

PE Progression Skills

Dance

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	They move confidently in a range of ways, safely negotiating space	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
Acquiring and developing skills	Experiments with different ways of moving	<p>Under the theme: Pirates/Plants & their growth</p> <p>Music examples: Klaus Badelt- Pirates of the Caribbean Soundtrack In the Hall of the Mountain King – Edvard Grieg</p>	<p>Under the theme: Dinosaurs</p> <p>Music examples: -John Williams- Jurassic Park Soundtrack</p>	<p>Under the theme: Egyptians</p> <p>Music examples: -The Bangles- Walk like an Egyptian -Strauss- Egyptischer Folksong- William Chapman Nyaho</p> <p>Props: Ribbons Rings</p>	<p>Under the theme: Ceilidh/Scottish dance</p> <p>Music examples: -Adrian Von Ziegler- Celtic Music</p> <p>Props: Bells</p>	<p>Under the theme: Greek dancing</p> <p>Music examples: -Mikis Theodorakis- Zorba Dance -Ancient Greek Dances- Petris Tabouris Ensemble</p> <p>Props: Scarves/flags</p>	<p>Under the theme: Dances linked to WWII & 1940s</p> <p>Music examples: -Nora Bates- Over There -Vera Lynn- White Cliffs of Dover -Long way to Tipperary – John McCormack -Pack up your troubles in your old kit bag- Murray Johnson -Boogie Woogie Bugle Boy- The Andrews Sisters -Radetzky March- Strauss</p>
		Follow the leader – jumps, hops, skips	Can copy several movements together with control and co-ordination	Can copy a performing sequence together with developed control and co-ordination	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy	Copy and respond to a variety of routines showing a range of actions performed with control and fluency	Copy and perform a variety of dance styles with accuracy, timing and consistency. Can maintain these standards when working in pairs or groups
		Respond to different routines with a range of actions	Talk about different routines as the starting point for creating dance phrases and short dances	Improvise freely with a partner translating ideas from routine to their own movement Show an imaginative response to different dances through their use of language and choice of movement	Respond to the routine through the appropriate language, creating their own ideas and movement phrases	Think about character and narrative ideas created by the topic, and respond through movement	Explore, improvise and choose appropriate material to create new motifs in a chosen dance style

		Copy and explore basic body actions demonstrated by the teacher	Explore actions in response to routines explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements	Incorporate different qualities and dynamics into their movements	Use a range of actions and begin to combine movement phrases and patterns	Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	Respond to routines, improvising freely using a range of controlled movements and patterns
		Copy simple movement patterns from each other and explore the movement					
Selecting and applying skills, tactics and compositional ideas		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
		Compose and link movement phrases to make simple dances with clean beginning, middle and end.	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings	Apply basic compositional ideas to create dances which convey feelings and emotions	Begin to design their own movement phrases that respond to the topic or emotion	Create and perform dances using a range of movement patterns in response to a topic	Extend compositional skills incorporating dance styles and forms
				Link actions to make dance phrases, working with a partner and in a small group	Use a range of movement and dance phrases within different ways with a partner or group	Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer	Compose, develop and adapt motifs to make dance phrases and use these in longer dances
		Practise and repeat their movement phrases and perform them in a controlled way	Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness	Perform short dances with expression, showing an awareness of others when moving	Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others	Remember, practise and combine longer, more complex dance phrases	Select and use a range of compositional ideas to create motifs that demonstrate their dance idea
				Describe what makes a good dance phrase	Can describe what they like and what can be improved in other groups' routines	Can respond to advice given on their routines and subsequently improve	Can accurately analyse and improve their own dance as well as others

