



## KS1 PE – Guide to Progression of Key Skills

	Year 1	Year 2
<b>Acquiring and developing skills</b>	<ul style="list-style-type: none"> <li>• Can copy movements and skills.</li> <li>• <u>  </u> Demonstrates movements with some control and care.</li> </ul>	<ul style="list-style-type: none"> <li>• Can copy and remember movements and skills.</li> <li>• <u>  </u> Repeat movements with control and coordination.</li> </ul>
<b>Evaluating and improving</b>	<ul style="list-style-type: none"> <li>• <u>  </u> Talk about the movements that themselves and others have made.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the differences between the movements that themselves and others have made.</li> <li>• <u>  </u> State some ideas on how to improve.</li> </ul>
<b>Health and fitness</b>	<ul style="list-style-type: none"> <li>• <u>  </u> Describe how their body feels before, during and after an activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how their body feels during different activities.</li> <li>• Demonstrate how to exercise safely.</li> <li>• Show an understanding of what their body needs to keep healthy.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Can create movements to music.</li> <li>• Can copy dance moves.</li> <li>• Can create a short dance.</li> <li>• Can perform to others.</li> <li>• Moves around the space safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Can move more imaginatively.</li> <li>• Explores change in rhythm, speed, level and direction.</li> <li>• Can make a sequence by linking movements together.</li> <li>• Show mood or feeling through movement.</li> <li>• Dances with control and co-ordination.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• Can throw objects in different ways.</li> <li>• Can catch with two hands.</li> <li>• Can kick and show some control of a ball with their feet.</li> <li>• Can hit a ball with a bat.</li> <li>• Can move and stop safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use passing in a game (throwing, kicking, hitting, rolling etc).</li> <li>• Can stay focussed on the game objective.</li> <li>• Can follow rules.</li> <li>• Can think about tactics.</li> <li>• Can think about positioning in a game.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Can travel in different ways showing some control.</li> <li>• Can balance in different ways showing some control.</li> <li>• Can explore ways of stretching and moving their bodies to create different shapes.</li> <li>• Can copy and repeat sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Can plan and perform a sequence of movements.</li> <li>• Use contrast in their sequences.</li> <li>• Think of numerous ways of creating a sequence which follows a set of criteria.</li> <li>• Movements are controlled.</li> <li>• Can work on their own or with a partner.</li> </ul>



## KS2 PE – Guide to Progression of Key Skills

	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and developing skills</b>	They select and use a range of skills.	They select and use the most appropriate skills.	They can link skills, techniques and ideas.	They apply their skills, techniques and ideas consistently.
	Show movements and skills with some co-ordination and control.	Show movements and skills with increased co-ordination and control.	Show good control in their movements.	Show precision, control and fluency in their movements.
		Can make up their own small-sided games.		
<b>Evaluating and improving</b>	Can identify similarities and differences in their work from that of others.	They can explain how their work is similar and different from that of others.	Can compare and comment on skills, techniques and ideas that they and others have used.	They can analyse and explain why they have used specific skills or techniques.
	With help, they can recognise how a performance could be improved.	Can use their comparison to improve their work.	Use their observations to improve their work.	Can modify use of skills or techniques to improve their work.
				Can create their own success criteria for evaluating.
<b>Health and fitness</b>	Recognises the importance of a warm-up.	Can explain why warming up and cooling down is important.	Can explain some important safety principles when preparing for exercise.	Can choose appropriate warm-ups and cool downs.
	Can identify some muscle groups used during an activity.	Can explain why it is important that we keep healthy.	Can explain the effect of exercise on the body.	Can explain how the body reacts to different kinds of exercise.
			Can explain why exercise is important.	Can explain why we need regular safe exercise.
<b>Dance</b>	Improvise freely, translating ideas from a stimulus into movement.	Can use dance to communicate an idea, emotion or theme.	Can compose their own dances in a creative and imaginative way.	Develop imaginative dances in a specific style.
	Share and explore ideas with a partner and small group.	Can take the lead when working with a partner or group.		
	They can practise and perform a short routine.	They work on their movements and refine them.	Can perform to an accompaniment.	Choose their own music, style and dance.
		Their dance shows good control and fluency.	Their dance shows clarity, fluency, accuracy and consistency.	

<b>Games</b>	Throw and catch with control.	Can throw, catch and hit a ball accurately, and sometimes demonstrates using one hand.	Use a number of different techniques to pass, dribble and shoot.	
	Is aware of space and uses it to support teammates.	Moves to find space when not in possession during a game.	Can show skill in fielding, looking for space and showing awareness of others.	
	Know and understand rules.			Can explain complicated rules.
	Can keep possession with some success.	Can keep possession with increased success.	Can gain possession by working as a team.	Make a team plan and adapt as a team where needed.
		Can vary tactics and adapt skills according to the situation.	Can choose the best tactics for attacking and defending.	Lead others in a game situation, communicating ideas clearly.
<b>Gymnastics</b>	Can use a greater number of their own ideas.	They show a range of speed, direction and shapes.	They combine travel, balance and shape.	Combine their own work with that of others.
	Can adapt sequences to suit the apparatus and/or their partner/group.	They can follow success criteria to produce a sequence.	They make complex or extended sequences.	
	Can explain how strength and flexibility are used in gymnastics.	Work in a controlled way.	Movements are accurate, clear and consistent.	They link their sequences to specific timing.
	Can compare gymnastics sequences, commenting on similarities and differences.	Work with a partner to create and improve a sequence.	They perform consistently to different audiences.	
<b>Athletics</b>	They experiment with speed and direction.	Show difference in technique and speed when running longer and shorter distances.	They combine running and jumping fluently.	Demonstrates stamina.
	Can link running and jumping activities with some fluency and control. Can create and repeat a short sequence of linked jumps.	Explores different ways of jumping.	Shows control when taking off and landing in a jump.	Use appropriate skills for the activity or situation.
	Throw a variety of objects.	Experiments with different throwing techniques to match the object and activity.	Throws accurately.	
	Take part in relay activities.	Can hit a target.	Can follow specific rules.	
<b>Outdoor/Adventure</b>	Can follow a map in a familiar context.	Can follow a map in a more demanding familiar context.	Can follow a map in an unknown location.	

	Can move a short distance from one location to another following a map.	Can move a further distance from one location to another following a map.	Can change their plan if they get new information.	
	Can use clues to follow a route.	Can use clues to follow a more demanding route.	Can use clues and compass directions to navigate a route.	Can plan a route and series of clues for others to follow.
	Can follow a route safely.	Can follow a route accurately, safely and within a time limit.	Can change their route if there is a problem.	Plan with others taking account of safety and danger.