

Progression in PE

GYMNASTICS

| FUNDAMENTAL SKILLS AND MOVEMENT | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Perform some shapes with a certain degree of control. ✓ Perform travelling at different levels with a certain degree of control. ✓ Perform movements with hands and feet with a certain degree of control. ✓ Perform some balances with a certain degree of control. | <ul style="list-style-type: none"> ✓ Perform different shapes with a certain degree of control. ✓ Perform travelling skills with a certain degree of control. ✓ Perform jumps with a certain degree of control. ✓ Perform different balances with a certain degree of control. ✓ Perform skills on the equipment with a certain degree of control. | <ul style="list-style-type: none"> ✓ Perform different shapes with increasing control. ✓ Perform travelling skills with increasing control. ✓ Perform different jumps with increasing control. ✓ Perform different balances with increasing control. ✓ Perform rolling skills with a certain degree of control. ✓ Perform a sequence including travel, shapes, balance, jumping and rolling with a certain degree of control. | <ul style="list-style-type: none"> ✓ Perform travelling skills across a bench with a certain degree of control. ✓ Perform jumping and turning skills with increasing control. ✓ Perform different partner balances with increasing control. ✓ Perform rolling skills with increasing control. ✓ Perform a sequence including travel, shapes, balance, jumping and rolling with increasing control. | <ul style="list-style-type: none"> ✓ Perform shapes with good control ✓ Perform travelling skills across equipment with increasing control. ✓ Perform jumping skills with good control. ✓ Perform different balances with good control. ✓ Perform a routine including travel, shapes, balance, jumping and rolling with good control. | <ul style="list-style-type: none"> ✓ Perform shapes, jumps and travelling with good control and correct posture. ✓ Perform counterbalances with good control. ✓ Perform a headstand with increasing control. ✓ Perform the vault with increasing control. ✓ Perform a routine including travel, shapes, balance, jumping and rolling with good control. |

| TACTICS, RULES & TEAMWORK | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ✓ Work with a partner & understand the tasks given. | ✓ Work with a partner & understand the directions and expectations. | ✓ Work with a partner to travel at different levels, create shapes and create balances. ✓ Work with a partner to create a sequence. | ✓ Work with a partner or group to travel at different speeds, create shapes and create balances. ✓ Understand how to match their partner's shape. ✓ Work with a partner to create a sequence. | ✓ Work with a partner or group to travel at different speeds, levels, change direction and show rotation. ✓ Work with a partner to create and mirror shapes balances. ✓ Work with a partner to create a routine. | ✓ Work with a partner or group to travel at different speeds, levels, change direction and show rotation. ✓ Work with a partner to create counterbalances. ✓ Work with a partner to create and improve routines. |

| SHOW & LINK | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ✓ Show and link balances and jumps together with travelling. | ✓ Show and link travelling in 2 different directions. ✓ Show and link more than 2 shapes, jumps and balances together. ✓ Show and link more than 2 skills on the equipment with a certain degree of control. | ✓ Show and link travelling, shapes, jumping, balances and rolling. ✓ Show and link all the skills learned so far with a piece of small apparatus with some control. | ✓ Show and link different ways of travelling across a bench. ✓ Show and link some of skills required to perform different shapes successfully, effective jumping and turning and partner balances with increasing control. ✓ Show and link some of the skills necessary to | ✓ Show and link the skills required to perform different shapes, effective jumping and turning and partner balances with good control. ✓ Show and link jumps, shapes and balances in a routine. ✓ Show and link all the skills learned so far in a routine using | ✓ Show and link all the skills learned so far in a routine using equipment with good control. ✓ Show and link shapes, jumps, balances, counterbalances, headstand and vault. |

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| | | | <p>perform the forward roll.</p> <p>✓ Show and link all the skills learned so far in a sequence with increasing control.</p> | <p>equipment with increasing control.</p> | |
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Progression in PE