Invasion Games

	EYFS	Year 1 Throwing & Catching	Year 2 Throwing & Catching	Year 3	Year 4	Year 5	Year 6
	Children show good control and co-ordination in large and small movements	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
Acquiring and developing skills	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	Throw and catch an object with a partner. Underarm/overarm/two hands/one hand throws and catches How to catch an object. Using a range of equipment	Reinforce throwing & catching from Y1. Pass a ball accurately to a partner over a variety of distances using a range of equipment	Travel whilst bouncing a ball showing control. Develop simple passing, tackling & shooting skills Passing & throwing a ball using appropriate levels of power	Travel with a ball showing increasing control using both hands and feet Consolidate simple passing, tackling & shooting skills Begin to show levels of technical ability when performing skills	Travel with a range of balls showing changes of speed and directions using either foot or hand Develop a range of passing, tackling & shooting skills Able to consistently show levels of technical ability in relation to performing skills	Dribble effectively around obstacles. Show precision and accuracy when sending and receiving Demonstrate a range of passing, tackling & shooting skills Dribble and pass, showing precision, accuracy and scoring goals with ease. Can receive and send balls, making sensible choices Able to consistently show high levels of technical ability in relation to performing skills
	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	Show control and accuracy with the basic actions for underarm and overarm throwing	Perform a range of rolling, throwing, striking, catching and gathering skills, with control	Use a range of skills to help them keep possession and control of the ball	Know and use a range of skills that allow them to keep hold of the ball, before appropriately passing to a member of their team	Use a range of techniques when passing and scoring eg high, low, bounced, fast, slow	Perform skills with accuracy, confidence and control Combine and perform skills with control, adapting them to meet the needs of the situation
	Shows a preference for a dominant hand	Able to use space appropriately, move fluently, changing direction and speed easily and avoiding collisions	Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run	Perform the basic skills needed for the games with control and consistency Use a range of skills with increasing control	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. Use a range of different skills with increasing control and skill	Keep a game going using a range of different ways of throwing Able to shoot and score successfully	Adapt their play for the needs of the game, perform a range of skills with accuracy, adapting to allow them to keep hold of the play within their team Can use both sides of the body with equal confidence and can control when in the air and on the ground

Selecting and applying skills, tactics and compositional ideas		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
		Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming	They vary skills and show some understanding of simple tactics	Use a range of skills to keep possession and make progress towards a goal, on their own and with others	In small groups make up a game with simple rules. Use a range of learned techniques to ensure fair play and that they know how to score goals and win the game	Effectively play a competitive invasion game and use rules they are given Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions	Play recognized versions of invasion games showing tactical awareness and knowledge of rules and scoring Can umpire fairly as well as play the game Choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents
			Can choose more than one tactic to follow or run away from an opponent Can throw with a level of accuracy to a target				
				Choose good places to stand when receiving, and give reasons for their choice Choose and use skills to make the game hard for their opponents	Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful	Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights Can keep to a formation and understand what their role is on a team	They play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal They can also defend effectively when possession moves to the other team
		Can choose a tactic to follow or run away from an opponent Can intercept a ball when defending					

Striking & Fielding

	EYFS	Year 1 Kicking	Year 2 Kicking	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	They handle equipment and tools effectively, including pencils for writing.	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	Show control and accuracy with the basic actions for kicking	Show control and accuracy with the basic actions for kicking with both feet	Can demonstrate a few simple skills, e.g. throw a ball underarm and catch a ball with some control and reasonable accuracy	Can demonstrate a greater range of skills; throwing a ball a variety of ways consistently and accurately, field a ball from different heights and apply it to different practises	Able to secure a ball once it has been hit and return it accurately Can catch a ball from a variety of heights	Catch an incoming ball from varying heights and quickly return the ball Can catch one-handed, with either hand
	Shows a preference for a dominant hand	Receive a ball which has been kicked to me	Can receive and control a ball using both feet	Can strike a simple feed using equipment with the correct technique	Can strike a feed using a variety of equipment (cricket bat/rounders bat/tennis racket) with the correct technique	Accurately strike a ball with a variety of equipment using power whilst retaining the correct technique	Hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body and aim consistently where they want it to go
	Handles tools, objects, construction and malleable materials safely and with increasing control	Use different parts of my foot to kick the ball	Can use different parts of my foot to kick a ball	Can perform a simple, underarm feed	Can feed the ball into a space so it is easy for someone to hit	Throw and feed a ball accurately when bowling and/or fielding	Can bowl and throw the ball with an increasing range of technique and skill
Selecting and applying skills, tactics and compositional ideas		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
		Has a greater level of accuracy in the direction of the kick Can intercept a ball when defending	Can kick a ball at a target consistently	Able to play some small games Have a basic understanding of the rules of a striking & fielding game	Begin to apply what they have learned in competitive games. Are able to use tactics to give their team an advantage Judge how far they can run to score points	Play recognized versions of Striking & Fielding games and are able to umpire fairly Able to stop a hit ball from going any further when fielding Play defensive shots at the appropriate times to secure	Play recognized versions of Striking & Fielding games showing tactical awareness and knowledge of rules and scoring Is aware of the best places to field a ball once it has been hit, and why When running between bases, can communicate with their

						their team more points in the long term	team, plan ahead in relation to the situation and react appropriately
		Can choose a tactic to follow or run away from an opponent	Can defend the goal successfully	Choose simple tactics to make the games more difficult for their opponents	Can choose where to stand as a fielder to make it more difficult for the batting player	Begin to think tactically about how to field efficiently Can think strategically when fielding in order to get the opposition out during games	Able to apply what they have learned into game situations. Can think strategically on where to hit a ball and field during a match

