



St. Gabriel's CE Primary School

PE Progression and Skills 2023-2024

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Explore different ways of moving.	Copy some moves. Develop movement using: • Actions (WHAT) – travel, stretch, twist, turn, jump • Space (WHERE) – forwards, backwards, sideways, high, low, (safely showing an awareness of others) • Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – slowly/quickly Move in time with music. Respond to own work and that of others when exploring ideas, feelings and preferences.		Create dance phrases/dances to communicate an idea. Develop movement using: • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction and levels • Relationships (WHO); whole group/duo/solo, unison/ canon • Dynamics (HOW); explore speed & energy Show an awareness of different dance styles and traditions. Understand and use simple dance vocabulary.		Select appropriate movements to express ideas/thoughts/ feelings. Develop movement using: • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction, level, pathways • Relationships (WHO); solo/duo/trio, unison/canon/ contrast • Dynamics (HOW) explore speed & energy (heavy/light, flowing/sudden) Show an awareness of different dance styles, traditions and aspects of their historical/social context. Compare and comment on their own and other's work - strengths and areas for improvement.	
Gymnastics	Travels with confidence and skill around, under, over and through balancing and climbing equipment	• Stand and sit "like a gymnast" • Explore the 5 basic shapes: straight/tucked/star/ straddle/pike Balance in these shapes on large body parts: back, front, side, bottom • Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). • Perform gymnastic sequence with a balance, a travelling action, a jump and a roll • Teach sequence to a partner and perform together • Begin to travel on hands and feet (monkey walk, caterpillar walk, bunny hop). • Explore shape in the air when jumping and landing with control (star shape). Develop upper body/core strength (front and back support). • Continue to develop control in different rolls: pencil roll, egg roll, dish roll, beginning forward roll.		• Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling. • Work with a partner to create a sequence. • Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot/head and 2 hands. • Balance on floor and apparatus exploring which body parts are the safest to use. • Explore balancing with a partner: facing, beside, behind and on different levels. • Use a variety of rolling actions to travel on the floor and along apparatus. • Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. • Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. • Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing). • Add a quarter or half turn into a jump before landing. • Continue to develop the forward roll and introduce backward roll.		• Create a sequence of up to 8 elements: (a combination of shapes and balances; rolling and jumping; changes of direction, level and mirroring). Perform balances with control, showing good body tension. • Mirror and match partner's balance i.e. making same shape on a different level or in a different place. • Explore symmetrical and asymmetrical balances on own and with a partner. Explore and develop control in taking some/all of a partner's weight using counter balance pushing against) and counter tension (pulling away from). Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. • Begin to take more weight on hands when progressing bunny hop into hand stand. • Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Increase the variety of pathways, levels and speeds at which you travel. • Travel in time with a partner, move away from and back to a partner. • Jump along, over and off apparatus of varying height with control in the air and on landing. • Explore different starting and finishing positions when rolling.	

