William Fletcher – PE Progression of Skills

REAL PE COGS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal	**STAY ON TASK WITH HELP** I enjoy working on simple tasks with help.	**STAY ON TASK** I can follow instructions, practise safely and work on simple tasks by myself.	**KEEP TRYING** I try several times if at first I don't succeed and I ask for help when appropriate.	**TAKE CONTROL** I know where I am with my learning and I have begun to challenge myself.	**CONSISTENTLY TRY TO IMPROVE** I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	**EMBRACE CHALLENGE** I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.	**TAKE RESPONSIBILITY FOR MY LEARNING** I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
Social	**PLAY WITH OTHERS WITH HELP** I can play with others and take turns and share with help.	**UNDERSTAND OTHERS** I can work sensibly with others, taking turns and sharing.	**HELP AND ENCOURAGE** I can help, praise and encourage others in their learning	**WORK WELL WITH OTHERS** I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	**ORGANISE AND GUIDE OTHERS** I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	**IMPROVE OTHERS** I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	**LEAD OTHERS** I can involve others and motivate those around me to perform better.
Applying Physical	**TRAVEL IN DIFFERENT WAYS** I can move confidently in different ways.	**PERFORM SINGLE SKILLS** I can perform a single skill or movement with some control. I can perform a small range of skills and link two	**PERFORM SIMPLE SEQUENCES** I can perform a range of skills with some control and consistency. I can perform a sequence of movements with	**PERFORM WITH CONTROL** I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a	**LINK WITH QUALITY** I can perform a variety of movements and skills with good body tension. I can link actions together so that	**COMBINE WITH FLUENCY** I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and	**APPLY WITH CONSISTENCY** I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently

		movements together.	some changes in level, direction or speed.	range of skills with good control and consistency.	they flow in running, jumping and throwing activities.	accurately in practice situations.	and effectively in challenging or competitive situations.
Cognitive	**FOLLOW INSTRUCTIONS** I can follow simple instructions.	**OBSERVE AND DESCRIBE** I can understand and follow simple rules. I can name some things I am good at.	**RECOGNISE AND ORDER** I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	**EXPLAIN WHY** I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	**DESCRIBE HOW TO IMPROVE** I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	**MAKE GOOD DECISIONS** I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit apponents.	**ANALYSE PERFORMANCE** I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.
Creative	**OBSERVE AND COPY** I can observe and copy others.	**EXPLORE AND DESCRIBE** I can explore and describe different movements.	**COMPARE AND DEVELOP** I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	**RECOGNISE AND RESPOND** I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	**REFINE AND CHANGE** I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	**EXPRESS, ADAPT AND ADJUST** I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	**VARIETY AND DISGUISE** I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
Health and Fitness	**DESCRIBE SIMPLE CHANGES**	**EXPLAIN BENEFITS OF EXERCISE**	**PRACTISE SAFELY** I can say how my body feels before, during and after	**EXPLAIN WHY** I can describe how and why my body changes during and	**EXPLAIN HOW TO EXERCISE** I can describe the basic fitness	**PREPARE MYSELF FOR ACTIVITY** I can self-select and perform appropriate	**PLAN MY OWN FITNESS** I can explain how individuals need

	I am aware of the changes to the way I feel when I exercise.	I am aware of why exercise is important for good health.	exercise. I use equipment appropriately and move and land safely.	after exercise. I can explain why we need to warm up and cool down.	components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	warm up and cool down activities. I can identify possible dangers when planning an activity.	different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	- show contrast with my body including wide/narrow, straight/curved. - explore shapes in stillness using different parts of my body. - explore rocking and rolling. - explore jumping safely.	- explore basic shapes straight, tuck, straddle, pike. - perform balances making my body tense, stretched and curled. - explore barrel, straight and forward roll progressions. - explore shape jumps including jumping off low apparatus	- explore using shapes in different gymnastic balances. - remember, repeat and link combinations of gymnastic balances. - explore barrel, straight and forward roll and put into sequence work. - explore shape jumps and take off combinations.	- explore matching and contrasting shapes. - explore point and patch balances and transition smoothly into and out of them. - develop the straight, barrel, and forward roll. - develop stepping into shape jumps with control.	- develop the range of shapes I use in my sequences. - develop strength in bridge and shoulder stand. - develop control and fluency in individual and partner balances. - develop the straight, barrel, forward and straddle roll and perform them with increased control. - develop control in performing and landing rotation jumps.	- perform shapes consistently and fluently linked with other gymnastic actions. - explore symmetrical and asymmetrical balances. - develop control in a range of rolls. - select a range of jumps to include in sequence work.	- combine and perform gymnastic shapes more fluently and effectively. - explore counterbalance and counter tension. - develop fluency and consistency in a range of rolls. - combine and perform a range of gymnastic jumps more fluently and effectively.
Dance	- explore how my body moves. Copy basic	- copy, remember and repeat actions to represent a	- accurately remember, repeat and link actions to express an idea.	- create actions in response to a stimulus	- respond imaginatively to a range of stimuli related to	- choreograph dances by using, adapting and developing actions	- show controlled movements which express

