



Tewkesbury Church of England - Physical Education - PROGRESSION OF SKILLS



Progression of skills: PHYSICAL EDUCATION							
		KS1 skills		Lower KS2 skills		Upper KS2 skills	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Experiments with different ways of moving. Children show good control and coordination in large and small movements. Moves freely and with pleasure and confidence in a range of ways (rolling, crawling, skipping, hopping, walking)	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to a range of stimuli.	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of theirbody shapes Add a change of directionto a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriatevocabulary. Responds imaginatively to stimuli.	Beginning to improvise independently to create asimple dance. Beginning to improvise with a partner to create asimple dance. Translates ideas from stimuli into a movementwith support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.	Confidently improvises with a partner or on their own. Beginning to create longerdance sequences in a larger group. Demonstrating precisionand some control in response to stimuli. Beginning to vary dynamics and developactions and motifs. Demonstrates rhythm andspatial awareness. Modifies parts of a sequence as a result ofself-evaluation. Uses simple dance vocabulary to compareand improve work.	Beginning to exaggeratedance movements and motifs (using expressionwhen moving) Demonstrates strong movements throughout adance sequence. Combines flexibility, techniques and movements to create affluent sequence. Moves appropriately andwith the required style inrelation to the stimulus. <i>e.g using various levels,ways of travelling and motifs.</i> Beginning to show a change of pace and timingin their movements. Uses the space providedto 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 dancevocabulary to compare and improve work.	Exaggerate dance movements and motifs (using expression whenmoving) Performs with confidence,using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences andmotifs. Demonstrates strong movements throughout adance sequence. Combines flexibility, techniques and movements to create affluent sequence. Moves appropriately andwith the required style inrelation to the stimulus. <i>e.g using various levels,ways of travelling and motifs.</i> Beginning to show a change of pace and timingin their movements. Is able to move to the beataccurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements andensuring they flow. Demonstrates consistent precision when performingdance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dancevocabulary to compare and improve work.
Gym	Children show good control and coordination in large and small movements. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levelsCan perform 2 footed jumpCan use equipment safely Balances with somecontrol Can link 2-3 simplemovements	Explores and creates different pathways andpatterns. Uses equipment in a variety of ways to create asequence Link movements together to create a sequence	Applies compositional ideas independently andwith others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their ownsequence. Describes their own workusing simple gym vocabulary. Beginning to notice similarities and differencesbetween sequences. Uses turns whilst travellingin a variety of ways. Beginning to show flexibility in movements Beginning to develop goodtechnique when travelling, balancing, using equipment etc	Links skills with control,technique, coordinationand fluency. Understands compositionby 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 usingvarious body shapes andequipment. Combines equipment withmovement to create sequences.	Select and combine theirskills, techniques and ideas. Apply combined skills accurately and appropriately, consistentlyshowing precision, controland fluency. Draw on what they know about strategy, tactics andcomposition 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 refineperformances. Develops strength, technique and flexibility throughout performances. Links skills with control,technique, coordination and fluency. Understands compositionby performing more complex sequences.	Plan and perform with precision, control and fluency, a movement sequence showing a widerange of actions includingvariations in speed, levelsand directions. Performs difficult actions,with an emphasis on extension, clear body shape and changes in direction. Adapts sequences toinclude a partner or asmall 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 andcomposition 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.



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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 coordination. <i>preparation for shot put and javelin</i> Can use equipment safely	Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and crosscountry</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.	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.	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.	
Outdoor Adventurous Activities		-	-	-	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.	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.	
Games	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiments with different ways of moving. They move confidently in a range of ways, safely negotiating space. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	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 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 to carry out different skills.	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 comment 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.	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.	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.



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Swimming						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 self-rescue in different water-based situations.	
Evaluation	Can comment on own and others performance.	Can give comments on how to improve performance. Can comment on own and others performance. Use appropriate vocabulary when giving feedback.		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.		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.	