

**PE Skills Progression at Hope  
Brook C of E School**

***BY THE END OF EYFS:***

***Physical Development - Gross Motor Skills***

*-negotiate space and obstacles safely-demonstrate strength, balance, coordination and move energetically in a variety of ways*

<b>Skills</b>	<b>BY THE END OF KEY STAGE 1</b>		<b>BY THE END OF LOWER KEY STAGE 2</b>	<b>BY THE END OF UPPER KEY STAGE 2</b>
<b>Acquiring and Developing Skills.</b>	<ul style="list-style-type: none"> <li>Copy actions.</li> <li>Repeat actions and skills.</li> <li>Move with control and care.</li> </ul>		<ul style="list-style-type: none"> <li>Select and use the most appropriate skills, actions or ideas.</li> <li>Move and use actions with co-ordination and control.</li> <li>Make up their own small-sided game.</li> </ul>	<ul style="list-style-type: none"> <li>Link skills, techniques and ideas and apply them accurately and appropriately.</li> <li>Show good control in their movements.</li> <li>Show precision, control and fluency.</li> <li>Apply their skills, techniques and ideas consistently.</li> </ul>
<b>Evaluating and Improving.</b>	<ul style="list-style-type: none"> <li>Talk about what they have done.</li> <li>Describe what other people did.</li> <li>Show how to exercise safely.</li> </ul>		<ul style="list-style-type: none"> <li>Explain how their work is similar and different from that of others.</li> <li>With help, recognise how performances could be improved.</li> <li>Use their comparison to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and comment on skills, techniques and ideas that they and others have used.</li> <li>Analyse and explain why they have used specific skills or techniques.</li> <li>Use their observations to improve their work.</li> <li>Modify use of skills or techniques to improve their work.</li> <li>Create their own success criteria for evaluating.</li> </ul>
<b>Health and Fitness</b>	<ul style="list-style-type: none"> <li>Describe how their body feels before, during and after an activity.</li> </ul>		<ul style="list-style-type: none"> <li>Explain why it is important to warm-up and cool down.</li> <li>Identify some muscle groups used in gymnastic activities.</li> <li>Explain why keeping fit is good for their health</li> </ul>	<ul style="list-style-type: none"> <li>Explain some important safety principles when preparing for exercise.</li> <li>Choose appropriate warm ups and cool downs.</li> <li>Explain what effect exercise has on their body.</li> <li>Explain why we need regular and safe exercise.</li> </ul>

Dance	<ul style="list-style-type: none"> <li>• Can move to music.</li> <li>• Copy dance moves.</li> <li>• Perform some dance moves.</li> <li>• Move around the space safely</li> <li>• Make up a short dance.</li> </ul>		<ul style="list-style-type: none"> <li>• Improvise freely, translating ideas from a stimulus into movement.</li> <li>• Share and create phrases with a partner and in small groups.</li> <li>• Take the lead when working with a partner or group.</li> <li>• Repeat, remember and perform these phrases in a dance.</li> <li>• Work on their movements and refine them.</li> <li>• The dance is clear and fluent.</li> <li>• Use dance to communicate an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose their own dances in a creative and imaginative way.</li> <li>• Perform to an accompaniment, expressively and sensitively.</li> <li>• Movements are controlled.</li> <li>• Dance shows clarity, fluency, accuracy and consistency.</li> <li>• Develop imaginative dances in a specific style.</li> <li>• Choose their own music, style and dance.</li> </ul>
Games	<ul style="list-style-type: none"> <li>• Can throw underarm.</li> <li>• Roll a piece of equipment.</li> <li>• Throw in different ways.</li> <li>• Hit a ball with a bat.</li> <li>• Catch with both hands.</li> <li>• Move and stop safely.</li> <li>• Kick in different ways.</li> </ul>		<ul style="list-style-type: none"> <li>• Throw and catch with control when under limited pressure.</li> <li>• Throw and catch accurately.</li> <li>• Hit a ball accurately and with control.</li> <li>• Aware of space and use it to support team mates and cause problems for the opposition.</li> <li>• Move to find a space when they are not in possession during a game.</li> <li>• Keep possession with some success when using equipment that is not used for throwing and catching skills.</li> <li>• Keep possession of the ball.</li> <li>• Know and use rules fairly to keep games going.</li> <li>• Vary tactics and adapt skills according to what is happening.</li> </ul>	<ul style="list-style-type: none"> <li>• Pass in different ways.</li> <li>• Use forehand and backhand with a racquet.</li> <li>• Is able to field.</li> <li>• Make a team plan and communicate it to others.</li> <li>• Choose the best tactics for attacking and defending.</li> <li>• Use a number of techniques to pass, dribble and shoot.</li> <li>• Explain complicated rules.</li> <li>• Lead others in a game situation.</li> </ul>

Gymnastics	<ul style="list-style-type: none"> <li>• Make their body tense, relaxed, curled and stretched.</li> <li>• Control their body when travelling.</li> <li>• Control their body when balancing.</li> <li>• Copy sequences and repeat them.</li> <li>• Roll in different ways.</li> <li>• Travel in different ways.</li> <li>• Balance in different ways.</li> <li>• Climb safely.</li> <li>• Stretch in different ways.</li> <li>• Curl in different ways.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a greater number of their own ideas for movement in response to a task.</li> <li>• Work in a controlled way.</li> <li>• Include change of speed</li> <li>• Change of direction.</li> <li>• Include a range of shapes.</li> <li>• Follow a set of 'rules' to produce a sequence.</li> <li>• Adapt sequences to suit different types of apparatus and their partner's ability.</li> <li>• Work with a partner to create, repeat and improve a sequence with at least three phrases.</li> <li>• Explain how strength and suppleness affect performances.</li> <li>• Compare and contrast gymnastic sequences, commenting on similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Make complex or extended sequences.</li> <li>• Combine action, balance and shape.</li> <li>• Combine their own work with that of others.</li> <li>• They perform consistently to different audiences.</li> <li>• Movements are accurate, clear and consistent.</li> <li>• Link sequences to specific timings.</li> </ul>
Athletics			<ul style="list-style-type: none"> <li>• Can run at fast, medium and slow speeds, changing speed and direction.</li> <li>• Can link running and jumping activities with some fluency, control and consistency.</li> <li>• Make up and repeat a short sequence of linked jumps.</li> <li>• Can jump in different ways.</li> <li>• Can take part in a relay activity, remembering when to run and what to do.</li> <li>• Run over a long distance.</li> <li>• Sprint over a short distance.</li> <li>• Throw a variety of objects, changing their action for accuracy and distance.</li> <li>• Throw in different ways.</li> <li>• Hit a target.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their skills in different situations.</li> <li>• Combine running and jumping.</li> <li>• Controlled when taking off and landing in a jump.</li> <li>• Follow specific rules.</li> <li>• Demonstrate stamina.</li> <li>• Throw with accuracy.</li> </ul>

Outdoor / Adventure			<ul style="list-style-type: none"><li>• Follow a map in a more demanding familiar context.</li><li>• Move from one location to another following a map.</li><li>• Use clues to follow a route.</li><li>• Follow a route safely.</li><li>• Follow a route accurately, safely and within a time limit.</li></ul>	<ul style="list-style-type: none"><li>• Use clues and compass directions to navigate a route.</li><li>• Change their route if there is a problem.</li> <li>• Change their plan if they get new information.</li><li>• Plan a route and series of clues for someone else.</li><li>• Plan with others taking account of safety and danger.</li></ul>