	body actions and rhythms. - explore actions in response to music and an idea. - begin to explore pathways and the space around me and in relation to others. - perform short phrases of movement in front of others.	theme. Create my own actions in relation to a theme. - explore varying speeds to represent an idea. - explore pathways within my performance. - begin to explore actions and pathways with a partner. - perform on my own and with others to an audience.	- develop an understanding of dynamics. - develop the use of pathways and travelling actions to include levels. - explore working with a partner using unison, matching and mirroring. - develop the use of facial expressions in my performance.	individually and in groups. - use dynamics effectively to express an idea. - use direction to transition between formations. - develop an understanding of formations. - perform short, self-choreographed phrases showing an awareness of timing.	character and narrative. - change dynamics confidently within a performance to express changes in character. - confidently use changes in level, direction and pathway. - use action and reaction to represent an idea. - perform dances fluently.	and steps from different dance styles. - confidently use dynamics to express different dance styles. - confidently use direction and patterning to express different dance styles. - confidently use formations, canon and unison to express a dance idea. - perform dances expressively, using a range of performance skills, showing accuracy and fluency.	emotion and feeling. - explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. - use a variety of compositional principles when creating my own dances. - demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.
Athletics	-explore running and stopping safely. -explore jumping and hopping safely. -explore throwing to a target.	- explore running at different speeds. - develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.	- develop the sprinting action. - develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. - develop overarm throwing for distance.	-develop the sprinting technique and apply it to relay events. -develop technique when jumping for distance in a range of approaches and take off positions. -Develop techniques when	- develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. - develop technique when jumping for distance.	- apply fluency and coordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. - explore technique and rhythm in the triple jump.	- demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. - develop power, control and technique in the triple jump.

		- explore throwing for distance and accuracy.		throwing for distance.	- explore power and technique when throwing for distance.	- Develop technique and power in javelin and shot put.	- develop power, control and technique when throwing discus and shot put.
Invasion games *(netball/rugby/ basketball/ football)*	- explore sending and receiving with hands and feet using a variety of equipment. - explore dropping and catching with two hands and moving a ball with their feet. - recognise their own space. - explore changing direction and tagging games.	- explore sending and receiving with hands and feet to a partner. - explore dribbling with hands and feet. - recognise good space when playing games. - explore changing direction to move away from a partner. - explore tracking and moving to stay with a partner.	- developing sending and receiving with increased control. - explore dribbling with hands and feet with increasing control on the move. - explore moving into space away from others. - developing moving into space away from defenders. - explore staying close to other players to try and stop them getting the ball.	- explore sending and receiving abiding by the rules of the game. - explore dribbling the ball abiding by the rules of the game under some pressure. - develop using space as a team. - develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. - develop tracking opponents to limit their scoring opportunities.	- develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. - link dribbling the ball with other actions and change direction whilst dribbling with some control. - develop moving into space to help my team. - change direction to lose an opponent with some success. - develop defending one on one and begin to intercept.	- develop control when sending and receiving under pressure. - dribble with some control under pressure. - explore moving to create space for themselves and others in their team. - use a variety of techniques to lose an opponent e.g. change of direction or speed. - develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	- sending and receiving consistently using a range of techniques with increasing control under pressure. - dribble consistently using a range of techniques with increasing control under pressure. - move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. - confidently change direction to lose an opponent - use a variety of defending skills (tracking, interception, jockeying) in game situations.

Striking and Fielding *(hockey/cricket/ rounders)*	- explore sending a ball to a partner. - explore tracking and stopping a rolling ball. - explore rolling, throwing and catching using a variety of equipment.	- explore striking a ball with their hand and equipment. - develop tracking and retrieving a ball. - explore technique when throwing over and underarm. - develop co-ordination and technique when catching.	- develop striking a ball with their hand and equipment with some consistency. - develop tracking a ball and decision making with the ball. - develop co-ordination and technique when throwing over and underarm. - catch with two hands with some co-ordination and technique.	-begin to strike a bowled ball after a bounce with different equipment. -explore bowling to a target and fielding skills to include a two-handed pick up. -use overarm and underarm throwing in game situations. -catch with some consistency in game situations.	- develop batting technique with a range of equipment. - develop bowling with some consistency, abiding by the rules of the game. - use overarm and underarm throwing with increased consistency in game situations. - begin to catch with one and two hands with some consistency in game situations.	- explore defensive and driving hitting techniques and directional batting. - develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. - demonstrate good technique when using a variety of throws under pressure. - explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations	- strike a bowled ball with increasing accuracy and consistency. - use a wider range of fielding skills with increasing control under pressure. - consistently demonstrate good technique in throwing skills under pressure. - consistently demonstrate good technique in catching skills under pressure.
Net and Wall games *(tennis/ volleyball/ Badminton Table tennis)*				-explore returning a ball using shots such as the forehand and backhand. -explore rallying using a forehand. -consistently use and return to the ready position in between shots.	-demonstrate technique when using shots playing cooperatively and beginning to execute this competitively. -develop rallying using both forehand and backhand with increased technique. -begin to use appropriate	-develop the range of shots used in a variety of games. -develop the range of serving techniques appropriate to the game. -use a variety of shots to keep a continuous rally. -demonstrate effective footwork patterns to move around the court.	- demonstrate increased success and technique in a variety of shots. - serve accurately and consistently. - successfully apply a variety of shots to keep a continuous rally. - demonstrate a variety of footwork patterns relevant

					footwork patterns to move around the court.		to the game I am playing.
Swimming	Water safety (see PSHE)	Water safety (see PSHE)	Water safety (see PSHE)	Water safety (see PSHE)	Water safety (see PSHE)	All Year 5 children to swim in term 1. Top ups then provided for children who haven't reached NC objectives.	End of KS2: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situation