DANCE

| FUNDAMENTAL SKILLS AND MOVEMENT | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Perform some basic body actions with a certain degree of control. ✓ Perform some actions using two directions with a certain degree of control. ✓ Respond to the stimulus with a certain degree of control. | <ul style="list-style-type: none"> ✓ Perform actions using two directions with a certain degree of control. ✓ Respond to the stimulus and improvise movement with a certain degree of control. ✓ Perform the actions with stage directions with a certain degree of control. ✓ Perform stillness skills and demonstrate a clear beginning, middle and end with a certain degree of control. ✓ Use performance skills and demonstrate stage presence with a certain degree of control. | <ul style="list-style-type: none"> ✓ Perform different actions and movement patterns with increasing control. ✓ Respond to the stimulus and improvise movement with some control. ✓ Perform actions with stage directions with some control. ✓ Perform stillness skills and demonstrate a clear beginning, middle and end with increasing control. ✓ Use performance skills and demonstrate good stage presence. ✓ Perform formation skills with a certain degree of control. | <ul style="list-style-type: none"> ✓ Perform basic actions and movement patterns with a certain degree of control. ✓ Respond to the stimulus and improvise movement with increasing control. ✓ Perform actions and the correct stage directions with increasing control. ✓ Perform formation skills with some control. ✓ Perform stillness skills and demonstrate a clear beginning, middle and an end with increasing control. ✓ Use performance skills and demonstrate good stage presence with some control. | <ul style="list-style-type: none"> ✓ Perform and adapt their basic motifs with a certain degree of control. ✓ Respond to the stimulus to improvise movements with increasing control. ✓ Perform their actions in different dance relationships with a certain degree of control. ✓ Perform formation skills with increasing control. ✓ Perform stillness skills and demonstrate a clear beginning, middle and an end with increasing control. ✓ Use performance skills and demonstrate good stage presence with increasing control. | <ul style="list-style-type: none"> ✓ Perform and adapt their basic motifs with increasing control. ✓ Respond to the stimulus to improvise movements with good control. ✓ Perform their actions in different dance relationships with increasing control. ✓ Perform formation skills with a good control. ✓ Perform stillness skills and demonstrate a clear beginning, middle and an end with good control. ✓ Use performance skills and demonstrate good stage presence with good control. |

| TACTICS, RULES & TEAMWORK | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Work with a partner & understand the tasks given. | <ul style="list-style-type: none"> ✓ Work with a partner & understand the directions and expectations. ✓ Work with a group, having some understanding their position and space within the dance. ✓ Begin to communicate stillness ideas within their group. ✓ Work with their partner with an understanding of the judging criteria. | <ul style="list-style-type: none"> ✓ Work with a partner or group, beginning to understand their position and space within the dance. ✓ Communicate some stillness ideas within their group. ✓ Work with their partner, understanding the judging criteria. | <ul style="list-style-type: none"> ✓ Work with a partner or group, with an increasing understanding of their position and space in the dance. ✓ Work in a team & understand that movement patterns can be repeated. ✓ Work with a partner or in a group understanding the judging criteria. ✓ Communicate stillness ideas within their group. | <ul style="list-style-type: none"> ✓ Work with the group, understanding the relationships and their position and space in the dance. ✓ Work in a team & understand that motifs can be repeated. ✓ Work with a partner or in a group understanding the need to communicate and work as a team. ✓ Confidently communicate stillness ideas within their group. | <ul style="list-style-type: none"> ✓ Work with the group, understanding the relationships and their position and space in the dance. ✓ Work in a team & understand that motifs can be repeated and adapted. ✓ Work well with a partner or in a group understanding the need to communicate and work as a team. ✓ Confidently communicate stillness ideas within their group. |

| SHOW & LINK | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Show and link two dance actions using direction. ✓ Show and link two or more body actions together | <ul style="list-style-type: none"> ✓ Show and link two dance actions together, incorporating stage directions. | <ul style="list-style-type: none"> ✓ Show and link four basic actions together. ✓ Show and link four or more actions with levels and | <ul style="list-style-type: none"> ✓ Show and link more than 4 basic actions together using travel. ✓ Show and link more than 4 movements | <ul style="list-style-type: none"> ✓ Show and link all the skills required to adapt the motif. ✓ Show and link the skills required to | <ul style="list-style-type: none"> ✓ Show and link the skills and knowledge required to perform different dynamics. ✓ Show and link the skills required to |

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| to create a short routine. | <ul style="list-style-type: none"> ✓ Show and link two or more body actions to create a short routine using stillness. | <p>direction with some control.</p> <ul style="list-style-type: none"> ✓ Show and link a short routine of two formations with a start and finish position. | <p>together with levels and directions with some control.</p> <ul style="list-style-type: none"> ✓ Show and link a routine of more than two formations with a start and finish position. ✓ Show and link the skills required to combine the formations together. | <p>improvise movements.</p> <ul style="list-style-type: none"> ✓ Show and link a routine of a series of formations with a start and finish position. ✓ Show and link the skills required to dance using different relationships. ✓ Show and link the skills required to perform group stillness. ✓ Show and link 2 performance skills. ✓ Show and link the skills required to combine the formations fluently together. | <p>effectively improvise movements.</p> <ul style="list-style-type: none"> ✓ Show and link more than 2 dance relationships together. ✓ Show and link all the skills required to perform a group stillness. ✓ Show and link more than 2 performance skills. ✓ Show and link all the skills required to combine the formations fluently together. |
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ALL

