to create a simple dance.	Confidently improvises with a partner or on their own.	Beginning to exaggerate dance movements and motifs (using expression when moving)	Exaggerate dance movements and motifs (using expression when moving)
		Remembers simple movements and dance steps	Varies levels and speed in sequence	Beginning to improvise with a partner to create a simple dance.	Beginning to create longer dance sequences in a larger group.	Demonstrates strong movements throughout a dance sequence.	Performs with confidence, using a range of movement patterns.
		Links movements to sounds and music.	Can vary the size of their body shapes	Translates ideas from stimuli into movement with support.	Demonstrating precision and some control in response to stimuli.	Combines flexibility, techniques and movements to create a fluent sequence.	Demonstrates a strong imagination when creating own dance sequences and motifs.
		Responds to range of stimuli.	Add change of direction to a sequence	Beginning to compare and adapt movements and motifs to create a larger sequence.	Beginning to vary dynamics and develop actions and motifs.	Moves appropriately and with the required style in relation to the stimulus.	Demonstrates strong movements throughout a dance sequence.
			Uses space well and negotiates space clearly.	Uses simple dance vocabulary to compare and improve work.	Demonstrates rhythm and spatial awareness.	Beginning to show a change of pace and timing in their movements.	Combines flexibility, techniques and movements to create a fluent sequence.
			Can describe a short dance using appropriate vocabulary.		Modifies parts of a sequence as a result of self-evaluation.	Improvises with confidence, still demonstrating fluency across their sequence.	Moves appropriately and with the required style in relation to the stimulus.
			Responds imaginatively to stimuli.		Uses simple dance vocabulary to compare and improve work.	Modifies parts of a sequence as a result of self and peer evaluation.	Beginning to show a change of pace and timing in their movements.
						Uses more complex dance vocabulary to compare and improve work.	Is able to move to the beat accurately in dance sequences.
							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



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							compare and improve work.
Evaluation		Can say what they like about own and others performance With support, can give comments on how to improve performance. When given prompts, use appropriate vocabulary when giving feedback.	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	Watches and describes key points of a performance Beginning to think about how they can improve their own work. Work with a partner to improve their skills. Begin to use topic appropriate vocabulary when giving feedback.	Watches and describes performances. Can give suggestions about how they can improve their own work. Work with a partner or small group to improve their skills. Use topic appropriate vocabulary when giving feedback.	Watches and describes performances accurately. Can give suggestions about how they can improve their own and others work. Begin to offer suggestions on tactics and techniques to help improve performances. Use topic appropriate vocabulary when giving feedback.	Watches and describes performances accurately, including specific detail Can give suggestions about how they can improve their own and others work, and listen to other peoples suggestions Comment on tactics and techniques to help improve performances. Use topic appropriate vocabulary when giving feedback.



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Games	Negotiate space and obstacles safely, with consideration for themselves and others Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with coordination and control. Develops own rules for new games. Makes imaginative pathways using 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 to carry out different skills.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and is beginning to link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a developing 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 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.	Vary skills, actions and ideas and link these in ways that suit the games activity. 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.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. Keeps possession of balls during games situations. Consistently uses skills with co-ordination, 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 creation of new games. Makes appropriate 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.
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Gym	Demonstrate strength, balance and coordination when playing	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence Can say what they like about their own and others shapes	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 Uses turns whilst travelling in a variety of ways. Beginning to notice similarities and differences between sequences. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc	Links skills with control, technique, co-ordination 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.	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, co-ordination and fluency. Understands composition by performing more complex sequences.	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 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 complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances
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Healthy Lifestyle		Can describe in simple terms the effect exercise has on the body Can explain the importance of a healthy lifestyle.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.	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.	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.	Can describe in detail the effect exercise has on the body Can explain in detail the importance of exercise and a healthy lifestyle. Can explain why it is so important to warm up and cool down.	Can describe in detail the effect exercise has on the body Can explain in detail the importance of exercise and a healthy lifestyle. Can explain why it is so important to warm up and cool down.
Outdoor Adventurous Activities				Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Work in a group Demonstrates an understanding of how to stay safe.	Uses simple maps. Beginning to think activities through and problem solve. Choose strategies to solve problems with support. Work with others in a group. Understands how to stay safe	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 in different situations/environments.	Uses and interprets maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems Discuss and work with others in a group. Understands of how to stay safe in different situations/environments
Swimming		Enter and exit the water safely Put face in the water Using swimming aids if needed, move through the water	Submerge whole body under the water With a swimming aid if needed, begin to use appropriate arm and leg movements when moving through the water Swim 10 metres with or without swimming aids	Swim 15 metres with or without swimming aids Begin to use different strokes Knows the safest way to enter and exit the water	Swim 15 metres unaided Begin to use different strokes Knows how to exit the water in the safest possible way during an emergency	Swim 20 metres unaided Use at least 2 different strokes Knows how to exit the water in the safest possible way during an emergency	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe selfrescue in different water-based situations.