

Physical Education Skills Progression

EYFS - ELG statement: Moving and handling. Health and self-care.



	Y1	Y2	Y3	Y4	Y5	Y6
Acquiring and developing skills	<p>Pupils are able to develop fundamental movement skills.</p> <p>Pupils are able to run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Can perform a variety of throws with basic control</p>	<p>Pupils can explore simple skills and extend their agility, balance and coordination.</p> <p>Are able to change speed and direction whilst performing different movement e.g. walking, jogging, running.</p> <p>Pupils are also encouraged to use the equipment in a safe and appropriate way.</p>	<p>Pupils to engage in competitive and co-operative physical activities in a range of increasingly challenging situations as an individual and against others.</p> <p>Pupils are able to become more competent and confident in their learning and understanding or techniques.</p> <p>Can use equipment safely with good control.</p> <p>Pupils are able to swim competently and confidently 25m. They are able to demonstrate strokes effectively and perform safe self-rescue in different water based situations.</p>	<p>Pupils are able to demonstrate and perform running, jumping, throwing and catching in isolation and combination.</p> <p>They are able to link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>Pupils continue to develop their flexibility, strength, control and balance within a range of different sports and activities.</p> <p>Pupils are able to swim competently and confidently 25m. They are able to demonstrate strokes effectively and perform safe self-rescue in different water based situations.</p>	<p>Pupils select and combine their skills, techniques and ideas and are able to apply them accurately and appropriately.</p> <p>Are able to show confidence in a variety of sports and are able to identify links between them and apply them to different activities.</p>	<p>Consistently select and combine their skills, techniques and ideas and are able to apply them accurately and appropriately. They are also able to perform with consistency and are able to show precision, control and fluency.</p> <p>Can create their own games and physical activities and share good practice.</p>
Movement Patterns	<p>Dance to link in with learning theme. Can copy a dance pattern and are able to move to a beat whilst linking two dance movements together.</p>	<p>Dance to link in with learning theme. Pupils are able to link a short series of dance sequences together</p>	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Pupils can choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p>	<p>Plan and perform a movement sequence showing contrasts in speed/level and direction,</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p>	<p>Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p>	<p>Compare, develop and adapt movements to create longer dances. From observations of others can you describe constructively how to refine, improve and modify performance?</p> <p>Refine own performance in response to others and self-analysis.</p>

<p>Applying and selecting appropriate skills, tactics and compositional ideas</p>	<p>Be able to participate in a game with an opposing side and being able to control a ball within a game setting.</p> <p>Pupils are able to play a game following a set of simple rules.</p>	<p>Be able to participate in a game with an opposing side and play as part of a team cooperatively with team mates.</p> <p>Pupils begin to show understanding of basic tactics and simple compositional ideas.</p>	<p>Pupils are able to understand tactics and composition by starting to vary how they respond.</p> <p>Beginning to communicate with others during game situation.</p> <p>Are able to understand how to compete with each other in a controlled manner.</p>	<p>Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Are able to take in competitive games with a strong understanding of tactics and composition.</p>	<p>Pupils performance shows precision, control and fluency and that they understand tactics and composition.</p> <p>Can provide suggestions to the resources to be used to differentiate a game or activity.</p>	<p>When performing pupils draw on what they know about strategy, tactics and composition including attacking and defending.</p> <p>Take part in outdoor and adventurous activities and modify where appropriate so that it challenges individuals and teams.</p>
<p>Evaluating and improving performance</p>	<p>Can comment on their own and others performances.</p>	<p>Pupils can identify and talk about differences between their own and other's performances.</p> <p>Pupils are able to give comments on how to improve their own performances.</p> <p>Can use appropriate vocabulary when giving feedback.</p>	<p>Pupils are able to watch and describe performances accurately.</p> <p>Pupils identify how their work is similar and different from others and are able to use and apply this understanding to improve their performance</p>	<p>Pupils are able to work with a partner or small group to compare and comment on skills, techniques and ideas used in their own work.</p> <p>Pupils are able to make suggestions to other's performances and use their understanding to help give feedback and ideas to help improve their performance.</p>	<p>Pupils analyse and comment on skills and techniques and how these are applied in their own and other's work.</p> <p>They are able to modify and refine skills and techniques to improve their performance and achieve a personal best.</p>	<p>Pupils are able to critically evaluate their own skills and utilise others comments to help improve their skills.</p> <p>Pupils are able to use their understanding and skills to compare their performances with previous and demonstrate improvement to achieve personal best.</p>
<p>Knowledge and understanding of Healthy Lifestyles</p>	<p>Pupils talk about how to exercise safely and how their bodies feel during activity.</p> <p>Pupils are beginning to understand the importance of exercise and a healthy lifestyle.</p>	<p>They are able to describe how their bodies are feeling different during activity.</p> <p>Pupils recognise the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body and understands the need to warm up and cool down.</p> <p>Pupils will understand the importance of exercise and a healthy lifestyle.</p>	<p>Pupils are beginning to explain why regular, safe exercise is good for their healthy lifestyles. They are developing the knowledge and can sometimes apply appropriately.</p>	<p>Pupils can often explain why regular, safe exercise is good for their healthy lifestyles. Pupils usually can apply this knowledge appropriately.</p>	<p>Pupils explain why regular, safe exercise is good for their healthy lifestyles. They can apply this knowledge consistently and apply appropriately.</p>