

PE Progression of skills

| PE | Expected End of Key Stage 1 | Expected End of Lower Key Stage 2 | Expected End of Upper Key Stage 2 |
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| Personal | <p>Take Control</p> <p>I know where I am with my learning and I have begun to challenge myself.</p> | <p>Consistently try to improve</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p> | <p>Embrace challenge</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>Take responsibility for my learning</p> <p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p> |
| Social | <p>Work well with others</p> <p>I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p> | <p>Organise and guide others</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> | <p>Lead others</p> <p>I can involve others and motivate those around me to perform better.</p> <p>Improve others</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> |
| Applying Physical | <p>Perform with control</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> | <p>Link with quality</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p> | <p>Apply with consistency</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>Combine with fluency</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> |

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| <p>Cognitive</p> | <p>Explain why I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> | <p>Describe how to improve I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> | <p>Analyse Performance I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. Make good decisions I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> |
| <p>Creative</p> | <p>Recognise and respond I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> | <p>Refine and change I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p> | <p>Variety and disguise I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. Express, adapt and adjust</p> |
| <p>Health and Fitness</p> | <p>Explain why I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.</p> | <p>Explain how to exercise I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p> | <p>Plan my own fitness I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. Prepare myself for activity I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p> |

| Dance | Expected End of Key Stage 1 | Expected End of Year 3 | Expected End of Lower Key Stage 2 | Expected End of Upper Key Stage 2 | Year 6 Exceeding Expected |
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| Shapes | <p>I can:</p> <p>Create multiple standing and floor shapes</p> <ul style="list-style-type: none"> - with torso beginning to rotate. - with 3 points of contact with the floor. - facing down and up. <p>Travel between shapes including jumping with rotation.</p> | <p>I can:</p> <p>Create multiple standing and floor shapes</p> <ul style="list-style-type: none"> - with torso rotated. - with 3 points of contact with the floor. - facing up and sideways. <p>Travel between shapes including stepping into jumping.</p> <p>Rotate in jumps.</p> | <p>I can:</p> <p>Create multiple standing and floor shapes</p> <ul style="list-style-type: none"> - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor. - facing up and sideways. <p>Travel between shapes including rotation</p> <ul style="list-style-type: none"> - on the floor and in the air. - in different directions. | <p>I can:</p> <p>Create multiple standing and floor shapes</p> <ul style="list-style-type: none"> - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support. <p>Travel between shapes including rotation</p> <ul style="list-style-type: none"> - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds. | <p>I can:</p> <p>Create multiple standing and floor shapes</p> <ul style="list-style-type: none"> - Balance on the ball of each foot higher than 45° - with torso forward - with arms short - with 2 points of contact supported on hands, arms and/or shoulders - with limbs outstretched <p>Travel between shapes, including jumps with backward rotation (barrel roll jump).</p> |
| Circles | <p>I can:</p> <p>Create movements led by large vertical single arm circles and semi-circles leading into</p> <ul style="list-style-type: none"> - stepping. | <p>I can:</p> <p>Create exact and repeatable movement led by both single arm and leg circles and semicircles leading into</p> | <p>I can:</p> <p>Create sequences of movement led by combined arm, shoulder, leg and foot circles and/or semi-circles leading into</p> | <p>I can:</p> <p>Create complex movement led by a combination of circles made with different body parts and in different planes leading into</p> | <p>I can:</p> <p>Create complex movement led by circles of all sizes and in different planes, performed</p> |

