

GREAT ADDINGTON CE PRIMARY SCHOOL – PE SKILLS PROGRESSION

Year	Acquiring and Developing Skills	Evaluation and Improving	Health and Fitness	Games	Gymnastics	Dance
1	<ul style="list-style-type: none"> Copy actions Repeat actions and skills Move with control and care 	<ul style="list-style-type: none"> Talk about what they have done Describe what other people did 	<ul style="list-style-type: none"> Describe how their body feels before, during and after on activity 	<ul style="list-style-type: none"> Throw underarm Roll a piece of equipment Hit a ball with a bat - Move and stop safely Catch with both hands Throw in different ways Kick in different ways 	<ul style="list-style-type: none"> Make their body tense, relaxed, curled and stretched Control their body when travelling Control their body when balancing Copy sequences and repeat them Roll in different ways Travel in different ways - Balance in different ways Climb safely Stretch in different ways Curl in different ways 	<ul style="list-style-type: none"> Explore and perform basic body actions Use different parts of the body singly and in combination Show some sense of dynamic, expressive and rhythmic qualities in their own dance Choose appropriate movements for different dance ideas Remember and repeat short dance phrases and simple dances Move with control Vary the way they use space Describe how their lungs and heart work when dancing Describe basic body actions and simple expressive and dynamic qualities of movement.

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2	<ul style="list-style-type: none"> • Copy and re-member actions. • Repeat and explore actions with control and coordination. 	<ul style="list-style-type: none"> • Talk about what is different between what they did and what someone else did • Say how they could improve 	<ul style="list-style-type: none"> • Show how to exercise safely. They describe how their body feels during different activities • Explain what their body needs to keep healthy. 	<ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game • Stay in a 'zone' during a game • Decide where the best place to be is during a game • Use one tactic in a game • Follow rules 	<ul style="list-style-type: none"> • Plan and show a sequence of movement - Use contrast in their sequences • Produce controlled movements • Think of more than one way to create a sequence which follows a set of 'rules' • Work on their own and with a partner to create a sequence 	<ul style="list-style-type: none"> • Perform body actions with control and coordination • Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling • Change rhythm, speed, level and direction • Dance imaginatively • Remember and repeat dance phrases/sequences • Perform and describe the mood, feelings and expressive qualities of dance • Describe how dancing affects their body • Suggest ways they could improve their work.
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3	<ul style="list-style-type: none"> Use the most appropriate skills, actions or ideas Move with coordination and control 	<ul style="list-style-type: none"> Explain how their work is similar and different from that of others With help recognise how performances could be improved 		<ul style="list-style-type: none"> Explain why it is important to warm up Identify some muscle groups used in gymnastic activities 	<ul style="list-style-type: none"> Throw and catch with control when under limited pressure. Be aware of space and use it to support teammates and cause problems for the opposition Know and use rules fairly to keep games going Keep possession with some success when using equipment that is not used for throwing and catching skills. 	<ul style="list-style-type: none"> Use a greater number of their own ideas for movement in a response to a task Adapt sequences to suit different types of apparatus and their partner's ability Explain how strength and suppleness affect performances Compare and contrast gymnastic sequences, 	<ul style="list-style-type: none"> Improvise freely, translating ideas from a stimulus into movement Share and create phrases that communicate ideas with a partner and in small groups Repeat, remember and perform these phrases in a dance Use dynamic, rhythmic and expressive qualities clearly and with control Understand the importance of warming up and cooling down Recognise and talk about the movements used 	<ul style="list-style-type: none"> Run at fast, medium and slow speeds, changing speed and direction Link running and jumping activities with some fluency, control and consistency Make up and repeat a short sequence of linked jumps Take part in a relay activity, 	<ul style="list-style-type: none"> Follow a map in a familiar context Move from one location to another following a map Use clues to follow a route. Follow a route safely.

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						commenting on similarities and differences	and the expressive qualities of dance <ul style="list-style-type: none"> Suggest improvements to their own and other people's dances. 	remembering when to run and what to do. <ul style="list-style-type: none"> Throw a variety of objects changing their action for accuracy and distance 	
4	<ul style="list-style-type: none"> Select and use the most appropriate skills, actions or ideas. Move and use actions with coordination and control 	<ul style="list-style-type: none"> Explain how their work is similar and different from that of others Use their comparison to improve their work 		<ul style="list-style-type: none"> Explain why warming up and down cooling down is important. Explain why keeping fit is good for their health 	<ul style="list-style-type: none"> Catch with one hand Throw and catch accurately Hit a ball accurately and with control Keep possession of the ball 	<ul style="list-style-type: none"> Work in a controlled way. Include change of speed Include change of direction Include range of shapes 	<ul style="list-style-type: none"> Respond imaginatively to a range of stimuli related to character and narrative Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. 	<ul style="list-style-type: none"> Run over a long distance Sprint over a short distance Throw in different ways Hit a target 	<ul style="list-style-type: none"> Follow a map in a more demanding familiar context Move from one location to another following a map;

