



Codicote School Progression of skills in PE

PE Progression	Swimming	Gymnastics	Team games	Dance	Athletics	Control and balance
Foundation Stage	N/A	<p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Moves in and out of cones and obstacles.</p> <p>Jump with both feet leaving the ground.</p> <p>Hop</p> <p>Stop on command.</p>	<p>Use hands to control a ball.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Dance to link in with learning theme.</p> <p>Copy a dance pattern.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Be able to throw and catch a large ball.</p> <p>Roll a ball to an end target.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Single balance</p> <p>Balancing on one foot</p> <p>Be able to balance on a piece of apparatus</p>

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Year 1	N/A	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Performs at different levels.</p> <p>Can perform 2 footed jump.</p> <p>Can use equipment safely.</p> <p>Balances with some control.</p> <p>Can link 2-3 simple movements.</p> <p>Can jump from a piece of equipment and land safely.</p>	<p>Be able to participate in a game with an opposing side.</p> <p>Control a ball within a game setting.</p> <p>Use hands to control a ball with increasing accuracy.</p> <p>Be able to play a game following a set of rules.</p>	<p>Dance to link with learning theme.</p> <p>Copy a dance pattern</p> <p>Move to a beat</p> <p>Link 2 dance movements together.</p>	<p>Be able to throw and catch a large ball – over arm and under arm.</p> <p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Single balance</p> <p>Balancing on one foot</p> <p>Balance on a piece of apparatus</p> <p>Side roll/teddy bear</p> <p>Climb</p> <p>Line walk</p> <p>Develop spatial awareness when moving with others.</p>
Year 2	<p>Develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats. To develop</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p>	<p>Be able to participate in a game with an opposing side</p> <p>Be able to control a ball within a game setting</p> <p>Play a game with a set of rules.</p> <p>Develop skills in</p>	<p>Dance to link in with learning theme.</p> <p>Copy a dance pattern</p> <p>Move to a beat</p> <p>Link a short series of dance</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a</p>	<p>Single balance</p> <p>Balancing on one foot</p> <p>Be able to balance on a piece of apparatus</p> <p>Side roll</p> <p>Forward roll</p> <p>Backward roll</p> <p>Climb</p> <p>Line walk</p>

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	<p>push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water.</p> <p>Treading water.</p>		controlling a ball using hands and feet.	sequences together	variety of throws with control and co-ordination. Can use equipment safely.	Bench walk Skipping
Year 3	<p>Swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke).</p> <p>Perform safe self-</p>	<p>To develop body management over a range of floor exercises</p> <p>To attempt to bring explosive moves in to floor work through jumps and leaps</p> <p>To show increasing flexibility in shapes</p>	<p>Participate in team games.</p> <p>Develop simple tactics for attacking and defending.</p> <p>Succeed in competitive sport and other physically demanding activities.</p>	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Choose and link actions to</p>	<p>Beginning to run at speeds appropriate for the distance e.g. sprinting and cross-country.</p> <p>Perform a running jump with some accuracy.</p>	<p>Can bounce a ball on the spot with consistency.</p> <p>Can perform a basic log, egg, shoulder and forward roll.</p>

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	<p>rescue in different water-based situations. Perform a range of water based skills such as sculling, floating and gliding.</p>	<p>and balances Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing, using equipment etc.</p>		<p>create an expressive dance phase which shows some sensitivity to accompaniment.</p>	<p>Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p>	

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Year 4	N/A	<p>To refine taking weight on small and large body parts, for example hand and shoulder Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment.</p>	<p>Participate in team games. Develop simple tactics for attacking and defending. Play competitive games, modified where appropriate. Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations.</p>	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed/level and direction. Apply basic</p>	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component (e.g. triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>Can bounce a ball on the spot with consistency. Can perform a basic log, egg, shoulder and forward roll. Responds imaginatively and with control and coordination. Uses different body parts Can vary dynamics, speed, direction and level of their movements.</p>

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		Combines equipment with movement to create sequences.		compositional ideas to create dance phases with a partner and a small group. Introduction to traditional dance and opportunity to apply above skills to traditional dance.		
Year 5	N/A	To perform more complex actions, shapes and balances with consistency. Select and combine their skills, techniques and ideas. Apply combined skills accurately, consistently showing precision, control and fluency.	Participate in team games Play competitive games, modified where appropriate through team and individual games Develop simple tactics for attacking and defending Apply basic principles suitable for attacking and defending	Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component (e.g. triple jump) Beginning to record peers'	Can bounce a ball on the spot with consistency. Responds imaginatively and with control and coordination. Uses different body parts Can vary dynamics, speed, direction and level of their movements. Can travel whilst bouncing a ball,

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		<p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Succeed and excel in competitive sport and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations.</p>	<p>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 phases with a partner and a small group.</p> <p>Describe and comment on their own performance and that of others and make simple suggestions to improve quality and</p>	<p>performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>showing control.</p> <p>Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and backward roll.</p> <p>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</p>

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				performance. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.		
Year 6	N/A	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to	Participate in team games Play competitive games, modified where appropriate through team and individual games Use a range of tactics and strategies to overcome opponents in direct competition. Apply basic principles suitable for attacking and defending.	Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component (e.g. triple jump) Beginning to record peers' performances, and evaluate	Can bounce a ball on the spot with consistency. Responds imaginatively and with control and coordination. Uses different body parts Can travel whilst bouncing a ball, showing control. Improvise freely, individually and with a partner, and can translate ideas from a stimulus into

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		<p>include a partner or a small group. Gradually increases the length of sequence work with a partner, to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>Succeed and excel in competitive sport and other physically demanding activities. Compete in a range of increasingly challenging situations. Develop an understanding of how to improve in different physical activities and sports.</p>	<p>sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed/level and direction. Apply basic compositional ideas to create dance phases with a partner and a small group. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. Compare, develop and</p>	<p>these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>movement. Can dribble a ball showing change of speed and direction. Perform a range of rolls consistently. Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency. Can incorporate different dynamics and develop new actions with a partner and in a group.</p>

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				<p>adapt movement motifs to create longer dances. From observations of others, describe constructively how to refine, improve and modify performance. Refine own performance in response to others and self-analysis.</p>		