Net/Wall

		EYFS	Year 1 Rolling	Year 2 Rolling	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	They handle equipment and tools effectively, including pencils for writing.	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	
	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	Can roll a ball underarm with some consistency	Roll a variety of balls with both arms with accuracy	Perform basic mini skills showing co-ordination e.g. bouncing the ball on the racket using both hands/continuously using the racket to hit the ball off the floor/using different sides of the racket to keep the ball in the air	Can play games with help, such as someone catching the ball when it is hit; someone feeding the ball to them Perform basic mini skills showing co-ordination and consistency	Can use a range of shots; forehand/backhand/volley when required	Can hit the ball with purpose and specific direction using a range of shots	
	Shows a preference for a dominant hand	Demonstrating some technique; if rolling with the right arm putting left foot forward & vice versa	Able to roll a ball at different speeds	Able to self-serve hit the ball to a partner without it bouncing Able to self-serve hit the ball to a partner with it bouncing	Able to self-serve hit a ball to their partner in a variety of ways using different hands	Can hit shots confidently in a range of different situations; after the ball has bounced; different heights etc.	Can react to a variety of serves and return the ball consistently with accuracy	
	Handles tools, objects, construction and malleable materials safely and with increasing control	Receive a ball rolled to them	Receive a variety of balls rolled to them	Able to return a ball served by a partner, both from bouncing and non-bouncing feeds	Able to return a variety of serves from a partner with accuracy	Can hit the ball into a target area with some consistency	Able to move body/change direction dynamically in order to hit a ball	
Selecting and applying		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	

		Choose and use skills effectively for particular games understand the concepts of aiming, into space, and taking the ball to a good position for aiming	Roll a ball at a variety of targets.	Play small keepy-uppy games demonstrating control of the ball Can keep games going using a small range of skills with a racket	Can play mini-versions of Net/Wall games with help and guidance Can try to use different shots during games to score points	Effectively play a competitive Net/Wall game keep and use rules that are given Can use a range of shots appropriately during games	Play recognized versions of Net/Wall games showing tactical awareness and knowledge of rules and scoring Can effectively use a range of shots during games to either keep a rally going or to score points Can play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game
			Can choose more than one tactic to roll a ball to a team mate	They and show skills and some understanding of simple tactics Can outwit their opponent using different shots	Can think tactically to use a variety of appropriate skills during games Analyse tactics during a game on how your performance/team performance can improve	Can understand the need for different tactics and apply them effectively during games	Can think quickly and make decisions during a game about when to play certain shots Can referee and umpire games fairly and within the constraints of the rules for a specific game Exploit space for the opposition in order to win games

Gymnastics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children show good control and co-ordination in large and small movements	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
Acquiring and developing skills	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Experiments with different ways of moving</p>	<p>Perform basic gymnastic actions like traveling, rolling and jumping</p> <p>Be able to demonstrate simple static balances with control and variety</p> <p>To begin to carry basic apparatus such as mats and benches</p>	<p>Perform a variety of actions with increasing control at different speeds and levels</p> <p>Repeat accurately sequences of gymnastic actions</p> <p>Be able to demonstrate simple static balances with control and variety using a variety of body parts</p> <p>To describe and explain how performers can transition and link gymnastic elements</p> <p>To challenge themselves to develop strength and flexibility</p>	<p>Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel</p> <p>Use different parts of the body to balance on. Be able to hold balances for 5 seconds</p> <p>To explore balances using different parts of their bodies – small & large, and use them in sequences</p> <p>To begin to explore simple balances using balance boards safely</p> <p>To be part of a group sequence</p>	<p>Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements</p> <p>To refine taking weight on small and large body parts, for example hand and shoulder and sequence these together</p> <p>To use an increasing range of balances using balance boards, showing control and safety</p> <p>To define muscles groups needed to support the core of their body</p> <p>To contribute to their group's sequence</p>	<p>Perform a range of actions and agilities with consistency, fluency and clarity of movement</p> <p>Demonstrate a range of balances (One-foot, other foot, both feet) on balance boards as well as a range of movements such as squats & catching & throwing a ball</p> <p>To take responsibility in own warm up including remembering and repeating a variety of stretches</p> <p>To take the lead in a group when preparing a sequence</p>	<p>Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>Perform actions and agilities that show creativity, fluency and accuracy between movement phrases.</p> <p>Demonstrate a range of balances (One-foot, other foot, both feet) on balance boards and perform a variety of actions using a range of equipment, such as Tennis balls, Rugby balls and Netballs</p> <p>To lead group warm ups showing understanding of need for strength and flexibility</p> <p>To arrange own apparatus to enhance work and vary compositional ideas</p>
	Jumps off an object and lands appropriately	<p>Manage the space safely, showing good awareness of each other, mats and apparatus</p> <p>Begin to sequence a series of static</p>	<p>Move smoothly from a position of stillness to a travelling movement</p> <p>Move smoothly and in a controlled way</p>	<p>Practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner</p>	<p>Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Perform with a partner or group</p>	<p>Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same</p>	<p>Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</p>

