

Allendale Primary School PE Skills Progression

Key area	Year group	Skills	Greater Depth
P h y s i c a l S k i l s	EYF S	<ul style="list-style-type: none"> ● Dress and undress themselves ● Demonstrate spatial awareness ● Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely) ● Develop fundamental movement skills (including running, jumping, throwing) ● Identify a target and use effective throwing techniques ● Move creatively using whole body (e.g. dancing, posing, balancing) ● Develop basic strength and flexibility ● Copy and perform basic movements 	<ul style="list-style-type: none"> ● Tie shoelaces and fasten buttons ● Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required
	Year 1	<ul style="list-style-type: none"> ● Develop fundamental movement skills (including running, jumping, throwing and catching) ● Improve running technique and run for longer distances ● Perform a run and jump sequence ● Develop an under and over arm throwing action ● Maintains stillness on different bases of support with different body shapes ● Develop basic strength and flexibility. ● Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required ● Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end 	<ul style="list-style-type: none"> ● Create and perform a movement phrase with a beginning, middle and end ● Show good awareness of space, apparatus and the actions of others
	Year 2	<ul style="list-style-type: none"> ● Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching) ● Show good awareness of space and the actions of others ● Compete in small sided games fairly showing good sportsmanship ● Develop basic strength and flexibility. ● Run with a good technique at different speeds ● Perform a two footed jump ● Show a good throwing technique and extend accuracy and distance ● Perform basic gymnastic actions with control and coordination 	<ul style="list-style-type: none"> ● Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness ● Know the difference between tension and relaxation in their body

	Year 3	<ul style="list-style-type: none"> ● Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) ● Throw and catch with control when under limited pressure to keep possession and score goals ● Show an awareness of opponents and team mates during games ● Select running speed for appropriate activity ● Make up and repeat a short sequence of linked jumps ● Adapt a gymnastic sequence to include different levels, speeds or directions ● Use more detailed plans and diagrams that take them from familiar to less familiar areas ● Develop gymnastic techniques and transitions 	<ul style="list-style-type: none"> ● Throw a variety of objects, changing their action for accuracy and distance ● Perform combinations of gymnastic actions using floor, mats and apparatus
	Year 4	<ul style="list-style-type: none"> ● Throw and catch with control when under limited pressure to keep possession and score goals ● Change pace, length and direction to outwit their opponent ● Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area ● Perform a range of gymnastic actions with increased consistency and fluency ● Perform a range of jumps showing contrasting techniques and sometimes using a short run up ● Work with a partner to show similar and contrasting actions on the floor and apparatus ● Combine actions and show clarity of shape in longer sequences, alone or with a partner ● Perform dances using a range of movement patterns 	<ul style="list-style-type: none"> ● Choose and use a range of ball skills with a good degree of accuracy ● Use a variety of techniques and tactics to attack, keep possession and score
	Year 5	<ul style="list-style-type: none"> ● Use a large range of sending, receiving and travelling techniques in games, with varied control ● Demonstrate a range of throwing actions using modified equipment with some accuracy and control ● Understand and demonstrate the differences between sprinting and distance running ● Show control in take off activities ● Work cooperatively to put strategies and solutions into action 	<ul style="list-style-type: none"> ● Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control

