



Bathford Church School PE progression of skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social, Emotional and Thinking skills	<p>Can take turns.</p> <p>Can learn to share equipment with others.</p> <p>Can share their ideas with others.</p> <p>Can try again if they do not succeed.</p> <p>Can practise skills independently.</p> <p>Are confident to try new tasks and challenges.</p> <p>Can begin to identify personal success.</p> <p>Can choose own movements and actions in response to simple tasks.</p> <p>Can begin to provide simple</p>	<p>Can encourage others to keep trying.</p> <p>Can take to a partner about their ideas and take turns listening to each other.</p> <p>Can work with a partner and a small group to play games and solve challenges.</p> <p>Can show determination to continue working over a longer period of time.</p> <p>Are determined to complete the challenges and tasks set.</p> <p>Can explore skills independently before asking for help.</p> <p>Can confidently share their ideas, contribute to discussions and perform in front of others.</p> <p>Can make decisions when presented with a simple challenge.</p> <p>Can begin to select an apply skills to use in a variety of different situations.</p> <p>Can provide feedback beginning to use key words from the lesson.</p>	<p>Can encourage and motivate others to work to their personal best.</p> <p>Can work with others to achieve a shared goal.</p> <p>Can work with others to self-manage games.</p> <p>Can persevere when finding challenge difficult.</p> <p>Can understand what their best looks like and they work hard to achieve it.</p> <p>Can begin to use rules, showing awareness of fairness and honesty.</p> <p>Can show an awareness of how other people feel.</p> <p>Can make quicker decisions when selecting and applying skills to a situation.</p> <p>Can select and apply from a wider range of skills and actions in response to a task.</p> <p>Can provide feedback using key terminology.</p>	<p>Can share ideas with others and work together to decide on the best approach to a task.</p> <p>Can lead others and show consideration of including all with in a group.</p> <p>Can communicate with others clearly and effectively.</p> <p>Can understand what maximum effort looks and feels like, showing determination to achieve it.</p> <p>Can use different strategies to persevere to achieve personal best.</p> <p>Can compete within the rules, showing fair play and honesty when playing independently.</p> <p>Can confidently attempt tasks and challenges outside of their comfort zone.</p> <p>Can reflect and evaluate their performances both as an individual and a group, suggesting areas for improvement.</p> <p>Can recognise and explain their though process when playing games or completing tasks.</p>			



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	feedback, saying what they liked or thought was good about someone else's performance.					Can identify own and others' strengths and areas for development, providing sensitive feedback and ways to improve. Can select and apply appropriate skills for the situation when under pressure.	
Dance	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions,</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p>	<p>Accurately copy and repeat set choreography in different styles of dance, showing a good sense of timing.</p> <p>Choreograph phrases individually and with others, considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases an structure dance considering actions, space, relationship and dynamics in relation to a theme.</p>



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			<p>actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Use counts to keep in time with a partner or group.</p>	<p>Use counts when choreographing short phrases.</p>	<p>choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
Fundamental movement skills	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and</p>	<p>Attempt to run at different speeds, showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop, choosing</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landings.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing</p>	<p>Run at the appropriate speed over longer distances or longer periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater</p>



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<p>beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and coordination when changing direction.</p> <p>Use coordination with an without equipment.</p>	<p>movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrate balance and coordination when changing direction.</p> <p>Perform actions with increased control when coordinating their body with an without equipment.</p>	<p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can coordinate their bodies with increased</p>	<p>balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to coordinate their body at speed in response to a task.</p>	<p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can coordinate a range of body</p>	<p>control and coordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition between varying speeds.</p>
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				consistency in a variety of activities.		parts at increased speed.	Can coordinate a range of body parts with a fluent action, at a speed appropriate to the challenge.
Games	<p>Drop and catch with two hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls into space.</p> <p>Kick larger balls into space.</p> <p>Stop a beanbag or larger ball sent to them using hands.</p> <p>Attempt to stop a large ball sent</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium sized ball.</p>	<p>Dribble a ball with two hand on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing</p>	<p>Use dribbling to change the direction of paly with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking</p>



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	<p>to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>using one and two hands with some success.</p> <p>Receive a ball sent them using different parts of the foot.</p> <p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed in games situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create an use space with some</p>	<p>using one and two hands, with some success in game situations.</p> <p>Receive a ball using different parts of the foot, under pressure, with increasing control.</p> <p>Strike a ball using a wider range of skills and applying these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self</p>	<p>technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent, applying these with increasing control, under pressure.</p> <p>Confidently change direction to successfully</p>
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					<p>success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics, within their team and evaluate the effectiveness of these.</p>
<p>Body management (through gymnastics and yoga)</p>	<p>Create shapes showing a basic level of stillness, using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Demonstrate poses and movements that challenge and show flexibility.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and</p>	<p>Complete balances with increasing control, stability and technique.</p> <p>Demonstrate some strength and control when taking weight on</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a</p>



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	<p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Remember, repeat and link simple actions together.</p>	<p>without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another, both on and off apparatus.</p>	<p>when taking own and others' weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences, showing control and technique with and without a partner.</p>	<p>range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform, as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences with good levels of quality, control and technique, on own or with a partner.</p>	<p>good level of strength and technique.</p> <p>Confidently transition from one action to another, showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions, including a wide range of skills.</p>
OAA	<p>Follow simple instructions.</p> <p>Share ideas with others.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner</p>	<p>Follow instructions accurately.</p>	<p>Follow instructions from a peer and give simple instructions.</p>	<p>Accurately follow instructions given by a peer and give clear</p>	<p>Use clear communication when working in a group and</p>	<p>Communicate with others clearly and effectively when under pressure.</p>



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	<p>Explore activities, making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p>	<p>Work cooperatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram or map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a map or diagram.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>instructions to others.</p> <p>Communicate confidently ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently, using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Confidently lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and</p>
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							suggest well though out improvements.
Swimming	By the end of KS2 all children will: <ul style="list-style-type: none">• Swim competently, confidently and proficiently over a distance of at least 25 metres• Use a range of strokes effectively• Perform safe self-rescue in different water-based situations						