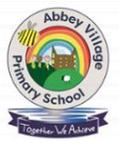


Progression Skills in PE

At Abbey Village, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence our mixed age curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

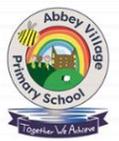
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sequence towards KS1	Sequence towards Lower KS 2		Sequence towards Upper KS 2			
Dance	<ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • To be able to negotiate space confidently using different strategies. • To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc. • To begin to respond with their bodies to different types of music. 	<ul style="list-style-type: none"> • Can move confidently and safely in their own general space. • Copies and explores basic movements and body patterns. • Remembers simple movements and dance steps Links movements to sounds and music. • Responds to a range of stimuli. 	<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 a change of direction to a sequence. • Uses space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to 	<ul style="list-style-type: none"> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into a movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. 	<ul style="list-style-type: none"> • Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. E.g using various 	<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 a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. E.g using various levels,



			stimuli.		<ul style="list-style-type: none"> • Uses simple dance vocabulary to compare and improve work. 	<p>levels, ways of travelling and motifs.</p> <ul style="list-style-type: none"> • Beginning to show a change of pace and timing in their movements. • Uses the space provided to his maximum potential. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. 	<p>ways of travelling and motifs.</p> <ul style="list-style-type: none"> • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency.
Gymnastics	<ul style="list-style-type: none"> • Move confidently and safely in their own space. 	<ul style="list-style-type: none"> • Explore and perform some gymnastic actions (pencil/ straight, tuck, arch) 	<ul style="list-style-type: none"> • Explores and creates different pathways and patterns. • Uses equipment 	<ul style="list-style-type: none"> • . Applies compositional ideas independently and with others to create a sequence. 	<ul style="list-style-type: none"> • Links skills with control, technique, coordination and fluency. • Understands 	<ul style="list-style-type: none"> • Select and combine their skills, techniques and ideas. • Apply combined 	<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

Progression Skills in PE

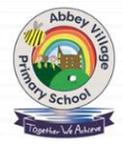
	<ul style="list-style-type: none"> • Move and stop recognising both commands and acting upon them immediately. • Show contrast with their bodies including tall/short/ wide/ thin/ straight/ curved. • Can copy simple movements. • Make shapes with their bodies. • Jump off an object and land appropriately. 	<ul style="list-style-type: none"> • Copy, create and link movement phrases with beginnings, middles and ends. • Perform movement phrases using range of body parts. • Can explore different ways of stretching, balancing, rolling and travelling. 	<p>in a variety of ways to create a sequence.</p> <ul style="list-style-type: none"> • Link movements together to create a sequence 	<ul style="list-style-type: none"> • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary. • Beginning to notice similarities and differences between sequences. • 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 • Links 	<p>composition by performing more complex sequences.</p> <ul style="list-style-type: none"> • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences 	<p>skills accurately and appropriately, consistently showing precision, control and fluency.</p> <ul style="list-style-type: none"> • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility 	<p>speed, levels and directions.</p> <ul style="list-style-type: none"> • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • 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. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe
--	--	--	--	---	---	--	---



						throughout performances. • Links skills with control, technique, coordination and fluency.	how to improve and refine performances. • Develops strength, technique and flexibility throughout performances.
Athletics	<ul style="list-style-type: none"> Learn skills of running, jumping and throwing with a range of equipment. Vary speed of running based on commands given. Use comparative language i.e faster, longer and be able to physically demonstrate this. 	<ul style="list-style-type: none"> Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. <p>Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> Explore and throw a variety of objects with one hand. Jump from a stationary position with control. Change speed and direction whilst running. 	<ul style="list-style-type: none"> Run at fast, medium and slow speeds. Use different take off and landings when jumping. Develop jumping for distance and height. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing action for accuracy. 	<ul style="list-style-type: none"> Demonstrate the distance between sprinting and running over varying distances. Demonstrate different throwing techniques. Jump for distance and height with control and balance. Throw with some accuracy and power into a target area. 	<ul style="list-style-type: none"> Choose the best pace for a running event. Perform a range of jumps showing some technique. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different 	<ul style="list-style-type: none"> Select and apply the best pace for a running event. Exchange a baton with success. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Lead a small group through a short warm-up routine. 	

