

Progressive Skills Ladder for PE

Year Groups	Athletics	Invasion Games	Gymnastics	Dance	Health and Well-Being	Evaluating and Improving Performance
EYFS	<p>Begin to run with control at different speeds. (Walking, jogging, running and sprinting)</p> <p>Begin to hop on left and right leg and develop a skipping motion.</p> <p>Begin to jump and land on 2 feet.</p> <p>Begin to throw an object with one hand at a target.</p>	<p>Throw and catch a ball with some consistency.</p> <p>Hit or kick a ball with some accuracy.</p> <p>Begin to show spatial awareness.</p>	<p>Can copy and explore basic actions with some control, balance and co-ordination.</p> <p>Begin to choose and link basic actions.</p> <p>Begin to recognise and use space appropriately.</p>	<p>Begin to copy, explore and create basic body patterns &amp; movements.</p> <p>With guidance, respond to music.</p> <p>Begin to move in time to music.</p>	<p>Begin to describe why exercise is good for themselves.</p> <p>Begin to recognise changes to the body.</p>	<p>Begin to watch and comment on others movements.</p>

Year 1	<p>Begin to develop stamina.</p> <p>Demonstrate a good running technique and begin to show change of direction and speed.</p> <p>Using a good technique to jump and land safely.</p> <p>Throw a variety of objects with one hand.</p> <p>Develop an under and over arm throwing action.</p>	<p>Throw and catch a ball with some control.</p> <p>Pass a ball to someone else with some control.</p> <p>Begin to introduce opposed team games.</p>	<p>Perform basic actions including travelling, rolling, jumping and climbing and stay balanced when required.</p> <p>Show good awareness of space, apparatus and the actions of others. Begin to select simple actions to construct basic sequences.</p> <p>Carry and set up equipment safely with help.</p> <p>Use appropriate language to describe a short gymnastic sequence.</p>	<p>Copy, explore and create basic body patterns and movements, using a range of body parts.</p> <p>Create expressive movement in response to a range of stimuli.</p> <p>Remember simple dance steps and perform in a controlled manner.</p> <p>Choose actions and link them with sounds and music.</p>	<p>Be aware of changes to the body including breathing and temperature.</p> <p>Describe how it feels to be part of a team.</p>	<p>Watch, describe and comment on others performances.</p>

Year 2	<p>Continue to develop stamina.</p> <p>Begin to increase running distance.</p> <p>Demonstrate a good running technique and to show change of direction and speed.</p> <p>Be able to perform a run and jump in sequence.</p> <p>Demonstrate a range of throwing actions using a variety of objects.</p>	<p>Throw and catch a ball with control and some accuracy whilst moving.</p> <p>Pass a ball to someone else with control whilst moving.</p> <p>Take part within opposed team games.</p> <p>Show an awareness of opponents and team mates during games.</p>	<p>Copy, remember, explore and repeat simple actions, varying their speed and levels.</p> <p>Perform basic gymnastic actions with control and coordination.</p> <p>Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness.</p> <p>Create and perform a short sequence with clear beginning, middle and end, then adapt to include apparatus and/or partner.</p> <p>Handle apparatus safely and recognise risks involved.</p> <p>Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.</p>	<p>Perform with control &amp; co-ordination, extending and adapting movement phases.</p> <p>Create an imaginative sequence of movements to a variety of stimuli, exploring movements and feelings.</p> <p>Vary dynamics, levels, speed and direction.</p>	<p>Be aware and recognise changes in heart rate, temperature and breathing rate.</p>	<p>Begin to watch others and focus on specific actions to improve own skills.</p>
--------	--	---	---	---	--	---

Year 3	<p>Select running speed for appropriate activity.</p> <p>Make up repeated short sequences of jumps.</p> <p>Begin to make decisions about throwing for accuracy and distance.</p>	<p>Throw and catch a ball with control under limited pressure to keep possession and score goals.</p> <p>Pass a ball to someone else with control and accuracy whilst moving.</p> <p>Begin to use a range of simple tactics for defending and challenging their opponent.</p> <p>Use simple rules fairly and extend them to devise their own games.</p>	<p>Perform combinations of gymnastic actions using floor, partners, mats and apparatus.</p> <p>Develop gymnastic techniques and transitions.</p> <p>Adapt a gymnastic sequence to include different levels of speed and/or direction.</p> <p>Use appropriate language to accurately describe a gymnastic sequence, choosing a variety of aspect and say how to improve them.</p>	<p>Improvise freely with self and with a partner</p> <p>Compare, develop and adapt movement and motifs to create longer dances.</p> <p>Use dance vocabulary to create, adapt and link a range of dance actions that communicate ideas.</p>	<p>Give reasons why warming up before an activity is important and why physical activity is good for my health.</p> <p>Understand that stamina is required for playing extended games.</p> <p>Recognise that strength and suppleness are important parts of fitness.</p>	<p>Recognise good performances in themselves and others to improve their own performance.</p>

