



Mytchett Primary Academy - PE Skills Progression



Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can move to music.</p> <p>Can copy dance moves.</p> <p>Can perform some dance moves.</p> <p>Can move around the space safely.</p>	<p>Copies and explores basic movements and body patterns.</p> <p>Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to a stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to its maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies 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>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p>



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						<p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies 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>Vocabulary: dance, move, space, body, copy, slow, quick</p>	<p>Vocabulary: dance, move, space, copy, links, patterns, memory, slow, quick</p>	<p>Vocabulary: dance, move, space, copy, links, patterns, memory, levels, heights, speed, slow, quick, size, body shapes, direction, sequence</p>	<p>Vocabulary: dance, move, space, copy, links, patterns, memory, levels, heights, speed, slow, quick, size, body shapes, direction, sequence, improvise, simple, partner, motifs, mirror, symmetry</p>	<p>Vocabulary: dance, move, space, copy, links, patterns, memory, levels, heights, speed, slow, quick, size, body shapes, direction, sequence, improvise, simple, partner, motifs, precision, control, group, mirror, symmetry</p>	<p>Vocabulary: dance, move, space, copy, links, patterns, memory, levels, heights, speed, slow, quick, size, body shapes, direction, sequence, improvise, simple, partner, motifs, precision, control, group, mirror, symmetry, improvise, pace, timings, evaluation, levels</p>	<p>Vocabulary: dance, move, space, copy, links, patterns, memory, levels, heights, speed, slow, quick, size, body shapes, direction, sequence, improvise, simple, partner, motifs, precision, control, group, mirror, symmetry, improvise, pace, timings, evaluation, levels, beat, rhythm, fluency</p>



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Gym						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can make my body tense, relaxed, curled and stretched.	Copies and explores basic movements with some control and coordination.	Explores and creates different pathways and patterns.	Applies compositional ideas independently and with others to create a sequence.	Links skills with control, technique, co-ordination and fluency.	Select and combine their skills, techniques and ideas.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
Can copy sequences and repeat them.	Can perform different body shapes.	Uses equipment in a variety of ways to create a sequence.	Copies, explores and remembers a variety of movements and uses these to create their own sequence.	Understands composition by performing more complex sequences.	Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.	Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
Can roll in different ways.	Performs at different levels.	Link movements together to create a sequence.	Describes their own work using simple gym vocabulary.	Beginning to use gym vocabulary to describe how to improve and refine performances.	Draw on what they know about strategy, tactics and composition when performing and evaluating.	Adapts sequences to include a partner or a small group.
Can travel in different ways.	Can perform 2 footed jump.		Beginning to notice similarities and differences between sequences.	Develops strength, technique and flexibility throughout performances.	Analyse and comment on skills and techniques and how these are applied in their own and others' work.	Gradually increases 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.
Can balance in different ways.	Can use equipment safely.		Uses turns whilst travelling in a variety of ways.	Creates sequences using various body shapes and equipment.	Uses more complex gym vocabulary to describe how to improve and refine performances.	Draw on what they know about strategy, tactics and composition when performing and evaluating.
Can stretch in different ways.	Balances with some control.		Beginning to show flexibility in movements.	Combines equipment with movement to create sequences	Develops strength, technique and flexibility throughout performances.	Analyse and comment on skills and techniques and how these are applied in their own and others' work.
Can curl in different ways.	Can link 2-3 simple movements.		Beginning to develop good technique when travelling, balancing, using equipment etc		Links skills with control, technique, co-ordination and fluency.	Uses more complex gym vocabulary to describe how to improve and refine performances.
					Understands composition by performing more complex sequences.	Develops strength, technique and flexibility throughout performances



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<p>Vocabulary: tense, relaxed, curled, stretched, sequences, repeat, roll, travel, balance</p>	<p>Vocabulary: tense, relaxed, curled, stretched, sequences, repeat, roll, travel, balance, control, jump, levels</p>	<p>Vocabulary: tense, relaxed, curled, stretched, sequences, repeat, roll, travel, balance, control, jump, levels, pathways, links</p>	<p>Vocabulary: tense, relaxed, curled, stretched, sequences, repeat, roll, travel, balance, control, jump, levels, pathways, links, turns, flexibility</p>	<p>Vocabulary: tense, relaxed, curled, stretched, sequences, repeat, roll, travel, balance, control, jump, levels, pathways, links, turns, flexibility, coordination, fluency, cannon, squad, strength (see cards in PE folder), teamwork</p>	<p>Vocabulary: tense, relaxed, curled, stretched, sequences, repeat, roll, travel, balance, control, jump, levels, pathways, links, turns, flexibility, coordination, fluency, cannon, squad, strength (see cards in PE folder), skills, teamwork, composition, evaluating, refine,</p>	<p>Vocabulary: tense, relaxed, curled, stretched, sequences, repeat, roll, travel, balance, control, jump, levels, pathways, links, turns, flexibility, coordination, fluency, cannon, squad, strength (see cards in PE folder), skills, teamwork, composition, evaluating, refine, adapts</p>
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Mytchett Primary Academy - PE Skills Progression



Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can throw underarm.</p> <p>Can roll a piece of equipment.</p> <p>Can move and stop safely.</p> <p>Can catch with both hands.</p> <p>Can kick in different ways</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending.</p>	<p>Understands 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>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes 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>Works well in a group to develop various games.</p> <p>Compares and comments 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>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes 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>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes 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>Modifies competitive games.</p> <p>Compares and comments 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>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>



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<p>Vocabulary: throw, catch, roll, underarm, stop, kick</p>	<p>Vocabulary: throw, catch, roll, underarm, stop, kick, travel, run, jump, control</p>	<p>Vocabulary: throw, catch, roll, underarm, stop, kick, travel, run, jump, control, rules, tactics, attacking, defending</p>	<p>Vocabulary: throw, catch, roll, underarm, stop, kick, travel, run, jump, control, rules, tactics, attacking, defending, communication, pathways</p>	<p>Vocabulary: throw, catch, roll, underarm, stop, kick, travel, run, jump, control, rules, tactics, attacking, defending, communication, pathways, dribbling, bouncing, kicking, fluency, combination</p>	<p>Vocabulary: throw, catch, roll, underarm, stop, kick, travel, run, jump, control, rules, tactics, attacking, defending, communication, pathways, dribbling, bouncing, kicking, fluency, combination</p>	<p>Vocabulary: throw, catch, roll, underarm, stop, kick, travel, run, jump, control, rules, tactics, attacking, defending, communication, pathways, dribbling, bouncing, kicking, fluency, combination</p>
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Mytchett Primary Academy - PE Skills Progression



Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely.</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
Vocabulary:	Vocabulary: run, speed, jump, throws, control	Vocabulary: run, speed, jump, throws, control, change, direction, coordination, shot put, javelin, safety	Vocabulary: run, speed, jump, throws, control, change, direction, coordination, shot put, javelin, safety, sprinting	Vocabulary: run, speed, jump, throws, control, change, direction, coordination, shot put, javelin, safety, sprinting, technique, component, hop, skip, jump	Vocabulary: run, speed, jump, throws, control, change, direction, coordination, shot put, javelin, safety, sprinting, technique, component, hop, skip, jump, record, measure, accuracy	Vocabulary: run, speed, jump, throws, control, change, direction, coordination, shot put, javelin, safety, sprinting, technique, component, hop, skip, jump, record, measure, accuracy



Mytchett Primary Academy - PE Skills Progression



Outdoor Adventurous Activities. (NA for EYFS, Year 1 and Year 2)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Health and Fitness. I can describe how my body feels before, during and after an activity.</p>	<p>Health and Fitness. I can describe how my body feels before, during and after an activity I can show how to exercise safely.</p>	<p>Health and Fitness. I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy.</p>	<p>Develops good listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think 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>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use symbols and interprets 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>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use symbols, creates and interprets more complex maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems without support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
<p>Vocabulary: heart, beat, fast, slow</p>	<p>Vocabulary: heart, beat, fast, slow, exercise</p>	<p>Vocabulary: heart, beat, fast, slow, exercise, healthy</p>	<p>Vocabulary: heart, beat, fast, slow, exercise, healthy, problem solving, groups, listens</p>	<p>Vocabulary: heart, beat, fast, slow, exercise, healthy, problem solving, groups, listens, thinks, plans, choose, apply</p>	<p>Vocabulary: heart, beat, fast, slow, exercise, healthy, problem solving, groups, listens, thinks, plans, choose, apply</p>	<p>Vocabulary: heart, beat, fast, slow, exercise, healthy, problem solving, groups, listens, thinks, plans, choose, apply</p>



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Swimming						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.			
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary: crawl, backstroke, breaststroke, rescue, instructions			
Evaluation.						
Talk about what I have done. Describe what other people did.	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. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.			