		balances together	from one position of stillness to another Be able to sequence a series of static balances together To attempt to use rhythm whilst performing a sequence			time as a partner To develop symmetry individually, as a pair and in a small group	
Selecting and applying skills, tactics and compositional ideas		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
		Make up simple movement phrases in response to simple tasks.	Choose, use and vary simple compositional ideas to create and perform a sequence Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end	Plan and perform a movement sequence showing contrasts in speed, level and direction devise and perform a gymnastic sequence, showing a clear beginning, middle and end Watch other groups' sequences and say what they liked about it and why	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions. Listen to information given by others and think about how they can use it	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions To use information given by others to improve performance	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions Give succinct and specific advice to other groups about how they can improve their performances
		Link & repeat basic gymnastic actions perform movement phrases with control and accuracy	Adapt the sequence to include apparatus or a partner	Adapt a sequence to include different levels, speeds or directions	Perform a sequence where the children combine speed, level, direction and a variety of shapes.	Sequences with changes of speed, level and direction, and clarity of shape	Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body
		Can develop their own three move sequence with a clear beginning, middle and end	use different combinations of floor, mats and apparatus, showing control, accuracy and fluency	Work well on their own and contribute to pair sequences	Work within different groups to contribute to a variety of different sequences.	Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement	Shape and changes in direction adapt sequences to include a partner or a small group

Outdoor & Adventurous Activities

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquire and develop	Follow marked tracks in familiar environment.	Use simple plans and diagrams of familiar environments.	<p>Use maps and diagrams to orientate around simple, short courses in the hall, playground and field.</p> <p>Begin to understand the different Learning for Life skills you could use in problem solving activities, such as Teamwork and Social Skills</p> <p>Cross Curricular Links: Maths, Geography, History, SMSC</p>	<p>Use a map and follow instructions or clues to navigate around a short course in the hall, playground and field.</p> <p>Learn different Learning for Life skills for different challenges: Resilience, Social Skills, Self-Awareness, Self-Regulation, Teamwork</p> <p>Cross Curricular Links: Maths, Geography, History, SMSC</p>	<p>Confidently attempt a variety of challenges on the playground or field. Use checkpoints to help solve problems.</p> <p>Consolidate different Learning for Life skills for different challenges: Resilience, Social Skills, Self-Awareness, Self-Regulation, Teamwork</p> <p>Cross Curricular Links: Maths, Geography, History, SMSC</p>	<p>Work confidently in a variety of challenging situations, including off-site, adapt quickly when given a problem.</p> <p>Effectively use different Learning for Life skills for different challenges: Resilience, Social Skills, Self-Awareness, Self-Regulation, Teamwork</p> <p>Cross Curricular Links: Maths, Geography, History, SMSC</p>
Selecting and applying skills, tactics and compositional ideas	Choose which way to follow route, by self or in group	Use skills to solve a basic challenge or problem	<p>Respond appropriately to different challenges. Can use Learning for Life Skills when prompted.</p> <p>Can suggest ideas about how best to attempt a problem. Can demonstrate safe practice during problem-solving challenges.</p>	<p>Adapt and respond to changes in the environment to allow them to complete the task. Begin to automatically incorporate Learning for Life Skills when solving problems.</p> <p>Can contribute to large group discussions about how to attempt challenges and problem-solving tasks</p>	<p>React and respond appropriately to varying stimuli, applying Learning for Life Skills</p> <p>Are able to contribute and have effective discussions with their team, and the class, as to how to improve for the following task</p>	<p>Devise and put into practice a range of solutions to varying challenges, applying Learning for Life Skills.</p> <p>Can clearly explain where they could improve, and why, if they were to undertake the task again</p>
			<p>Can interact with others without frustration. Can include and make use of all their team members to solve problems quickly.</p>	<p>Positive interaction and ability to work together to solve tasks.</p> <p>Additional Opportunities: Competitive Sports</p>	<p>Positive interaction and ability to work together to solve and perform a range of tasks.</p> <p>Additional Opportunities: Residential Competitive Sports</p>	<p>Develop a range of personal learning and thinking skills to overcome problems and work effectively with others</p> <p>Additional Opportunities: Residential Competitive Sports</p>