Games	Show good control in large and small movements. Move confidently in a range of ways; safely negotiating space	- Can run at different speeds; change speed and direction whilst running. - Can jump from a standing position (1 foot/2 feet combinations) with accuracy. - Performs a variety of throws with basic control (rolling, overarm, underarm). - Beginning to understand when to use each Developing hand-eye co-ordination. - Can work co-operatively in a team. Developing spatial awareness. - Beginning to run at speeds appropriate for the distance. - Can perform a running jump with more than one component. (hop, skip, jump) - Performs a variety of throws using a selection of equipment (pulling, pushing, slinging). - Demonstrates accuracy in throwing and catching activities. - Can use equipment safely and with good control. - Develop games in a group. Beginning to record peers performances, and evaluate these by looking at strengths and weaknesses. - Shows confidence in using ball skills in various ways, and can link these together. - Describes good athletic performance using correct vocabulary. - Can develop a variety of techniques to maximise team effectiveness. - Can modify skills to suit different game situations. - Can make use of game tactics to score points. - Will apply rules of fair play to competitive games.	- Can run at different speeds; change speed and direction whilst running. Can jump from a standing position (1 foot/2 feet combinations) with accuracy. - Performs a variety of throws with basic control (rolling, overarm, underarm). Beginning to understand when to use each Developing hand-eye co-ordination. - Can work co-operatively in a team. Developing spatial awareness. Beginning to run at speeds appropriate for the distance. - Can perform a running jump with more than one component. (hop, skip, jump) - Performs a variety of throws using a selection of equipment (pulling, pushing, slinging). - Demonstrates accuracy in throwing and catching activities. - Can use equipment safely and with good control. - Develop games in a group. - Beginning to record peers performances, and evaluate these by looking at strengths and weaknesses. - Shows confidence in using ball skills in various ways, and can link these together. - Describes good athletic performance using correct vocabulary. - Can develop a variety of techniques to maximise team effectiveness. - Can modify skills to suit different game situations. - Can make use of game tactics to score points. - Will apply rules of fair play to competitive games.	- Can run at different speeds; change speed and direction whilst running. - Can jump from a standing position (1 foot/2 feet combinations) with accuracy. Performs a variety of throws with basic control (rolling, overarm, underarm). Beginning to understand when to use each Developing hand-eye co-ordination. - Can work co-operatively in a team. Developing spatial awareness. - Beginning to run at speeds appropriate for the distance. - Can perform a running jump with more than one component. (hop, skip, jump) Performs a variety of throws using a selection of equipment (pulling, pushing, slinging). - Demonstrates accuracy in throwing and catching activities. - Can use equipment safely and with good control. - Develop games in a group. Beginning to record peers performances, and evaluate these by looking at strengths and weaknesses. - Shows confidence in using ball skills in various ways, and can link these together. - Describes good athletic performance using correct vocabulary. - Can develop a variety of techniques to maximise team effectiveness. - Can modify skills to suit different game situations. - Can make use of game tactics to score points. - Will apply rules of fair play to competitive games.
Outdoor adventurous activity			- To begin to work co-operatively with other children. - To be able to use a simple map/diagram to follow a trail. - Can plan and share basic ideas. - Can take responsibility of a role within a group. - Can listen and adapt to other's ideas in a group. - Can mark points on a map. - Can find a way back to an arranged base point. - Select appropriate equipment. - Can change strategies if not working. Use the 8 points of a compass to orientate. - Can plan their own orienteering challenge. - Plan group roles based on strengths. - Can recognise how to keep themselves and others safe. - Plan strategies to solve problems. - Can implement and refine strategies throughout a task.	- To begin to work co-operatively with other children. - To be able to use a simple map/diagram to follow a trail. - Can plan and share basic ideas. - Can take responsibility of a role within a group. - Can listen and adapt to other's ideas in a group. - Can mark points on a map. - Can find a way back to an arranged base point. - Select appropriate equipment. - Can change strategies if not working. - Use the 8 points of a compass to orientate. Can plan their own orienteering challenge. Plan group roles based on strengths. - Can recognise how to keep themselves and others safe. - Plan strategies to solve problems. - Can implement and refine strategies throughout a task.

Evaluation		• Can comment on own and others performances. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. • Watches and describes performances accurately. • Beginning to think about how they can improve their own work (with a partner/small group to implement improvements). • Make suggestions on how others should improve their work. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make comment on similarities and differences when suggesting improvements.	• Can comment on own and others performances. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. • Watches and describes performances accurately. • Beginning to think about how they can improve their own work (with a partner/small group to implement improvements). • Make suggestions on how others should improve their work. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make comment on similarities and differences when suggesting improvements.	• Can comment on own and others performances. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. • Watches and describes performances accurately. • Beginning to think about how they can improve their own work (with a partner/small group to implement improvements). • Make suggestions on how others should improve their work. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make comment on similarities and differences when suggesting improvements.
Healthy Lifestyles	Know the importance for good health and physical exercise. Can talk about ways to keep healthy and safe	• Can describe how their body feels at rest and when active. • Can explain the importance of exercise and a healthy lifestyle.	• Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down.	• Know, measure and describe the effect exercise has on the body. • Can understand why exercise is good for health, fitness and wellbeing. • Understands why a warm up and cool down are important for quality performance.
Swimming		• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Swims competently, confidently and proficiently over a distance of at least 25 metres. • Performs safe self-rescue in different water-based situations.		