		<ul style="list-style-type: none"> ● Develop and refine orienteering and problem-solving skills when working in groups and on their own ● Perform dances using a range of movement patterns ● Perform combinations of gymnastic actions with different levels, speeds and directions 	<ul style="list-style-type: none"> ● Perform actions, shapes and balances with good body tension and extension
	Year 6	<ul style="list-style-type: none"> ● Use a large range of sending, receiving and travelling techniques in games, with varied control ● Perform skills with greater speed, fluency and accuracy in invasion, striking and net games ● Choose appropriate techniques for specific events ● Choose the best pace for a running event, in order to sustain running and improve their personal target ● Show control and power in takeoff and landing activities ● Show accuracy and good technique when throwing for distance ● Find appropriate solutions to problems and challenges ● Perform dances using a range of movement patterns ● Work with a partner or small group to practise and refine a sequence 	<ul style="list-style-type: none"> ● Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments ● Combine and perform actions, shapes and balances with fluency increasingly difficult combinations
Thinking Skills	EYF S	<ul style="list-style-type: none"> ● Listen to, understand and follow some basic rules ● Show good awareness of personal space ● Watch and comment on what they have seen 	<ul style="list-style-type: none"> ● Use equipment safely and effectively ● Comment and reflect on their own skills and those of others ● Apply skills in a variety of situations
	Year 1	<ul style="list-style-type: none"> ● Develop simple tactics for attacking and defending and ways to score ● Describe some basic rules ● Show good awareness of space and the actions of others ● Watch, describe and comment on what they have seen ● Develop ways to score ● Show good awareness of space and the actions of others 	<ul style="list-style-type: none"> ● Carry and set up equipment safely with help ● Apply skills in a variety of situations
	Year 2	<ul style="list-style-type: none"> ● Show good awareness of space and the actions of others during games ● Use a variety of simple tactics in a small sided game 	<ul style="list-style-type: none"> ● Use appropriate language to accurately describe a gymnastic

	<ul style="list-style-type: none"> • Describe some basic rules • Begin to watch others and focus on specific actions to improve own skills • Handle apparatus safely and recognise risks involved 	<p>sequence, choosing one aspect and say how to improve it</p>
Year 3	<ul style="list-style-type: none"> • Show good awareness of space and the actions of others • Use simple rules fairly and extend them to devise their own games • Recognise good performances in themselves and others and use what they have learned improve their own work • Take part in relay activities remembering when to run and what to do 	<ul style="list-style-type: none"> • Use ideas they have learned in one task and apply them in another • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games
Year 4	<ul style="list-style-type: none"> • Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Handle apparatus safely and recognise risks involved 	<ul style="list-style-type: none"> • Relate different athletic activities to changes in heart rate, breathing and temperature • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Develop calming techniques and self-regulate emotions
Year 5	<ul style="list-style-type: none"> • Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations • Show good awareness of space and the actions of others • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Identify good performances and suggest ideas for practices that will improve their play • Work in cooperative groups to use different techniques, speeds and effort to meet challenges 	<ul style="list-style-type: none"> • With help, devise warm up and cool down activities and justify their choices • Know and apply the strategic and tactical principles of various games and adapt them to different situations

		<ul style="list-style-type: none"> ● Predict how different activities will affect heart rate, temperature and performance ● Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria 	
	Year 6	<ul style="list-style-type: none"> ● Understand, choose and apply a range of tactics and strategies for defence and attack ● With help, devise warm up and cool down activities and justify their choices ● Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others ● Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology 	<ul style="list-style-type: none"> ● Organise and judge events and challenges well ● Know and apply strategic and tactical principles of a various games and adapt them to different situations
P e r s o n a l S k i l s	EYF S	<ul style="list-style-type: none"> ● Develop confidence and resilience ● Describe the differences in the way their body works and feels when playing different games ● Compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> ● Know that physical exercise is good for them and describe what it feels like
	Year 1	<ul style="list-style-type: none"> ● Develop confidence and resilience ● Describe the differences in the way their body works and feels when playing different games ● Compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> ● Know running, jumping and throwing is good for them and describe what it feels like
	Year 2	<ul style="list-style-type: none"> ● Work and compete individually and with others ● Develop competence ● Develop confidence ● Know playing games is good for them and describe what it feels like ● Know running, jumping and throwing is good for them and describe what it feels like ● Compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> ● Know flexibility, strength and body control is good for them and describe what it feels like.
	Year 3	<ul style="list-style-type: none"> ● Begin to understand the importance of warming up ● Identify that playing extended games improves their stamina ● Compete fairly showing good sportsmanship individually and with others ● Develop competence and confidence ● Recognise when their body is warmer or cooler and when their heart beats faster and slower 	<ul style="list-style-type: none"> ● Know and describe the effects of different exercise activities on the body and how to improve stamina

