

PE Progression of Skills – Woodford Valley Primary Academy

Year Group	Gymnastics/Athletics	Team Games	Dance	Swimming	Outdoor and adventurous challenges
Reception	<ul style="list-style-type: none"> <li>-To start to explore movement actions</li> <li>-To start to balance with some control</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to throw with basic throws</li> <li>- To receive a ball</li> <li>-To begin to develop hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>-To copy basic movements and body patterns</li> <li>-To perform simple dance movements and steps</li> </ul>		<ul style="list-style-type: none"> <li>Follow simple instructions.</li> <li>Share their ideas with others.</li> <li>Explore activities making own decisions in response to a task.</li> <li>Make decisions about where to move in space.</li> <li>Follow a path. Begin to identify personal success</li> </ul>
1	<ul style="list-style-type: none"> <li>-To explore movement actions with control and link them together with flow</li> <li>-Balances with some control and to explore static balancing and</li> </ul>	<ul style="list-style-type: none"> <li>-Beginning to perform a range of throws.</li> <li>-Receives a ball with basic control</li> <li>-Beginning to develop hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>-Copies and explores basic movements and body patterns</li> <li>-Remembers simple movements and dance steps</li> </ul>		<ul style="list-style-type: none"> <li>Follow instructions.</li> <li>Begin to work with a partner and a small group.</li> </ul>

	understand the concept of bases.				Understand the rules of the game and suggest ideas to solve simple tasks.  Copy a simple diagram/map. Identify own and others' success.
2	-To remember and repeat simple gymnastic actions with control. -To balance on isolated parts of the body using the floor and hold balance -To develop a range of gymnastic moves, particularly balancing	-To use hand-eye coordination to control a ball. -To catch a variety of objects. -To vary types of throw.	-Copies and explores basic movements with clear control. -Varies levels and speed in sequence -Responds imaginatively to stimuli.		Follow instructions accurately.  Work co-operatively with a partner and a small group, taking turns and listening to each other.  Try different ideas to solve a task. Follow and create a simple diagram/map.  Understand when a challenge is solved successfully and begin to

					suggest simple ways to improve.
3	<ul style="list-style-type: none"> <li>-Beginning to develop good technique when travelling, balancing, using equipment etc.</li> <li>-Beginning to show flexibility in movements</li> <li>-Copies, explores and remembers a variety of movements and uses these to create their own sequence.</li> </ul>	<ul style="list-style-type: none"> <li>-Beginning to communicate with others during game situations.</li> <li>-Uses skills with co-ordination and control.</li> <li>-To perform a range of actions, maintaining control of the ball.</li> <li>-To perform a range of catching and gathering skills with control, apply these to team games like netball, football</li> </ul>	<ul style="list-style-type: none"> <li>-Beginning to improvise independently to create a simple dance.</li> <li>-Beginning to improvise with a partner to create a simple dance.</li> <li>-Uses simple dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>-To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>To take part in outdoor and adventurous activity challenges both individually and within a team (orienteeing)</li> <li>Follow instructions from a peer and give simple instructions.</li> <li>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</li> <li>Plan and attempt to apply strategies to solve problems.</li> </ul>
4	<ul style="list-style-type: none"> <li>-To construct sequences using balancing and linking movements.</li> <li>-To use counterbalances and incorporate them into a</li> </ul>	<ul style="list-style-type: none"> <li>-Shows confidence in using ball skills in various ways, and can link these together.</li> <li><i>e.g. dribbling, bouncing, kicking</i></li> </ul>	<ul style="list-style-type: none"> <li>-Confidently improvises with a partner or on their own.</li> <li>-Beginning to create longer dance sequences in a larger group</li> </ul>	<ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl,</li> </ul>	<ul style="list-style-type: none"> <li>To take part in outdoor and adventurous activity challenges both individually and within a team (residential activities,</li> </ul>

	<p>sequence of movements.</p> <ul style="list-style-type: none"> <li>-To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses skills with co-ordination, control and fluency.</li> <li>-Works well in a group to develop various games eg netball, hockey</li> <li>-To learn concepts of attack and defence</li> </ul>	<ul style="list-style-type: none"> <li>- Uses simple dance vocabulary to compare and improve work.</li> </ul>	<p>backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p>orienteering)</p> <p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p>
5	<ul style="list-style-type: none"> <li>-To identify and practise body shapes and balances.</li> <li>-To use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>- To use counterbalances and incorporate them into a sequence of movements.</li> <li>-To perform and</li> </ul>	<ul style="list-style-type: none"> <li>-Shows confidence in using ball skills in various ways, and can link these together.</li> <li>-Uses skills with co-ordination, control and fluency.</li> <li>- Takes part in competitive games with a strong understanding of tactics and composition eg netball, hockey, cricket</li> <li>- Apply basic skills for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>-Combines flexibility, techniques and movements to create a fluent sequence</li> <li>- Demonstrates strong movements throughout a dance sequence</li> <li>-Uses more complex dance vocabulary to compare and improve work</li> </ul>	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations.</p>	<ul style="list-style-type: none"> <li>-To take part in outdoor and adventurous activity challenges both individually and within a team (Forest School)</li> <li>Use clear communication when working in a group and taking on different roles.</li> </ul>

	evaluate own and others' sequences.				Begin to lead others, providing clear instructions. Plan and apply strategies with others to more complex challenges.
6	<ul style="list-style-type: none"> <li>-To identify and practise gymnastic shapes and balances.</li> <li>-To construct sequences using balancing and linking movements</li> <li>-To use counterbalances and incorporate them into a sequence of movements.</li> <li>- To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>-Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i></li> <li>-Keeps possession of balls during games situations</li> <li>-Consistently uses skills with co-ordination, control and fluency.</li> <li>-Takes part in competitive games with a strong understanding of tactics and composition eg hockey, netball, cricket, rounders</li> <li>- Apply knowledge of skills for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates strong movements throughout a dance sequence.</li> <li>-Combines flexibility, techniques and movements to create a fluent sequence</li> <li>-Demonstrates consistent precision when performing dance sequences</li> <li>-Uses more complex dance vocabulary to compare and improve work</li> </ul>	<ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>-To take part in outdoor and adventurous activity challenges both individually and within a team ( Forest School, residential)</li> <li>Communicate with others clearly and effectively when under pressure.</li> <li>Confident to lead others and show consideration of including all within a group.</li> <li>Use critical thinking skills to form ideas and strategies selecting and applying the best</li> </ul>

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