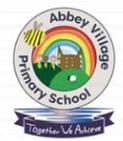
Progression Skills in PE

						activities.	
						<ul style="list-style-type: none"> • Lead a partner through a short warm-up routine. 	
Invasion Games	<ul style="list-style-type: none"> • To be able to move and stop confidently, negotiating the space around them effectively. • Show good control over their bodies when exploring different skills. • Start showing an ability to use their dominate hand to work with a partner in different activities. 	<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games • Choose and use skills effectively for particular games: <ul style="list-style-type: none"> • Throw a ball accurately to a target using increasing control. • Explore throwing and catching in <ul style="list-style-type: none"> • different ways. 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. • Remember, repeat and link combinations of skills where necessary. • Develop basic tactics in simple team games and use them appropriately. • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. 	<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender • Move into space to help support a team. • Defend an opponent and try to win the ball 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control. • Work as part of a team to keep possession and score goals when attacking. • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> • Understand that there are different skills for different situations and begin to use these. • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team. • Create and use space to help a team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending.



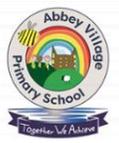
Progression Skills in PE

		<ul style="list-style-type: none"> • Explore kicking in different ways with increasing control. 	<ul style="list-style-type: none"> • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. • Be able to pass and stop a ball to a team mate accurately. • Understand how to intercept a moving ball. • Understand role of attacker and defender. 				
Striking and fielding Games	<p>Throw a ball underarm</p> <p>Explore balancing.</p>	<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and in combination 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. • Remember, repeat and link combinations of 	<ul style="list-style-type: none"> • Use overarm and underarm throwing and catching skills. • Begin to strike a bowled ball after a bounce. • Bowl a ball towards a target. 	<ul style="list-style-type: none"> • Use overarm and underarm throwing and catching skills with increasing accuracy. • Strike a bowl and ball after a bounce. • Bowl a ball with some accuracy, and 	<ul style="list-style-type: none"> • To sometimes strike a bowled ball. • Begin to develop a wider range of skills and use these under some pressure. • Use tactics 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use some tactics in the game as a batter, bowler and fielder. • Select the appropriate action for the situation.



Progression Skills in PE

		<p>to suit the game that is being played.</p> <ul style="list-style-type: none"> Show ability to work with a partner in throwing and catching games. Choose and use skills effectively for particular games: Throw a ball accurately underarm to a target using increasing control. Show increasing control when rolling an object, using a technique. Hit a ball with control using an appropriate object. Explore throwing and catching in different ways. 	<p>skills where necessary.</p> <ul style="list-style-type: none"> Develop basic tactics in simple team games and use them appropriately. Choose use and vary simple tactics. Catch and control a ball in movement working with a partner or in a small group. Take part in games where there is an opposition. Decide where to stand during a team game, to support the game. To be able to hit a ball accurately using a piece of equipment. 	<ul style="list-style-type: none"> Develop an understanding of tactics and begin to use them in game situations. 	<p>consistency.</p> <ul style="list-style-type: none"> Choose and use simple tactics for different situations. 	<p>effectively in a competitive situation</p>	
--	--	--	---	---	---	---	--



<p>Swimming</p>						<ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres. • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations.
<p>Evaluation</p>		<ul style="list-style-type: none"> • Can comment on own and others performance. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work, commenting on similarities and differences. 		
<p>Healthy body and mind</p>	<ul style="list-style-type: none"> • Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty) • An understanding of the need for PE uniform (changing, safety) • Awareness of how exercise is important for a healthy lifestyle and mind. 	<ul style="list-style-type: none"> • Awareness of body changes, before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of exercise can help support our mental well-being. • Understanding the importance of exercise and sport in social environments. 				