



St Bartholomew's Primary School – P.E – Progression of skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Throw and catch a ball with a partner.</p> <p>Move fluently by changing direction and speed easily and avoiding collisions.</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space.</p> <p>Take the ball to a good position for aiming use skills in different ways in different games.</p> <p>Try to win by changing the way they use skills in response to their opponent's actions.</p>	<p>Pass a ball accurately to a partner over a variety of distances.</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>Show a good awareness of others in running, chasing and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Vary skills and show some understanding of simple tactics.</p> <p>Choose and use tactics to suit different situations.</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponent.</p>	<p>Travel whilst bouncing a ball showing control.</p> <p>Use a range of skills to help them keep possession and control of the ball.</p> <p>Perform the basic skills needed for the games with control and consistency.</p> <p>In pairs, make up a game and play a simple rallying game.</p> <p>Use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>Choose good places to stand when receiving, and give reasons for their choice.</p> <p>Choose and use batting or throwing skills to make the game hard for their opponents.</p>	<p>Keep a game going using a range of different ways of throwing.</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Use a range of skills with increasing control.</p> <p>Effectively play a competitive net/wall game.</p> <p>Keep and use rules they are given.</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and height.</p>	<p>Travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>Use a range of techniques when passing, e.g. high, low, bounced, fast, slow.</p> <p>Hit the ball with purpose, varying the speed, height and direction.</p> <p>Hit the ball from both sides of the body.</p> <p>Judge how far they can run to score points.</p>	<p>Dribble effectively around obstacles.</p> <p>Show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game use different ways of bowling.</p> <p>Play games showing tactical awareness and knowledge of rules and scoring.</p> <p>Choose when to pass or dribble, so that they keep possession and make progress towards the goal.</p>



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Dance	<p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Explore movements.</p> <p>Move confidently and safely.</p> <p>Perform phrases.</p> <p>Recognise how their body feels after exercise.</p> <p>Discuss dance ideas.</p>	<p>Explore, remember and repeat dance actions.</p> <p>Compose and perform dance and short phrases.</p> <p>Describe how different dance movements make them feel.</p> <p>Watch and describe dance phrases and dances and use what they learn to improve.</p>	<p>Improvise freely on their own or with a partner.</p> <p>Translate ideas into a dance.</p> <p>Create and link phrases using a simple dance structure.</p> <p>Perform dances with an awareness of rhythm on their own or in a group.</p>	<p>Explore and create characters and narratives.</p> <p>Create motifs.</p> <p>Describe the need to warm up.</p> <p>Evaluate their own performance and comment on improvements.</p>	<p>Explore ideas from different dance styles.</p> <p>Compose dances expressively.</p> <p>Organise their own warm up and cool down to suit activities.</p> <p>Understand why it's important to warm up.</p>	<p>Explore, improvise and combine movements.</p> <p>Create structure in sections of dance.</p> <p>Understand why dance is good for fitness.</p> <p>Comment on their own work and the work of others.</p>



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Gymnastics	<p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Explore gymnastics and still movements.</p> <p>Move safely and with confidence.</p> <p>Know how to carry and place equipment.</p> <p>Watch, copy and describe what others have done.</p> <p>Perform movement phrases using a range of body parts and actions.</p>	<p>Remember, repeat and link gymnastics and still movements.</p> <p>Move safely and with confidence.</p> <p>Know how to carry, lift and place equipment.</p> <p>Watch, copy and describe what others have done.</p> <p>Improve their work using information they have gained by watching and listening.</p>	<p>Improve the quality of their actions, body shapes and balance.</p> <p>Select appropriate actions and consolidate simple ideas.</p> <p>Know the importance of strength.</p> <p>Evaluate their work and quality of their performance.</p> <p>Recognise how their work can be improved.</p>	<p>Develop a range of actions, body shapes and include in a performance.</p> <p>Create gymnastic sequences that meet a theme or set of objectives.</p> <p>Describe how their body reacts to different situations.</p> <p>Make simple judgments on their own and others work.</p> <p>Suggest ways performances can be improved.</p>	<p>Perform actions in a fluent and consistent performance.</p> <p>Create sequences and adapt.</p> <p>Know and understand the basic the principles of warming up and why it is important.</p> <p>Understand why physical activity is good for overall health.</p> <p>Evaluate and improve their own and others work.</p>	<p>Combine and perform gymnastic actions, shapes and balances fluently.</p> <p>Develop their own sequences.</p> <p>Understand why warming up and cooling down is important.</p> <p>Evaluate their own work and the work of others.</p> <p>Suggest ways of improvements</p>