



St John Fisher RC Primary School PE Skills Progression

	GYMNASTICS	GAMES	DANCE	ATHLETICS	PERSONAL AND SOCIAL	HEALTHY BODY AND MIND	DIET AND HYGIENE
REC	- Is revising and refining the fundamental movement skills he/she has already acquired; rolling - Is revising and refining the fundamental movement skills he/she has already acquired; crawling - Is revising and refining the fundamental movement skills he/she has already acquired; walking - Is revising and refining the fundamental movement skills he/she has already acquired; jumping - Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group - Is developing overall body-strength, balance, co-ordination and agility	- Is revising and refining the fundamental movement skills he/she has already acquired; running - Is revising and refining the fundamental movement skills he/she has already acquired; hopping - Is revising and refining the fundamental movement skills he/she has already acquired; skipping - Is revising and refining the fundamental movement skills he/she has already acquired; climbing - Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming - Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball	- Is progressing towards a more fluent style of moving, with developing control and grace - Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance. - Is able to combine different movements with ease and fluency - Moves energetically, such as dancing.	- Is developing overall body-strength, balance, co-ordination and agility - Moves energetically, such as running, jumping, hopping, skipping and climbing	- Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - Is further developing the skills he/she needs to manage the school day successfully; lining up and queuing - Demonstrates strength, balance and coordination when playing - Is able to negotiate space and obstacles safely, with consideration for himself/herself and others - Works and plays cooperatively and takes turns with others (ELG)	- Shows resilience and perseverance in the face of challenge - Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity - Knows and can talk about the different factors that support his/her overall health and wellbeing; sensible amounts of 'screen time' - Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine	- Is further developing the skills he/she needs to manage the school day successfully; mealtimes - Manages his/her own needs around personal hygiene - Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices - Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating - Knows and can talk about the different factors that support his/her overall health and wellbeing; tooth brushing

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Y1	• Hold a balance whilst walking along a straight line • Hop on the spot using the same foot • Link skills and actions in different ways to suit different activities • Establish sequences of actions and skills which have a clear beginning, middle and ending • Describe and comment on performance • Copy and explore basic movements with some control and coordination • Perform different body shapes • Perform at different levels • Perform a 2 footed jump • Can use equipment safely • Balances with some control • Can link 2-3 simple movements	• Zig zag through a series of markers spaced evenly, about 2m apart • Catch a bean bag • Throw a small ball underarm, using the correct technique • Link skills and actions in different ways to suit different activities • Begin to perform a range of throws • Receive a ball with basic control • Begin to develop hand-eye coordination • Participate in simple games • Dribble a ball using feet • Dribble a ball using a hockey stick • I can use throwing, hitting, kicking and rolling in a game • I can throw and hit a ball towards another person with increased control and accuracy	• Link skills and actions in different ways to suit different activities • Establish sequences of actions and skills which have a clear beginning, middle and ending • Describe and comment on performance • Copy and explore basic movements and body patterns • Remember simple movements and dance steps • Link movements to sounds and music • Respond to range of stimuli	• Jump for distance • Jump for height • Link skills and actions in different ways to suit different activities • Run at different speeds • Jump from a standing position • Perform a variety of throws with basic control • Travel in a variety of ways including running and jumping	• Identify the importance of having friends • Listen to advice • Understand the importance of family • Share a view or opinion	• Identify and name some large bones • Understand why the brain, heart and lungs are important body parts • Begin to understand how our body heals itself (bruising / scabs / etc.) • Identify that exercise is good for our minds • Recognise basic emotions in themselves and why these may happen • Begin to set realistic goals to achieve • Understand the term 'determination' • Identify whether a target has been met	• Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow • Explain how to stay safe in the sun • Begin to identify ways of stopping harmful germs • Identify the hazardous sign on bottles • Understand that a doctor can help make them feel better

