



Learning together, we grow kind hearts
and healthy minds.

Skills & Knowledge Progression: PE

Year	Dance	Gymnastics	Games
EYFS	<p>PD- Moving & handling-Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating the space. Handle equipment and tools effectively.</p> <p>PD- Health & Self-care-Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Expressive Arts & Design-Exploring & using media-Sing songs, make music and dance and experiment with ways of changing them.</p>		
1	<ul style="list-style-type: none"> Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. 	<ul style="list-style-type: none"> Copies and explores basic movements with some control and coordination. Can demonstrate different body shapes Performs at different level. Can use equipment safely Balances with some control Can link 2-3 simple movements (discuss changes in body when exercising) 	<ul style="list-style-type: none"> Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games
2	<ul style="list-style-type: none"> Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Links movements to sounds and music. 	<ul style="list-style-type: none"> Explores and creates different pathways and patterns. Uses equipment safely in a variety of ways to create a sequence Link movements together to create a sequence 	<ul style="list-style-type: none"> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending.
3	<ul style="list-style-type: none"> Beginning to improvise with a partner to create a simple dance. Beginning to compare and adapt movements and to create a larger sequence. Uses simple movement vocabulary such as twist, turn, balance, jump, and crouch, to compare and improve work Responds imaginatively to stimuli 	<ul style="list-style-type: none"> 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. 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 	<ul style="list-style-type: none"> 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. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.

Year	Dance	Gymnastics	Games
4	<ul style="list-style-type: none"> Confidently improvises with a partner or on their own. Beginning to create longer dance sequences. Beginning to vary dynamic movement and develop actions. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work. Translates ideas from stimuli into movement with support. 	<ul style="list-style-type: none"> Links skills with control, technique, co-ordination and fluency. Beginning to use gym vocabulary to describe how to improve and refine performances. Creates sequences using various body shapes and equipment. 	<ul style="list-style-type: none"> 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. <i>e.g. dribbling, bouncing, kicking</i> Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.
5	<ul style="list-style-type: none"> Beginning to exaggerate dance movements. Improvises with confidence, still demonstrating fluency across their sequence. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling.</i> 	<ul style="list-style-type: none"> Develops strength, technique, flexibility and co-ordination throughout performances. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Analyse and comment on skills and techniques. Using more complex gym vocabulary to describe how to improve and refine performances. Understands composition by performing more complex sequences. 	<ul style="list-style-type: none"> 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. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.
6	<ul style="list-style-type: none"> Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence, which flows. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. 	<ul style="list-style-type: none"> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Adapts sequences to 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. Analyse and comment on skills and techniques and how these are applied in their own and others' work, using my complex. 	<ul style="list-style-type: none"> 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 effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games.

	<ul style="list-style-type: none"> • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation, using appropriate vocabulary. 		<ul style="list-style-type: none"> • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.
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Respect Inclusive **Creative** **Hardworking**