| DESCRIBE WAYS TO IMPROVE | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Begin to observe, describe and copy what others have done. ✓ Recognise own success. | <ul style="list-style-type: none"> ✓ Observe, describe and copy what others have done. ✓ Use learning to improve the quality and control of work. ✓ Recognise own success. | <ul style="list-style-type: none"> ✓ Understand what makes a performance effective and begin to suggest improvements. ✓ Use learning to improve the quality and control of work. ✓ Recognise own success. ✓ To recognise which activities, help their speed, strength and stamina | <ul style="list-style-type: none"> ✓ Describe what makes a performance effective and suggest improvements. ✓ Use learning to improve the quality and control of work. ✓ Recognise own success. ✓ Recognise what skilful play looks like. | <ul style="list-style-type: none"> ✓ Describe what makes a performance effective and pinpoint areas for improvement. ✓ Compare performance with previous ones and demonstrate improvement in order to achieve personal bests. ✓ Evaluate and recognise own success. | <ul style="list-style-type: none"> ✓ Describe what makes a performance effective and pinpoint areas for improvement. ✓ Compare performance with previous ones and demonstrate improvement in order to achieve personal bests. ✓ Evaluate and recognise own success. |

| FITNESS & HEALTH | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Begin to understand that physical activity has health benefits. ✓ Notice some of the changes that happen to our body when we exercise. | <ul style="list-style-type: none"> ✓ Begin to understand why physical activity has health benefits. ✓ Discuss some of the changes that happen to our body when we exercise. | <ul style="list-style-type: none"> ✓ Understand the main health benefits of physical activity. ✓ Explain some of the changes that happen to our body when we exercise. ✓ Know that it is important to warm up for different activities. | <ul style="list-style-type: none"> ✓ Explain the main health benefits of physical activity. ✓ Understand why changes happen to our body when we exercise. ✓ Know why it is important to warm up for different activities. | <ul style="list-style-type: none"> ✓ Have an in-depth understanding of the main health benefits of physical activity. ✓ Understand and explain the changes that happen to our body when we exercise. ✓ Understand why wearing appropriate clothing and being | <ul style="list-style-type: none"> ✓ Have an in-depth understanding of the main health benefits of physical activity, giving examples. ✓ Understand and explain the changes that happen to our body when we exercise. |

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| | | | | hygienic is good for health and safety. | ✓ Understand why wearing appropriate clothing and being hygienic is good for health and safety. |
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| Physical Education Skills | First Steps 2-3 Year Olds | Second Steps 3-4 Year Olds | Reception 4-5 Year Olds |
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| Fine Motor Skills | <ul style="list-style-type: none"> ✓ Builds a tower of 9 or 10 cubes. ✓ Manipulate and explore different malleable materials and tools. ✓ Use one handed tools and equipment (e.g. snip with scissors). ✓ Holds pencil near the point in preferred hand between first 2 fingers and thumb | <ul style="list-style-type: none"> ✓ Develop independence in dressing and self-care. ✓ Continue to develop good control when mark making with pens and pencils. | <ul style="list-style-type: none"> ✓ To hold a pencil for fluent writing effectively – using a tripod grip in almost all cases. ✓ To confidently and safely use a range of small apparatus indoors and outside, alone and in a group. |
| Gross Motor Skills | <ul style="list-style-type: none"> ✓ Walks alone up stairs using alternate feet, one foot for each step. ✓ Comes down stairs two feet to a step and can carry a large toy. ✓ Usually jumps from bottom steps with 2 feet together. ✓ Can turn around obstacles and corners while running and also while pushing and pulling large toys. | <ul style="list-style-type: none"> ✓ Developing physical skills and awareness when using obstacle courses and large outdoor equipment. ✓ Develop special awareness when running, riding, climbing and moving. ✓ Develop coordination whilst | <ul style="list-style-type: none"> ✓ To develop the overall body strength, coordination and balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including |

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| | <ul style="list-style-type: none"> ✓ Walks forwards, backwards and sideways, hauling large toys with confidence. ✓ Appreciates size and movements of own body in relation to external objects and space. ✓ Climbs nursery apparatus using increasing agility. · Rides tricycle using pedals and can steer it round wide corners. ✓ Can stand and walk on tiptoe · Can sit with feet crossed at ankles. ✓ Can throw a large ball overhead and catch large ball on or between extended arms. ✓ Kicks ball forcibly. | <p>collaborating with others to manage large items.</p> <ul style="list-style-type: none"> ✓ Remember sequences and patterns of movement which are related to music and rhythm | <p>dance, gymnastics, and sport.</p> <ul style="list-style-type: none"> ✓ To progress towards a more fluent style of moving, with developing control and grace. ✓ To combine different movements with ease and fluency. ✓ To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. |
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