Athletics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquire and develop	<p>Run at different speeds over short distances</p> <p>Able to perform these techniques safely, with some control</p> <p>Run in a straight line down a track</p>	<p>Run at different speeds for longer distances</p> <p>Aware of the space around them; can run in a straight line down a track for a longer distance</p> <p>Be aware of where finish lines are and finish a race appropriately</p>	<p>Running for speed Understand the difference between sprinting and running and can begin to apply this into races of different distances</p> <p>Running for distance Increase the distance when they are running and try to maintain at least a jog for that distance</p> <p>Running over obstacles Developing some levels of fluency, efficiency & speed when running Able to jump over a hurdle and continue running afterwards</p> <p>Take part in relay activities remembering when to run and what to do</p>	<p>Running for speed Begin to formulate a spring start position before running Able to co-ordinate their arms and legs to develop power</p> <p>Running for distance Increase the distance when they are running, organizing and preparing themselves, and take different roles within a running sequence</p> <p>Work in cooperative groups to use different techniques, speeds and effort to meet challenges</p> <p>Running over obstacles Showing some levels of fluency, efficiency & speed when running Able to jump clearly over multiple hurdles one after another Beginning to develop a hurdling technique</p>	<p>Running for speed Refine a spring start for sprinting. Narrow the time it takes from starting to be in a full stride</p> <p>Running for distance Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well Understand and demonstrate the differences between sprinting and distance running</p> <p>Running over obstacles Developing greater fluency, efficiency & speed Showing a rhythm and begin to create a pattern of strides over hurdles Consolidating a hurdling technique</p> <p>Able to exchange a baton</p>	<p>Running for speed Demonstrate greater fluency & coordination of movements Able to show the skills for acceleration Sustaining speed over longer durations of time or distance</p> <p>Running for distance Developing greater fluency & efficiency Sustaining pace over longer distances Running at different tempos for longer durations</p> <p>Running over obstacles Refining greater fluency, efficiency & speed Developing a three-stride pattern over hurdles Able to co-ordinate a strong hurdling technique</p> <p>Know the rules of different events and judge them fairly</p> <p>Able to exchange a baton effectively and quickly without breaking stride</p> <p>Choose the best pace for a running event, in order to sustain running and improve their personal target</p>

	<p>Jump with accuracy, using a small range of techniques</p>	<p>Change speed and direction, link running and jumping</p>	<p>Jumping for Distance & Height Make up and repeat a short sequence of linked jumps</p> <p>Begin to demonstrate some technical ability when jumping from a standing position and when running; using arms</p> <p>Can land a jump safely, minimizing impact on their body</p>	<p>Jumping for Distance & Height Show some control when using a range of basic jumping actions</p> <p>Perform a range of jumps showing contrasting techniques and sometimes using a short run up</p> <p>Be able to link a run into a jump</p>	<p>Jumping for Distance & Height Show control in take-off and landing activities, and can time their stride for a jump</p> <p>Developing a range of jumping techniques, using arms and body to generate maximum jump</p>	<p>Jumping for Distance & Height Consistently demonstrating power, control & the approach, take off, flight & landing Able to show a range of jumping techniques, using arms and body to generate maximum jump</p>
	<p>Develop an under and over arm throwing action</p>	<p>Throw underarm and overarm with increasing accuracy</p>	<p>Throwing (Pull Throw, Push Throw & Fling Throw) Beginning to develop some control, and accuracy when throwing developing different throwing techniques</p> <p>Throw a variety of objects with some accuracy and power, changing their action for accuracy and distance</p>	<p>Throwing (Pull Throw, Push Throw & Fling Throw) Developing greater control, efficiency & accuracy when throwing developing a range of throwing techniques</p> <p>Show some control when using a range of basic throwing actions</p> <p>Throw with increasing accuracy and power into a target area</p>	<p>Throwing (Pull Throw, Push Throw & Fling Throw) Throwing with control, efficiency & accuracy, linking to power without losing technique developing a range of throwing techniques</p> <p>Demonstrate a range of throwing actions using modified equipment with some accuracy and control</p>	<p>Throwing (Pull Throw, Push Throw & Fling Throw) Throwing with greater control, efficiency & accuracy generating greater force in throwing developing a range of throwing techniques</p> <p>Show accuracy and good technique when throwing for distance. Identify activities that help develop stamina or power and suggest how some can be used in other types of activities</p>
<p>Selecting and applying skills, tactics and compositional ideas</p>	<p>Choose which throwing and retrieving technique to use</p>	<p>Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance</p>	<p>Choose and use varying techniques to reach targets</p> <p>Choose which role to play within group situation</p>	<p>Choose which action to complete to allow them to reduce their times/ increase distance within areas of athletics</p> <p>Relate different athletic activities to changes in heart rate, breathing and temperature</p>	<p>Choose, plan and carry through an event Predict how different activities will affect heart rate, temperature and performance. Watch partner's performance and identify strengths</p>	<p>Adapt skills and techniques to different challenges and equipment</p> <p>Identify parts of a partner's performance that need to be practised and refined and suggest improvements. Able to maximize their athletic performance using optimum techniques across a range of events</p>