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	<ul style="list-style-type: none"> Make up their own small-sided game 				<ul style="list-style-type: none"> Move to find a space when they are not in possession during a game Vary tactics and adapt skills according to what is happening 	<ul style="list-style-type: none"> Follow a set of 'rules' to produce a sequence Work with a partner to create, repeat and improve a sequence with at least three phases. 	<ul style="list-style-type: none"> Take the lead when working with a partner or group Refine, repeat and remember dance phrase and dances. Perform dances clearly and fluently Communicate and show sensitivity to the dance idea and the accompaniment Describe, interpret and evaluate dance, using appropriate language. 	<ul style="list-style-type: none"> Jump in different ways 	<ul style="list-style-type: none"> Use clues to follow a route; Follow a route accurately, safely and within a time limit;

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5	<ul style="list-style-type: none">• Link skills, techniques and ideas and apply them accurately and appropriately;• Show good control in their movements.	<ul style="list-style-type: none">• Compare and comment on skills, techniques and ideas that they and others have used;• Use their observations to improve their work.		<ul style="list-style-type: none">• Explain some important safety principles when preparing for exercise;• Explain what effect exercise has on their body;• Explain why exercise is important.	<ul style="list-style-type: none">• Gain possession by working as a team;• Pass in different ways;• Use forehand and backhand with a racquet;• Field;• Choose the best tactics for attacking and defending;• Use a number of techniques to pass, dribble and shoot.	<ul style="list-style-type: none">• Make complex or extended sequences;• Combine action, balance and shape;• Perform consistently to different audiences;• Produce accurate, clear and consistent movements.	<ul style="list-style-type: none">• Plan and perform dances confidently;• Perform to an accompaniment, expressively and sensitively;• Compose motifs and plan dances creatively and collaboratively in groups;• Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;• Perform different styles of dance clearly and fluently with accuracy and consistency;	<ul style="list-style-type: none">• Be controlled when taking off and landing in a jump;• Throw with accuracy;• Combine running and jumping;• Follow specific rules.	<ul style="list-style-type: none">• Follow a map in an unknown location;• Use clues and compass directions to navigate a route;• Change their route if there is a problem;• Change their plan if they get new information.

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							<ul style="list-style-type: none"> Produce controlled movements; Recognise and comment on dances, showing an understanding of style; 		
6	<ul style="list-style-type: none"> Apply their skills, techniques and ideas consistently; Show precision, control and fluency; 	<ul style="list-style-type: none"> Analyse and explain why they have used specific skills or techniques; Modify use of skills or techniques to improve their work; Create their own success criteria for evaluating. 		<ul style="list-style-type: none"> Explain how the body reacts to different kinds of exercise; Choose appropriate warm ups and cool downs; Explain why we need regular and safe exercise; 	<ul style="list-style-type: none"> Explain complicated rules; Make a team plan and communicate it to others; Lead others in a game situation. 	<ul style="list-style-type: none"> Combine their own work with that of others; Link their sequences to specific timings; 	<ul style="list-style-type: none"> Work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances in their own or a specific style; Perform to an accompaniment expressively and sensitively; Choose their own music, style and dance; 	<ul style="list-style-type: none"> Demonstrate stamina; Use their skills in different situations. 	<ul style="list-style-type: none"> Plan a route and series of clues for someone else; Plan with others, taking account of safety and danger.

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							<ul style="list-style-type: none"> • Perform dances fluently and with control; • Understand how dance helps to keep them healthy; • Discuss dace with understanding, using appropriate language and terminology; 		

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Gifted and Talented

Pupils who are gifted and talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

Approach to Work

- Be confident in themselves and in familiar contexts;
- Take risks with ideas and approaches, and be able to think 'outside of the box';

Show a high degree of motivation and commitment to practice and perform;

Performance

- Be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions;
- Be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance;
- Be good decision-makers and be able to take the initiative, often showing high levels of autonomy, independence and leadership;

Be creative, original and adaptable, responding quickly to new challenges and situations and often finding new and innovative solutions to them.

Body skilfulness and awareness

- Have a high degree of control and co-ordination of their bodies;
- Show strong awareness of their body in space;
- Combine movements fluently, precisely and accurately in a range of contexts and activities;
- Display unusual abilities in specific aspects of the programme of study or areas of activity, such as: evaluating and improving performance through leadership, acquiring, developing and performing advanced skills and techniques;
- Display a conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age;
- Display particularly high levels of fitness for their age, in both specific and general areas;

Display specific strengths in general areas, such as games activities or dance activities.