



West Vale Primary School - part of The Greetland Academy Trust

PE Progression of Skills

This document outlines how we will cover the relevant knowledge and skills for PE at West Vale Primary School across all year groups. Teachers and specialist staff will deliver PE content. Across the school key vocabulary is introduced and used to help children recognise the importance of; team work, resilience, determination, sportsman ship, sporting etiquette and progression.

	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Reception	<p>Moves spontaneously showing some control and co-ordination</p> <p>Moves with confidence in a variety of ways, showing some awareness of space</p> <p>Travels around, under, over and through balancing and climbing.</p>	<p>Repeats, links and adapts simple movements, sometimes commenting on her/his work</p>	<p>Negotiates space successfully when playing racing and chasing games with others, adjusting speed or changing directions to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching and kicking.</p>	<p>Can stand on one foot when shown.</p> <p>-Can catch a large ball.</p> <p>-Experiments with different ways of moving</p> <p>Knows when and where to start and stop when running a race.</p> <p>Using balance and co-ordination to move objects between start and end point.</p>			<p>Can make comment on their own performance</p>	<p>Know some ways to keep their bodies healthy.</p> <p>Understand that exercise is good for their bodies.</p> <p>Know that some foods are healthy and some are unhealthy.</p>

Year 1	<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p> <p>Respond to a range of sounds and music</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes.</p> <p>Perform at different levels.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely.</p> <p>Balance with some control.</p> <p>Link 2-3 simple movements.</p>	<p>Travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws.</p> <p>Receive a ball with basic control.</p> <p>Begin to develop hand-eye coordination.</p> <p>Participate in simple games.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Perform a variety of throws with basic control.</p>			<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>
	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
Year 2	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Use and negotiate space clearly.</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence.</p>	<p>Confidently send the ball to others in a range of ways.</p> <p>Begin to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Begin to develop own games with peers.</p>	<p>Can change the speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Perform a variety of throws with control and coordination.</p> <p>Can use equipment safely.</p>			<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>

	<p>Describe a short dance using appropriate vocabulary.</p> <p>Respond imaginatively to stimuli.</p>		<p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Begin to develop an understanding of attacking/ defending.</p>					
	Dance	Gymnastics	Games	Athletics	Swimming – Spr 2- Sum 2	OAA – Boiler House- Spring 1	Evaluation	Healthy Lifestyles

Year 3	<p>Begin to improvise both independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and create a longer sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Work independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Understand tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Begin to communicate with others during game situations.</p> <p>Use skills with coordination and control.</p> <p>Develop own rules for new games.</p> <p>Make imaginative pathways using equipment.</p> <p>Work well in a group to develop various games.</p> <p>Begin to understand how to compete with each other in a controlled manner.</p> <p>Begin to select resources</p>	<p>Begin to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe selfrescue in different water-based situations.</p>	<p>Develop listening skills.</p> <p>Listen to instructions from a partner/ adult.</p> <p>Begin to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>
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			independently to carry out different skills.					
	Dance	Gymnastics	Games	Athletics	Swimming – All year	OAA – Boiler House- Spr 1	Evaluation	Healthy Lifestyles

<p>Year 4</p>	<p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Modify parts of a sequence as a result of self-evaluation.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Work well in a group to develop various games.</p> <p>Compare and comment on skills to support creation of new games.</p> <p>Make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump).</i></p> <p>Demonstrate accuracy in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Develop strong listening skills.</p> <p>Use simple maps.</p> <p>Begin to think about activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>
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	Dance	Gymnastics	Games	Athletics	Swimming – Aut 1- Spr1	OAA – Boiler House- Spring 1	Evaluation	Healthy Lifestyles

<p>Year 5</p>	<p>Begin to exaggerate dance movements and (using expression when moving).</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Begin to show a change of pace and timing in movements.</p> <p>Use the space provided effectively.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve.</p>	<p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together.</p> <p>Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe selfrescue in different water-based situations.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>
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	Dance	Gymnastics	Games	Athletics	Swimming- Those who have not met NC level	OAA- Robin Wood	Evaluation	Healthy Lifestyles

<p>Year 6</p>	<p>Exaggerate dance movements (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Move accurately to the beat.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Dance with fluency, linking all movements</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.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increase 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.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keep possession of balls during games situations.</p> <p>Consistently use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modify competitive games.</p> <p>Compare and comment on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively <i>e.g. front crawl, backstroke and breaststroke.</i></p> <p>Perform safe selfrescue in different water-based situations.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down</p>
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	<p>and ensuring they flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Develop strength, technique and flexibility throughout performances.</p>	<p>Apply knowledge of skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>					
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