		<ul style="list-style-type: none"> • Get changed to and from PE kit independently in 3 minutes 	
	Year 4	<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Understand how strength, stamina and speed can be improved by playing games • Compete in small sided games fairly showing good sportsmanship • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Recognise that strength and suppleness are important parts of fitness • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Lead activities and teach to other children
	Year 5	<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Recognise that strength and suppleness are important parts of fitness • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Design and lead activities and teach to other children
	Year 6	<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Compete in a range of team events • Get changed to and from PE kit independently in 2 minutes 	<ul style="list-style-type: none"> • Know the importance and types of fitness and how playing games contributes to a healthy lifestyle
Health Skills	EYF S	<ul style="list-style-type: none"> • Identifies the impact of physical activity on their bodies • Differentiate between healthy and unhealthy foods 	<ul style="list-style-type: none"> • Explain the impact that healthy or unhealthy foods will have on their bodies
	Year 1	<ul style="list-style-type: none"> • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity 	<ul style="list-style-type: none"> • Differentiates between healthy and unhealthy foods

	Year 2	<ul style="list-style-type: none"> Identify physical activities that contribute to fitness Recognise the "good health balance" of nutrition and physical activity 	<ul style="list-style-type: none">
	Year 3	<ul style="list-style-type: none"> Recognise that strength and suppleness are important parts of fitness Develop calming techniques and self-regulate emotions with an adult. 	<ul style="list-style-type: none"> Describes the concept of fitness and provides examples of physical activity to enhance fitness Identifies foods that are beneficial for before and after physical activity
	Year 4	<ul style="list-style-type: none"> Examines the health benefits of participating in physical activity 	<ul style="list-style-type: none"> Discusses the importance of hydration and hydration choices relative to physical activities.
	Year 5	<ul style="list-style-type: none"> Understand fully why exercise is good for fitness, health and wellbeing Develop calming techniques and self-regulate emotions 	<ul style="list-style-type: none"> Designs a fitness plan to address ways to use physical activity to enhance fitness Analyses the impact of food choices relative to physical activity, youth sports & personal health
	Year 6	<ul style="list-style-type: none"> Understand fully why exercise is good for fitness, health and wellbeing Identify activities that help develop stamina or power and suggest how some can be used in other types of activities 	<ul style="list-style-type: none"> Designs a fitness plan to address ways to use physical activity to enhance fitness Analyses the impact of food choices relative to physical activity, youth sports & personal health

Swimming

Towards	Expected	Depth
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<ul style="list-style-type: none"> ● Can they swim between 15 metres unaided? ● Can they keep swimming for 30 to 45 seconds, using swimming aids and support? ● Can they use a variety of basic arm and leg actions when on their front and on their back? ● Can they swim on the surface and lower themselves under water? ● Can they take part in group problem-solving activities on personal survival? ● Do they recognise how their body reacts and feels when swimming? ● Can they recognise and concentrate on what they need to improve? 	<ul style="list-style-type: none"> ● Can they swim 25 metres keep swimming for 45 to 90 seconds? ● Do they use 3 different strokes, swimming on their front and back? ● Can they control their breathing? ● Can they swim confidently and fluently on the surface and under water? ● Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? ● Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? ● Can they suggest activities and practices to help improve their own performance? 	<ul style="list-style-type: none"> ● Can they swim further than 100 metres? ● Can they swim fluently and confidently for over 90 seconds? ● Do they use all 3 strokes with control? ● Can they swim short distances using butterfly? ● Do they breathe so that the pattern of their swimming is not interrupted? ● Can they perform a wide range of personal survival techniques confidently? ● Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? ● Can they describe good swimming technique and show and explain it to others?
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