



St. Bridget's Catholic Primary School Progression of Skills in PE 2022-23



PE	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Dance	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Progress towards a more fluent style of moving, with developing control and grace. Explore and engage in music making and dance, performing solo or in groups.	Copy some moves. Develop movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, (safely showing an awareness of others) Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly/quickly Move in time with music. Respond to own work and that of others when exploring ideas, feelings and preferences.		Create dance phrases/dances to communicate an idea Develop movement using: Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed & energy Show an awareness of different dance styles and traditions. Understand and use simple dance vocabulary.		Select appropriate movements to express ideas/thoughts/ feelings. Develop movement using: Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed & energy (heavy/light, flowing/sudden) Show an awareness of different dance styles, traditions and aspects of their historical/social context. Compare and comment on their own and other's work -strengths and areas for improvement.	
Gymnastics	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Use space and show awareness around others. Listen to instructions and are aware of safety issues. Work as a small group and take turns on apparatus. Explore 5 basic shapes star, pencil, tuck, pike, straddle. Travel in different ways on floor and small apparatus. Jump and land with correct technique. Explore balancing on different parts of the body to make different shapes. Explore how the body can roll.	Move confidently and safely in own space and around others. Recognise the importance and awareness of being active and identify how it makes the body feel. Stand, sit and walk like a gymnast. Develop, travel, jump, balance and rolling on the floor and on small apparatus so they are performed safely and with control using the 5 basic moves. Perform a basic forward roll, pencil roll, tuck roll, teddy bear roll and dish. Create a short movement phrase using jump rolls and balances.	Copy and create movement phrases with a clear beginning, middle and end on the floor and apparatus (Key step sequence). Develop rolls so they are performed with tension and control. Pencil roll (dish and arch). Forward roll (bringing feet together) Teddy Bear roll (improving tension). Introduce backward roll (hand position). Mirror and match partner shapes/balances. Develop directional jumping, forwards, backwards, sideways and turning both on the floor and apparatus. Watch others and identify good practice. Know how to carry and put equipment away safely.	Plan and perform sequences with contrasting actions using a combination of rolls, jumps and balances. Teach your sequence to your partner. With help begin to evaluate others performances by identifying strengths and weaknesses of the performance. Work towards a cartwheel beginning with a bunny hop. Work towards a backward roll, Use apparatus to perform a sequence with a clear start middle and end. Suggest warm up activities.	Plan and perform a sequence which includes changes in speed, level and direction using clear shapes. Suggest how to improve own and others performances. Explore balances and jumping with a partner both matching and mirroring and using different levels. Explore different starting and finishing positions when rolling. Create a partner sequence and perform with control and timing. Develop cartwheel and backward roll. Choose warm up activities to perform with partner.	Create sequences with a partner to include a combination of different components demonstrating changes in direction, level, speed, and mirroring. Develop sequences with the focus being on the way skills are linked together. Develop counter and supported balances with a partner exploring both symmetry and asymmetry. Understand how strength and suppleness is important in gymnastics. Lead a small group warm up. Use criteria to judge performances and suggest improvements.	Introduce the concepts of moving in canon and unison. Develop partner balances both counter (pulling/pushing) and supported. In small groups create sequences both on the floor and apparatus to be performed to an audience. Focus will be on quality of movements, control and tension, timings, levels, direction, speed and flow/linking.
Games	Start taking part in some group activities which they make up for themselves, or in teams.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Can run at different speeds; change speed and direction whilst running. Can jump from a standing position (1 foot/2 feet combinations) with accuracy. Performs a variety of throws with basic control (rolling, overarm, underarm). Beginning to understand when to use each Developing hand-eye co-ordination. Can work co-operatively in a team. Developing spatial awareness.		Beginning to run at speeds appropriate for the distance. Can perform a running jump with more than one component. (hop, skip, jump) Performs a variety of throws using a selection of equipment (pulling, pushing, slinging). Demonstrates accuracy in throwing and catching activities. Can use equipment safely and with good control. Develop games in a group.		Beginning to record peers' performances, and evaluate these by looking at strengths and weaknesses. Shows confidence in using ball skills in various ways, and can link these together. Describes good athletic performance using correct vocabulary. Can develop a variety of techniques to maximise team effectiveness. Can modify skills to suit different game situations. Can make use of game tactics to score points. Will apply rules of fair play to competitive games.	
Outdoor Adventurous Activity	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	To begin to work co-operatively with other children. To be able to use a simple map/diagram to follow a trail. Can plan and share basic ideas.		Can take responsibility of a role within a group. Can listen and adapt to other's ideas in a group. Can mark points on a map. Can find a way back to an arranged base point. Select appropriate equipment. Can change strategies if not working.		Use the 8 points of a compass to orientate. Can plan their own orienteering challenge. Plan group roles based on strengths. Can recognise how to keep themselves and others safe. Plan strategies to solve problems. Can implement and refine strategies throughout a task.	
Evaluation	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Watch and talk about dance and performance art, expressing their feelings and responses. Revise and refine the fundamental movement skills they have already acquired: rolling crawling walking jumping running hopping skipping climbing	Can comment on own and others performance, Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback		Watches and describes performances accurately. Beginning to think about how they can improve their own work (with a partner/small group to implement improvements). Make suggestions on how others should improve their work,		Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make comment on similarities and differences when suggesting improvements.	
Healthy Lifestyles	Start to eat independently and learning how to use a knife and fork. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth-brushing.	Know and talk about the different factors that support their overall health and wellbeing: - Regular physical exercise - Healthy eating - Tooth-brushing - Sensible amounts of 'screen time' - Having a good sleep routine - Being a safe pedestrian.	Can describe how their body feels at rest and when active. Can explain the importance of exercise and a healthy lifestyle.		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.		Know, measure and describe the effect exercise has on the body Can understand why exercise is good for health, fitness and wellbeing. Understands why a warm up and cool down are important for quality performance.	
Swimming	N/A	N/A	N/A		Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Swims competently, confidently and proficiently over a distance of at least 25 metres Performs safe self-rescue in different water-based situations.			