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| | <ul style="list-style-type: none"> - body movements. - turning. - jumps with 180° and 360° rotations. | <ul style="list-style-type: none"> - body dropping and turning. - turning with body tilted. - jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps). | <ul style="list-style-type: none"> - turning. - jumping with good height, speed and various body shapes in the air. | <ul style="list-style-type: none"> - stepping, body movements and turns. - jumps with 1 foot take-off and landing, other leg extended. - jumps with 180° rotation and change of direction in the air (landing facing backwards). | <p>simultaneously by different body parts leading into</p> <ul style="list-style-type: none"> - stepping, body action and turning. - jumping with 360° rotation. - jumping with 1 foot take-off and landing. - jumping with change of leg position in the air. |
| Partnering (Shapes) | <p>I can:</p> <p>Create standing and floor shapes</p> <ul style="list-style-type: none"> - opposite and entwined with my partner. - in close contact but without touching. <p>Incorporate jumping when travelling between shapes</p> <ul style="list-style-type: none"> - in canon. | <p>I can:</p> <p>Create standing and floor shapes</p> <ul style="list-style-type: none"> - opposite and entwined with my partner. - as close as possible without touching. - facing up, down and sideways. - jumping with rotation when moving between shapes. - in canon. | <p>I can:</p> <p>Create standing and floor shapes</p> <ul style="list-style-type: none"> - at different levels. - without contact. - with 1 hand contact. <p>Jump with backward rotation when moving between shapes.</p> | <p>I can:</p> <p>Create standing and floor shapes in close contact</p> <ul style="list-style-type: none"> - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. <p>Travel with my partner</p> <ul style="list-style-type: none"> - incorporating spirals, rotation on the floor, jumping and cross-bodied finishing positions. | <p>I can:</p> <p>Create standing and floor shapes</p> <ul style="list-style-type: none"> - with contact. - balanced on the ball of 1 foot, arms short. - with 2 points of contact using hands, arms and/or shoulders for support. <p>Travel together with my partner</p> <ul style="list-style-type: none"> - using spirals, rotation on the floor and in the air. - in different directions and at different speeds. |

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| <p>Partnering (Circles)</p> | <p>I can: Create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison - finishing in partner shapes. Create jumps from foot circles - jumping in unison.</p> | <p>I can: Create movement led by horizontal and vertical single arm circles and semi-circles - followed with steps. - followed with body action. - in unison. - in canon. - mirroring my partner.</p> | <p>I can: Create sequences of movement led by large horizontal and vertical single arm and leg circles and semi-circles - with turns led by arms, foot and knee. - in unison. - at different speeds/directions.</p> | <p>I can: Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning. - in unison. - while mirroring.</p> | <p>I can: Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning followed by jumping. - in unison.</p> |
| <p>Partnering (Lifts)</p> | <p>I can: Create partner balances leaning away from each other with hand-to-hand contact. Create and support jumps with hand to elbow contact - facing each other. - using a 2-foot take-off and landing, with 180° rotation.</p> | <p>I can: Create partner balances with one standing and the other on the floor. Create and support jumps palm to palm/palm to lower back with a 180° turn in the air and 1 foot take-off and landing.</p> | <p>I can: Create and support jumps palm to palm/palm to lower back - with 360° rotation in the air. - with 1 foot take-off and landing. - holding star shape in the air. - finishing by leaning against my partner. - in canon.</p> | <p>I can: Create sequences of movement, turning and jumping - leading into and out of partner supports. - leaning towards and away from my partner. - in unison. - in canon. - independently from my partner.</p> | <p>I can: Create higher lifts and supported jumps, including jumping towards my partner. Create sequences of movement that lead into and out of higher lifts.</p> |

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| Artistry (Abstraction) | I can: Create 2 ways of moving linked to the silk - using 3 or 4 limbs and pausing throughout my movement. - fluently and without stopping. | I can: Create multiple ways of moving linked to the silk - pausing my movement to create shapes. - using those shapes as my starting and finishing positions. - including jumps with rotation. | I can: Create multiple ways of moving linked to the silk - where silk moves lead me into stepping, jumping, floor moves and floor shapes. | I can: Create multiple ways of moving linked to the silk - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. - fluently without stopping. | I can: Create multiple ways of moving linked to the silk - where silk moves lead me into jumping, floor work and into floor shapes. - pausing in balanced shapes in between moves. Perform continuously from start to finish and in reverse. |
| Artistry (Musicality) | I can: Create shapes, circles and silk movements to - express the music. - change my moves so they match different music. | I can: Create shapes, circle and silk movements - at different speeds to follow the music without stopping. - making them specific to stress what the music is doing. | I can: Create combination of shapes, circle and silk moves - matching the energy of the music. - in time to the beat and the rhythm. - matching 1 instrument playing off the main beat. | I can: Create a combination of shapes, circle and silk moves - both matching and in contrast to the melody or the main song line. - responding to musical phrases. | I can: Create a combination of shapes, circle and silk moves - in response to the melody, the beats and the character of the music. - to various musical pieces adapting to what I hear. |