Evaluating & Improving Performance/Knowledge & Understanding of Health & Fitness

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and improving performance	<p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p>	<p>Describe and comment on their own and others actions</p> <p>Can describe what they have done</p> <p>Can watch others and say what they are doing</p> <p>Can be happy for others who are successful and begin to understand how others will feel if they lose</p>	<p>They can talk about differences between their own and others' performance and suggest improvements</p> <p>Can control their emotions. Does not get too upset when losing, and too excited when winning</p>	<p>Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p> <p>Shows Learning for Life Skills in competitive situations. Can explain why they lost and what they could do differently. Is respectful of their opponent</p>	<p>Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.</p> <p>Be confident to analyse and comment on what they see</p> <p>Consistently show Learning for Life Skills in competitive situations. Can explain why they lost and what they could do differently</p>	<p>From observation of others begin to describe constructively how to refine improve and modify performance.</p> <p>Refine own performance in response to comments of others' and self-analysis</p> <p>Can cope with winning and losing equally well.</p> <p>Can rationalize the difference between winning in P.E. and winning elsewhere</p>	<p>Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding</p> <p>Demonstrate resilience and excellent character when competing in competitive situations.</p> <p>Can rationalize the difference between winning in P.E. and the long-term goals of improving skills</p> <p>Can think tactically and develop strategies for their team to be successful</p>
Knowledge and understanding of fitness and health	<p>Shows understanding of how to transport and store equipment safely</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</p>	<p>Can describe how their bodies feel when still and when exercising.</p> <p>Can talk about how to exercise safely</p>	<p>They can understand how to exercise and describe how their bodies feel during different activities</p>	<p>Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.</p>	<p>Children begin to think about warm up activities that prepare them for exercise.</p> <p>They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy</p>	<p>Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates.</p> <p>Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery</p>	<p>Can show responsibility for personal warm up programme specific to the activity.</p> <p>Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions</p>

Swimming

Year 4	
Acquire and develop	Swim 25-30 metres unaided, use a variety of different leg and arm actions.
Selecting and applying skills, tactics and compositional ideas	<p>Link arms and legs correctly to allow effective propulsion across the pool.</p> <p>Link the correct arm and leg movement for front and back strokes.</p> <p>Show which breathing techniques to use for the particular strokes.</p> <p>Demonstrate confidence in the water when performing a range of tasks</p> <p>Demonstrate knowledge and awareness of water safety.</p>

Guidance for assessment.

- Teach your unit of work for the specific genre.
- As you are teaching, be aware of the assessment criteria below for your year group and those above and below.
- Ensure that the children have sufficient opportunity to play the game, perform the routine, so that they can demonstrate the skill level which they are working at.
- Observe what they can do over a period of time, (i.e. you want to see that they can do this at least three times to make a sound judgement)
- Ensure that if you observe that children cannot demonstrate a particular strand, that you plan to teach this within your lessons.
- You will have to make a best fit judgement across the sport in which you are teaching, giving the level where you have the most highlighted.
- I would suggest you use a different recording sheet for each of the PE genres taught.
- These criteria can be used for reporting to parents also.