



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Move with confidence, imagination and with safety;</p> <p>Move with control and coordination</p> <p>Travel around, under, over and through balancing and climbing equipment;</p> <p>Recognise the importance of keeping healthy and those things, which contribute to this;</p> <p>Recognise the changes that happen to their bodies when they are active.</p>	<p>Develop a range of basic travelling skills in gymnastic actions using hands and feet, jumping, rolling, climbing and, by contrast, stillness, ensuring increased quality and control;</p> <p>Explore, choose and link actions in short movement phrases;</p> <p>Develop safe use of space and personal management in the PE environment during both floor and apparatus work;</p> <p>Develop listening, co-operating and responding skills;</p> <p>Explore movement concepts such as shape, speed and direction;</p> <p>Understand the importance of physical activity and the essence of quality, control and movement challenge possible through gymnastic activity.</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision;</p> <p>Recognise and describe what their bodies feel like during different types of activity;</p> <p>Lift, move and place equipment safely;</p> <p>Improve their work using information they have gained by watching, listening and investigating.</p>	<p>Consolidate and improve the quality of actions, body shapes and balances;</p> <p>Link phrases of movement more skilfully;</p> <p>Select appropriate actions and use simple compositional ideas;</p> <p>Know the importance of suppleness and strength;</p> <p>Describe and evaluate the effectiveness and quality of a performance;</p> <p>Recognise how their own performance has improved;</p> <p>Recognise and describe the short-term effects of exercise on the body.</p>	<p>Consolidate and improve the quality of their actions, body shapes and balances;</p> <p>Improve their ability to link phrases of movement;</p> <p>Improve their ability to select appropriate actions and use simple compositional ideas;</p> <p>Recognise and describe the short-term effects of exercise on the body during different activities;</p> <p>Know the importance of suppleness and strength;</p> <p>Describe and evaluate the effectiveness and quality of a performance;</p> <p>Recognise how their own performance has improved.</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities;</p> <p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations;</p> <p>Know and understand the basic principles of warming up and why it is important for good-quality performance;</p> <p>Understand why physical activity is good for their health;</p> <p>Choose and use information and basic criteria to evaluate their own and others' work.</p>	<p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas;</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles;</p> <p>Understand why warming up and cooling down are important;</p> <p>Understand why exercise is good for health, fitness and well-being, and how to become healthier themselves;</p> <p>Carry out warm ups safely and effectively;</p> <p>Evaluate their own and others' work;</p> <p>Suggest ways of making improvements.</p>

# Progression in skills for Physical Education-Bishop King Primary School



Dance	Explore movement ideas and respond imaginatively to a range of stimuli;	Explore movement ideas and respond imaginatively to a range of stimuli;	Explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance;	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement;	Confidently improvises with a partner or on their own.	Beginning to exaggerate dance movements and motifs (using expression when moving)	Explore, improvise and combine movement ideas fluently and effectively;
	Move confidently and safely, showing an awareness of themselves, space and others;	Move confidently and safely in their own and general space, using changes of speed, level and direction;	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas;	Create and link dance phrases using a simple dance structure or motif;	Beginning to create longer dance sequences in a larger group.	Demonstrates strong movements throughout a dance sequence.	Create and structure motifs, phrases, sections and whole dances;
	Demonstrate changes of speed, level and direction;	Compose and link movement phrases to make simple dances with clear beginnings, middles and ends;	Recognise and describe how different dance activities make them feel;	Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups;	Demonstrating precision and some control in response to stimuli.	Combines flexibility, techniques and movements to create a fluent sequence.	Begin to use basic compositional principles when creating their dances;
	Compose, showing rhythmic phrases of movement;	Perform movement phrases using a range of body actions and body parts;	Understand the importance of warming up and cooling down;	Keep up activity over a period of time and know they need to warm up and cool down for dance;	Beginning to vary dynamics and develop actions and motifs.	Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.	Understand why dance is good for their fitness, health and well-being;
	Perform, showing an awareness of lightness of movement;	Recognise how their body feels when still and when exercising;	To watch and describe dance phrases and dances, and use what they learn to improve their own work.	Describe and evaluate some of the compositional features of dances performed with a partner and in a group to talk about how they might improve their dances;	Demonstrates rhythm and spatial awareness.	Understand how a dance is formed and performed;	
	Copy movement ideas from a partner;	Talk about dance ideas inspired by different stimuli;			Modifies parts of a sequence as a result of self-evaluation.	Prepare effectively for dancing;	
	Be able to evaluate their own movements and those of others;	Copy, watch, and describe dance movement.			Uses simple dance vocabulary to compare and improve work.	Understand how a dance is formed and performed;	
	Recognise how their body feels after exercising – that their heart beats faster.				Modifies parts of a sequence as a result of self and peer evaluation.	Evaluate, refine and develop their own and other's work.	