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| <p>Artistry (Making)</p> | <p>I can:</p> <p>Create a sequence of 5 static and dynamic moves</p> <ul style="list-style-type: none"> - in contrast to my partner's. - using different partner shapes. - at different levels. - with different timings. | <p>I can:</p> <p>Create a sequence of a minimum of 5 moves</p> <ul style="list-style-type: none"> - similar and then in contrast to my partner's. - with various starting and finishing positions. | <p>I can:</p> <p>Create a sequence of a minimum of 5 moves</p> <ul style="list-style-type: none"> - with limbs in different planes and directions. <p>Perform both in my and my partner's place.</p> | <p>I can:</p> <p>Create a sequence of a minimum of 6 various moves</p> <ul style="list-style-type: none"> - with movements made both with arms and legs. - in unison followed by moves in contrast and performed independently of my partner. | <p>I can:</p> <p>Create a sequence of a minimum of 6 moves</p> <ul style="list-style-type: none"> - with various travelling distances and movement pathways. - In unison. - independently of my partner. - in unison, and in contrast to my partner's, mixed throughout my dance. |
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| <p>Fundamental Movement Skills</p> <p>Links:</p> | <p>Shapes</p> <p>Static Balance: One Leg</p> <p>Static Balance: Seated</p> <p>Static Balance: Floor Work</p> <p>Static Balance: Stance</p> | <p>Circles</p> <p>Dynamic Balance: Jumping and Landing</p> <p>Coordination: Footwork</p> | <p>Partnering</p> <p>Counterbalance with a Partner</p> <p>Dynamic Balance: Jumping and Landing</p> <p>Coordination: Footwork</p> | <p>Artistry</p> <p>Static Balance: One Leg</p> <p>Dynamic Balance: Jumping and Landing</p> <p>Coordination: Footwork</p> |
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| Gym | Expected End of Key Stage 1 | Expected End of Lower Key Stage 2 | Expected End of Upper Key Stage 2 | Year 6 Exceeding Expected |
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| Shape | <p>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</p> <p>Explore Tricky Shape skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickiest Shape skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Trickier Shape skills combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickiest Shape skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) <p>Perform (Consolidated) Trickier Shape skills (1/2/3) combined with two or more of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) |
| Balance | <p>Perform (Consolidated) Tricky Balance skills on the floor (1/2/3).</p> <p>Explore Tricky Balance skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickier Balance skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Tricky Balance skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickiest Balance skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Trickier Balance skills combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickiest Balance skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) <p>Perform (Consolidated) Trickier Balance skills (1/2/3) combined with</p> |

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| | | | | <p>two or more of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) |
| Travel | <p>Perform (Consolidated) Tricky Travel skills on the floor (1/2/3).</p> <p>Explore Tricky Travel skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickier Travel skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Tricky Travel skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickiest Travel skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Trickier Travel skills combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickiest Travel skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) <p>Perform (Consolidated) Trickier Travel skills (Travel 1/2/3) combined with two or more of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) |
| Flight | <p>Perform (Consolidated) Tricky Flight skills on the floor (1/2/3).</p> <p>Explore Tricky Flight skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) | <p>Perform (Consolidated) Trickier Flight skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Tricky Flight skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) | <p>Perform (Consolidated) Trickiest Flight skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Trickier Flight skills combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) | <p>Perform (Consolidated) Trickiest Flight skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) |

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| | <ul style="list-style-type: none"> - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickier Flight skills (Flight 1/2/3) combined with two or more of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) |
| Rotation | <p>Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3).</p> <p>Explore Tricky Rotation skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickier Rotation skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Tricky Rotation skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickiest Rotation skills on the floor (1/2/3).</p> <p>Perform (Consolidated) Trickier Rotation skills combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <p>Perform (Consolidated) Trickiest Rotation skills (1/2/3) combined with one of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) <p>Perform (Consolidated) Trickier Rotation skills (Rotation 1/2/3) combined with two or more of the following:</p> <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) |

| Fundamental Movement Skills Links: | Shape | Balance | Travel | Flight | Rotation |
|------------------------------------|---|---|--|--|---|
| | Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance | Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: With a Partner | Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork | Dynamic Balance: Jumping and Landing Coordination: Footwork | Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Dynamic Balance: On a Line |