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Y2	• Hop along a straight line using the same foot • Jump for height with a controlled landing • Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) • Compare his/her performance with others • Begin to use subject specific vocabulary • Explore and create different pathways and patterns • Use equipment in a variety of ways to create a sequence • Link movements together to create a sequence	• Zig zag through a series of tightly spaced markers • Catch a small ball • Throw a small ball overarm, using the correct technique • Begin to use subject specific vocabulary • Send the ball to others in a range of ways • Begin 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 • Dribble a ball using feet with increased control • Dribble a ball using a hockey stick with increased control • Dribble a football between cones set appropriate distance apart • I can throw or hit a ball over a net with some control	• Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) • Compare his/her performance with others • Begin to use subject specific vocabulary • Copy and explore basic movements with clear control • Vary levels and speed in sequence • Vary the size of their body shapes • Add change of direction to a sequence • Uses space well and negotiates space clearly • Describe a short dance using appropriate vocabulary • Respond imaginatively to stimuli	• Hop along a straight line using the same foot • Jump for distance controlling the landing • Begin to use subject specific vocabulary • Can change speed and direction whilst running • Can jump from a standing position with accuracy • Performs a variety of throws with control and co-ordination (preparation for shot put and javelin) • Can use equipment safely	• Understand the difference between fair and unfair • State the characteristics of a good friend • Understand that some relationships can be challenging at times • Explain his/her own relationships with family members	• Identify and name some large bones and muscles and explain why they are important • Identify the importance of our senses and explain how they help us • Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body • Understand that food is broken down into energy in our digestive system • Identify ways we can increase our own bodies protection • Begin to recognise emotions in others • Offer suggestions as to how to alter a negative emotion • Explain the reasons why a target has or has not been met	• Identify different foods that contain vitamins A B and C and understand the importance of having the right amounts • Identify the 5 types of food that make up a balanced diet and begin to give examples of these • Understand the difference between an illness, symptom and a prescription • Understand the importance of maintaining your teeth

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Y3	• Balance on one foot • Climb a set of wall bars (or similar) • Vary skills, actions and ideas and link these in different ways to suit different activities • Vary his/her responses to tactics, strategies and sequences used • Compare and contrast his/her performance with others • Use subject specific vocabulary • Apply compositional ideas independently and with others to create a sequence • Copy, explore and remember a variety of movements and use these to create their own sequence • Describe their own work using simple gym vocabulary • Begin to notice similarities and differences between sequences • Use turns whilst travelling in a variety of ways • Begin to show flexibility in movements • Begin to develop good technique when travelling, balancing, using equipment etc.	• Perform a side stepping gallop • Vary his/her responses to tactics, strategies and sequences used • Use subject specific vocabulary • Dribble a football between cones • 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 • Begin to communicate with others during game situations • Use skills with co-ordination and control • Develop own rules for new games • Make imaginative pathways using equipment • Work well in a group to develop various games • Begin to understand how to compete with each other in a controlled manner • Begin to select resources independently to carry out different skills • Send the ball to others in a range of ways with improved accuracy	• Perform a side stepping gallop • Vary skills, actions and ideas and link these in different ways to suit different activities • Vary his/her responses to tactics, strategies and sequences used • Compare and contrast his/her performance with others • Use subject specific vocabulary • Begin to improvise independently to create a simple dance • Begin to improvise with a partner to create a simple dance • Translate ideas from stimuli into movement with support • Begin to compare and adapt movements to create a larger sequence • Use simple dance vocabulary to compare and improve work	• Run at speed over a distance • Use subject specific vocabulary • Beginning to run at speeds appropriate for the distance e.g. sprinting and cross country • Can perform a running jump with some accuracy • Performs a variety of throws using a selection of equipment • Can use equipment safely and with good control	• Share his/her own considered point of view and listen to, and consider, other peoples' opinions • Offer solutions when there are disagreements between friends • Recognise the challenges that parents can have when bringing up children	• Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense • Identify that exercise helps our lungs and heart and improves co-ordination • Describe the differences between different body parts • Understand the main functions of the brain and the way it sends signals using the nervous system • Understand how the body protects the internal organs and how we give extra protection during activities • Name the parts of the digestive system and explain the processes • Set more challenging goals and evaluate his/her achievements • Begin to compare emotional feelings with physical feelings • Create a 'steps to success' approach to achieving success • Understand that determination and perseverance are needed to overcome a challenge	• Explain the importance of appropriate portions of food for a balanced diet and health • Know the importance of following instructions when taking medicine • Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained • Explain the importance of the sun to give us vitamin D but the need to stay safe too