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# Progression in skills for Physical Education-Bishop King Primary School



Games	Move with increased control and coordination;	Be confident and safe in the spaces used to play games;	Develop a range of sending and receiving skills and perform these with control;	Understands tactics and composition by starting to vary how they respond.	Vary skills, actions and ideas and link these in ways that suit the games activity.	Develop a broader range of techniques and skills for attacking and defending;	Vary skills, actions and ideas and link these in ways that suit the games activity.
	Show awareness of space, themselves and others;	Explore and use skills, actions and ideas individually and in combination to suit the game they are playing;	Develop spatial awareness when playing running, chasing and dodging games:	Vary skills, actions and ideas and link these in ways that suit the games activity.	Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence;	Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking
	Develop familiarity with a variety of small games equipment;	Choose and use skills effectively for particular games;	Develop a greater understanding of some simple tactics used in playing games;	Beginning to communicate with others during game situations.	Uses skills with co-ordination, control and fluency.	Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations;	Keeps possession of balls during games situations.
	Recognise the importance of keeping healthy and some things that contribute to this;	understand that being active is good for them;	Develop a greater understanding about rules, including scoring;	Uses skills with co-ordination and control. Develops own rules for new games.	Takes part in competitive games with a strong understanding of tactics and composition.	Choose and apply skills more consistently in activities;	C, combine and perform skills more fluently and effectively in invasion games;
	Recognise some changes that happen to their bodies when they are active;	Describe what they and others are doing.	Develop a greater understanding of fitness and health;	Makes imaginative pathways using equipment.	Can create their own games using knowledge and skills.	Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance;	Understand, choose and apply a range of tactics and strategies for defence and attack;
			Further develop the skills needed to evaluate performance;	Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner.	Works well in a group to develop various games. Compares and comments on skills to support creation of new games.	Demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play;	Use these tactics and strategies more consistently in similar games;
			Use their evaluative skills to improve performance.	Beginning to select resources independently to carry out different skills.	Can make suggestions as to what resources can be used to differentiate a game.	Evaluate performances, explain what needs improving in their own and others' work, and suggest possible improvements	Understand why exercise is good for their fitness, health and well-being; Understand the need to prepare properly for games;
					Apply basic skills for attacking and defending.		To develop their ability to evaluate their own and others' work, and to suggest ways to improve it.
					Uses running, jumping, throwing and catching in isolation and combination.		

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# Progression in skills for Physical Education-Bishop King Primary School



Athletics	Can run at different speeds.	Can run at different speeds.	Can change speed and direction whilst running.	Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country	Repeat and explore simple running, jumping and throwing actions with control and coordination;	Link running, jumping and throwing actions and apply them accurately and appropriately;	Link running, jumping and throwing actions and apply them accurately and appropriately;
	Can jump from a standing position.	Can jump from a standing position.	Can jump from a standing position with accuracy.	Can perform a running jump with some accuracy	Select appropriate actions and link them in ways that suit the activities;	Show precision, control and fluency in performance;	Show precision, control and fluency in performance;
Swimming	Performs a variety of throws with basic control.	Performs a variety of throws with basic control.	Performs a variety of throws with control and co-ordination.	Performs a variety of throws using a selection of equipment.	Discuss their own and others' running, jumping and throwing actions and suggest improvements;	Analyse and comment on running, jumping and throwing skills and techniques;	Analyse and comment on running, jumping and throwing skills and techniques;
	Can use equipment safely	Can use equipment safely	Preparation for shot put and javelin	Can use equipment safely and with good control.	Suggest reasons why warming up and cooling down are important and why exercise is good for health.	Modify and refine skills and techniques to improve performance;	Modify and refine skills and techniques to improve performance;
					Swims competently, confidently and proficiently over a distance of at least 25 metres.	Swims competently, confidently and proficiently over a distance of at least 25 metres	
					Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	
						Performs safe self-rescue in different water-based situations.	

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## Progression in skills for Physical Education-Bishop King Primary School



Evaluation		<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>
Healthy living		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>

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