

Progression of skills in PE

Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Explore movement ideas and respond imaginatively to a range of stimuli Move confidently and safely in their own and general space, using changes of speed, level and direction	Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement	Explore and create characters and narratives in response to a range of stimuli	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group	Explore, improvise and combine movement ideas fluently and effectively
Selecting and applying skills, tactics and compositional ideas	Compose and link movement to make simple dances with clear beginnings, middles and ends Perform movement phrases using a range of body actions and body parts	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas	Create and link dance phrases using a simple dance structure or motif Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative	Compose dances by using adapting and developing steps, formations and patterning from different dance styles Perform dances expressively, using a range of performance skills	Create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances
Knowledge and understanding of fitness and health	Recognise how their body feels when still and exercising	Recognise and describe how different dance activities make them feel Understand the importance of warming up and cooling down	Keep up activity over a period of time and know they need to warm up and cool down for dance	Know and describe what you need to do to warm up and cool down for dance	Organise their own warm-up and cool-down activities to suit the dance Show an understanding of why it is important to warm up and cool down	Understand why dance is good for their fitness, health and wellbeing Prepare effectively for dancing
Evaluating and improving performance	Talk about dance ideas inspired by different stimuli Copy, watch and describe dance movement	Watch and describe dance phrases and dances and use what they learn to improve their own work	Describe and evaluate some of the compositional features of dances performed with a partner and in a group Talk about how they might improve their dances	Describe, interpret and evaluate their own and others' dances, taking account of character and narrative	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context	Understand how a dance is formed and performed Evaluate, refine and develop their own and others work

Athletic Activities	Year 1/2	Year 3/4	Year 5/6
Acquiring and developing skills	Remember, repeat and link combinations of actions Use their bodies and a variety of equipment with greater control and coordination	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities	Develop the consistency of their actions in a number of events Increase the number of techniques they use
Selecting and applying skills, tactics and compositional ideas	Use their bodies and a variety of equipment with greater control and coordination	Develop their ability to choose and use simple tactics and strategies in different situations	Choose appropriate techniques for specific events
Knowledge and understanding of fitness and health	Recognise and describe what their bodies feel like during different types of activity	Know, measure and describe the short-term effects of exercise on the body Describe how the body reacts to different types of activity	Understand the basic principles of warming up Understand why exercise is good for fitness, health and wellbeing
Evaluating and improving performance	Watch, copy and describe what they and others have done	Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving	Evaluate their own and others' work and suggest ways to improve it

Swimming activities and water safety	Year 1/2/3	Year 3/4/5/6
Acquiring and developing skills	Work with confidence in the water 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 Remember, repeat and link skills	Consolidate and develop the quality of their skills, eg front crawl, back crawl, breaststroke, floating, survival skills Improve linking movements and actions
Selecting and applying skills, tactics and compositional ideas	Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction Improve the control and co-ordination of their bodies in water	Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges
Knowledge and understanding of fitness and health	Know that being active is fun and good for them Recognise what their bodies feel like during different activities	Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity

Gymnastics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Explore gymnastics actions and still shapes Move confidently and safely in their own and general space, using change of speed and direction	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	Develop the range of actions, body shapes and balances they include in a performance Perform skills and actions more accurately and consistently	Perform actions, shapes and balances consistently and fluently in specific activities	Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas
Selecting and applying skills, tactics and compositional ideas	Copy or create and link movement phrases with beginnings, middles and ends Perform movement phrases using a range of body actions and body parts	Choose, use and vary simple compositional ideas in the sequences they create and perform.	Improve their ability to select appropriate actions and use simple compositional ideas	Create gymnastic sequences that meet a theme or set of conditions Use compositional devices when creating their sequences, such as changes in speed, level and direction	Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles
Knowledge and understanding of fitness and health	Know how to carry and place apparatus Recognise how their body feels when still and when exercising	Recognise and describe what their bodies feel like during different types of activity Lift, move and place equipment safely	Recognise and describe the short term effects of exercise on the body during different activities Know the importance of suppleness and strength	Describe how the body reacts during different types of activity and how this affects the way they perform	Know and understand the basic principles of warming up and why it is important for good quality performance Understand why physical activity is good for their health	Understand why warming-up and cooling-down are important Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves Carry out warm ups safely and effectively
Evaluating and improving performance	Watch copy and describe what they and others have done	Improve their work using information they have gained by watching, listening and investigating	Describe and evaluate the effectiveness and quality of a performance Recognise how their own performance has improved	Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved	Choose and use information and basic criteria to evaluate their own and others' work	Evaluate their own and others' work Suggest ways of making improvements

Games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Be confident and safe in the spaces used to play games Explore and use skills, actions and ideas individually and in combination to suit the game they are playing	Improve the way they coordinate and control their bodies and a range of equipment Remember, repeat and link combinations of skills	Consolidate and improve the quality of their techniques and their ability to link movements Develop the range and consistency of their skills in all games	Develop the range and consistency of their skills in all games	Develop a broader range of techniques and skills for attacking and defending Develop consistency in their skills	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games
Selecting and applying skills, tactics and compositional ideas	Choose and use skills effectively for particular games	Choose, use and vary simple tactics	Improve their ability to choose and use simple tactics and strategies Keep, adapt and make rules for striking and fielding and net games	Devise and use rules Keep, adapt and make rules for striking and fielding and net games Use and adapt tactics in different situations	Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations Choose and apply skills more consistently in all activities	Understand, choose and apply a range of tactics and strategies for defence and attack Use these tactics and strategies more consistently in similar games
Knowledge and understanding of fitness and health	Know that being active is good for them and fun	Recognise and describe what their bodies feel like during different types of activity	Know and describe the short-term effects of different exercise activities on the body Know how to improve stamina Begin to understand the importance of warming up	Recognise which activities help their speed, strength and stamina and know when they are important in games Recognise how specific activities affect their bodies	Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance Understand why exercise is good for their fitness, health and wellbeing	Understand why exercise is good for their fitness, health and wellbeing Understand the need to prepare properly for games
Evaluating and improving performance	Watch, copy and describe what others are doing Describe what they are doing	Recognise good quality in performance Use information to improve their work	Recognise good performance and identify the parts of a performance that need improving Use what they have learned to improve their work	Explain their ideas and plans Recognise aspects of their work that need improving Suggest practices to improve their play	Choose and use information to evaluate their own and others' work Suggest improvements in own and others' performances	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it Know why warming up and cooling down are important