Year 4	<p>Improve and sustain running technique at different speeds.</p> <p>Show good control within running, throwing and jumping.</p> <p>Demonstrate accuracy and technique in a range of throwing and running actions.</p>	<p>Throw and catch a ball with control under pressure to keep possession and score goals.</p> <p>Pass a ball to someone else with control and accuracy whilst moving under pressure.</p> <p>Use a range of techniques and tactics to attack, keep possession and score.</p> <p>Begin to change pace, length and direction to outwit their opponent.</p> <p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</p>	<p>Copy, remember, explore and repeat actions and link and vary ideas with control and co-ordination.</p> <p>Apply compositional ideas to sequences using floor and a range of apparatus, alone and with others.</p> <p>Combine actions and show clarity of shape in longer sequences, alone or with a partner.</p> <p>Understand how strength and suppleness improve gymnastic performance.</p>	<p>Demonstrate precision, control &amp; fluency in response to stimuli.</p> <p>Vary dynamics and develop actions with a partner or as part of a group.</p> <p>Consistently demonstrate rhythm &amp; spatial awareness.</p> <p>Create longer and more complex dance phrases using different compositional ideas</p> <p>Perform, remember, repeat and refine a dance.</p>	<p>Begin to explain the difference between stamina required for distance running and acceleration for sprinting.</p>	<p>Recognise good performances in themselves and others to improve their own performance.</p>

Year 5	<p>Begin to consistently demonstrate good control, strength, speed and stamina in a variety of athletic events.</p> <p>Apply skills in a competitive situation.</p>	<p>Demonstrate controlled movement with a ball in an opposed situation whilst moving.</p> <p>Use a range of sending, receiving and travelling techniques in games with varied control.</p> <p>Develop tactics and know the difference between attacking and defending skills, using them with accuracy, confidence and control.</p> <p>Explore a variety of positions within a game. Understanding the skills needed to compete in the game.</p> <p>Change pace, length and direction to outwit their opponent.</p>	<p>Perform challenging combinations of gymnastic actions with control, precision and fluency.</p> <p>Perform actions shapes and balances with good body tension and extension.</p> <p>Repeat a longer, more difficult sequence accurately emphasising extension, body shape and changes in direction, alone, with a partner or a small group.</p>	<p>Perform and create motifs in a variety of dance styles with accuracy and consistency.</p> <p>Select and use a wide range of compositional skills to demonstrate ideas.</p> <p>Express themselves by creating and performing dances in a range of styles working with partners or groups.</p> <p>Understand and perform different styles of dance clearly and fluently.</p>	<p>Explain how the body reacts during warm ups and cool downs in ways that suit the activity.</p> <p>Long term effects of warming up and cooling down.</p> <p>Begin to develop their own warm up and cool down activities.</p>	<p>Evaluate performances in themselves and others to improve their own performance.</p> <p>Taking on a range of different roles within sporting activities (officiating, time keeping).</p>

Year 6	<p>Consistently demonstrate good control, strength, speed and stamina in a variety of athletic events.</p> <p>Apply skills in a competitive situation.</p>	<p>Perform all skills with the correct technique and with greater speed and accuracy.</p> <p>Use marking, tackling and/or interception to improve defending.</p> <p>Explore a variety of positions within a game. Understanding the skills needed to compete in the game.</p> <p>Change pace and direction to outwit their opponent.</p>	<p>Perform and create movement sequences with some complex skills and displaying accuracy and consistency.</p> <p>Work with a partner or small group to practice and refine a sequence.</p> <p>Create and perform a longer, fluent sequence using planned variation and contrasts in actions and speed.</p>	<p>Perform and create motifs in a variety of dance styles with accuracy and consistency.</p> <p>Select and use a wide range of compositional skills to demonstrate ideas.</p> <p>Express themselves by creating and performing dances in a range of styles working with partners or groups</p> <p>Understand and perform different styles of dance clearly and fluently.</p>	<p>Understand how to bring their heart rate down slowly within a cool down.</p> <p>Explain how the body reacts during warm ups and cool downs in ways that suit the activity.</p> <p>Understand the long term effects of warming up and cooling down.</p> <p>Develop their own warm ups and cool down activities.</p> <p>Understand how to improve their own health and fitness.</p>	<p>Evaluate performances in themselves and others to improve performance, using appropriate vocabulary.</p> <p>Taking on a range of different roles within sporting activities (officiating, time keeping).</p> <p>Sharing personal targets aiming for improvement.</p>
--------	--	--	---	--	--	---