



Callowell Primary School - Progression of PE skills

Year	Basic Movements	Team Games	Dance & Gymnastics	Reflection	OAA
Birth to 3	<p>A. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>B. Enjoy starting to kick, throw and catch balls.</p> <p>C. Walk, run, jump and climb – and start to use the stairs independently.</p> <p>D. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p>		<p>E. Respond emotionally and physically to music when it changes.</p> <p>F. Move and dance to music.</p>		
3 & 4 Year olds	<p>A. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>B. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>C. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>D. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>E. Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>F. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p>		
Rec	<p>A. Revise and refine the fundamental movement skills they have already acquired to move energetically:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing 	<p>E. <i>Participate in team games</i></p>	<p>F. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>G. Confidently and safely use a range of large and small apparatus indoors and</p>	<p>K. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>L. Know and talk about the different factors that support overall health and wellbeing: regular physical activity</p>

	<p>B. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>C. Develop and demonstrate overall body strength, balance, coordination and agility.</p> <p>D. Negotiate space and obstacles safely with consideration for themselves and others</p>		<p>outdoors, alone and in a group.</p> <p>H. Explore and engage in music making and dance, performing solo or in groups</p> <p>I. Create collaboratively, sharing ideas, resources and skills.</p> <p>J. Combine different movements with ease and fluency.</p>		
1	<p>A. Roll, hit, run, jump, catch and kick with some control</p> <p>B. Throw, send and receive a ball in different of ways</p>		<p>C. Copy and explore basic body actions and movement patterns</p> <p>D. Select movements to create their own dance phrases with beginnings, middles and ends</p> <p>E. Perform the basic actions of travelling, rolling, jumping and climbing</p> <p>F. Change speed and direction when travelling</p> <p>G. Show awareness of body parts, points and position when making still shapes</p>	<p>H. Describe what they and others have done, using appropriate vocabulary with support</p>	
2	<p>A. Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination</p>	<p>B. Use basic tactics for attacking and defending</p>	<p>C. Copy, repeat and remember moves and shapes</p> <p>D. Movement shows control and coordination</p> <p>E. Perform a dance phrase with 2 or more joined movements / shapes</p> <p>F. Move and jump with some control and awareness of space</p> <p>G. Create a sequence using 2 or more linked actions</p>	<p>J. Improve their own work through watching and commenting on others work</p>	

			<p>H. Show contrasts on use of body and shape (such as small, tall, straight, curved)</p> <p>I. Balance on different points of the body, holding a still position</p>		
3	<p>A. Run at a speed appropriate to the distance</p> <p>B. Jump from a standing position</p> <p>C. Able to throw a ball using an under and over arm technique</p>	<p>D. Choose, use and vary simple tactics for attacking and defending (e.g. positioning)</p> <p>E. Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing, catching</p>	<p>F. Experiment with actions, dynamics, directions and levels</p> <p>G. Remember and repeat dance phrases</p> <p>H. Demonstrate control and coordination when performing a range of actions with transitions</p> <p>I. Devise, repeat and perform a short sequence that shows changes in speed, level and direction</p> <p>J. Create a sequence using apparatus</p> <p>K. Use basic maps and diagrams to orientate themselves and to move from one place to another</p>		<p>L. Describe the similarities and differences, and evaluate the effectiveness and quality of a performance</p> <p>M. Explain how their body feels during a range of physical activities, making reference to different parts of the body</p>
4	<p>A. Strike, throw and catch with control and clear sense of direction</p> <p>B. Sprint over a short distance</p> <p>C. Pace running over longer distances</p> <p>D. Develop technique to be able to throw further</p> <p>E. Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p>	<p>F. Follow the formal rules of the game and demonstrate they can play fairly</p> <p>G. Keep possession of a ball (with e.g. hockey stick, hands, feet)</p> <p>H. Show awareness and accuracy in passing</p>	<p>I. Vary speed and levels within a dance sequence</p> <p>J. Link movements into dance sequences</p> <p>K. Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</p> <p>L. Show changes of direction, speed and level during a gymnastic sequence</p> <p>M. Create successful and stable balances and shapes</p>	<p>N. Describe their own and others' work, making simple judgements about the quality of performances</p> <p>O. Suggest ways to improve their performance</p> <p>P. Recognise changes in heart rate, temperature and breathing rate</p>	<p>Q. Decide on strategies, skills and equipment needed to complete a challenge based on previous experience</p>
5	<p>A. Develop consistency in their skills of running, throwing, catching, passing, jumping and kicking</p>	<p>G. Carefully select and use a variety of techniques to pass</p>	<p>H. Learn different dance styles, explaining the</p>	<p>M. Compare and contrast the skills and ideas shown in own and others' work</p>	<p>Q. Use maps and compasses to orientate themselves</p>

	<p>through practise and repetition of the skills</p> <p>B. Develop the skills of forehand or backhand when playing racket games, showing control when hitting</p> <p>C. Hit a bowled or volleyed ball with accuracy in return</p> <p>D. Choose the best pace for running over a variety of distances</p> <p>E. Use a range of throws accurately to hit a target over a range of distances</p> <p>F. Combine running and jumping in athletic activities (long jump)</p>		<p>patterns and forms of the dance</p> <p>I. Actions are controlled and express emotions</p> <p>J. Perform a range of gymnastic actions with consistency, fluency and clarity of movement</p> <p>K. Show body tension and extension and good weight transference when performing</p> <p>L. Combine dynamics when making sequences using changes of speed, level and direction</p>	<p>N. Develop own basic criteria to evaluate own and others' work based on previous learning</p> <p>O. Explain and demonstrate why and how people warm up for exercise</p> <p>P. Explain how physical exercise is important for good health</p>	<p>R. Adjusts plans and actions depending on changing situations</p> <p>S. Able to work in a group to plan actions to solve a problem</p>
6	<p>A. When running over a range of distances, show stamina, speed and control</p> <p>B. Throw accurately, perfecting techniques by analysing the movement and body shape</p> <p>C. Demonstrate control, balance and power in take-off and landing when jumping</p> <p>D. Compete with others, recording results, setting targets and endeavouring to improve performance</p>	<p>E. Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)</p> <p>F. Work alone and with a team to outwit an opponent / opposing team</p> <p>G. Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play</p> <p>H. Act as a good role model within a team, taking a lead role when required</p>	<p>I. Choreograph creative and imaginative dance sequences, independently and in a group</p> <p>J. Choreograph and perform more complex sequences</p> <p>K. Demonstrate a consistent theme throughout a dance</p> <p>L. Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>M. Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>N. Rehearse, refine and perfect gymnastic skills</p>	<p>O. Analyse and appraise skills and techniques used by others and apply in own work</p> <p>P. Practice, modify and perfect skills and techniques to improve performance</p> <p>Q. Understand and explain the short and long term effects of exercise</p> <p>R. Lead warm up and cool down activities in ways that enhance the forthcoming activity</p> <p>S. Explain why regular exercise is important to general health and well-being</p>	<p>T. Read a variety of maps and plans of the environment, recognising symbols and features</p> <p>U. Value the importance of planning and thinking as they work through their challenge</p> <p>V. Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills</p>