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Y4	• Complete a forward roll and land on the feet • Skip forwards in a fluid motion • Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance • Use subject specific vocabulary • Links skills with control, technique, co-ordination and fluency • Understand composition by performing more complex sequences • Begin to use gym vocabulary to describe how to improve and refine performances • Develop strength, technique and flexibility throughout performances • Create sequences using various body shapes and equipment • Combine equipment with movement to create sequences	• 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 e.g. dribbling, bouncing, kicking • Use skills with co-ordination, control and fluency • Take part in competitive games with a strong understanding of tactics and composition • Create their own games using knowledge and skills • Work well in a group to develop various games • Compare and comment on skills to support creation of new games • Make suggestions as to what resources can be used to differentiate a game • Apply basic skills for attacking and defending • Use running, jumping, throwing and catching in isolation and combination	• Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance • Use subject specific vocabulary • Confidently improvise with a partner or on their own • Begin to create longer dance sequences in a larger group • Demonstrate precision and some control in response to stimuli • Begin to vary dynamics and develop actions • Demonstrate rhythm and spatial awareness • Modify parts of a sequence as a result of self-evaluation • Use simple dance vocabulary to compare and improve work	• Use subject specific vocabulary • Beginning to build a variety of running techniques and use with confidence • Can perform a running jump with more than one component e.g. hop skip jump (triple jump) • Demonstrates accuracy in throwing and catching activities • Describes good athletic performance using correct vocabulary • Can use equipment safely and with good control	• Identify ways to make himself/herself happy and share happiness • Discuss differences between the health of people from different countries / regions	• Identify that the blood transports materials and it also protects • Identify the main features of respiration • Understand that muscles work in pairs to protect, support and move the body • Understand the three functions of a skeleton and use scientific vocabulary to name specific bones • Identify stress and stressful situations • Understand the importance of mental health • Identify basic 'coping strategies' for dealing with difficult emotions • Identify the value of sleep for our health	• Understand that there are good and bad bacteria • Explain the benefits to the body of regular exercise

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Y5	• Perform a sequence of one footed leaps • Gallop with a fluid motion • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy • Develop interest in participating in sports activities and events at a competitive level • Identify different levels of performance and use subject specific vocabulary • Select and combine their skills, techniques and ideas • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency • 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 • Use more complex gym vocabulary to describe how to improve and refine performances • Develop strength, technique and flexibility throughout performances • Understand composition by performing more complex sequences	• Dribble a football between cones • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy • When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition • Develop interest in participating in sports activities and events at a competitive level • Identify different levels of performance and use subject specific vocabulary • Vary skills, actions and ideas and link these in ways that suit the games activity • Show confidence in using ball skills in various ways, and can link these together • Use skills with co-ordination, control and fluency • Take part in competitive games with a strong understanding of tactics and composition • Create their own games using knowledge and skills • Make suggestions as to what resources can be used to differentiate a game • Apply basic skills for attacking and defending • Use running, jumping, throwing and catching in isolation and combination	• Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy • Develop interest in participating in sports activities and events at a competitive level • Identify different levels of performance and use subject specific vocabulary • Begin to exaggerate dance movements and motifs (using expression when moving) • Demonstrate strong movements throughout a dance sequence • Combine flexibility, techniques and movements to create a fluent sequence • Move appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs • Begin to show a change of pace and timing in their movements • Use the space provided to his maximum potential • Improvise with confidence, still demonstrating fluency across their sequence • Modify parts of a sequence as a result of self and peer evaluation • Use more complex dance vocabulary to compare and improve work	• Develop interest in participating in sports activities and events at a competitive level • Beginning to build a variety of running techniques and use with confidence • Can perform a running jump with more than one component e.g. hop skip jump (triple jump) • Beginning to record peers' performances, and evaluate these • Demonstrates accuracy and confidence in throwing and catching activities • Describes good athletic performance using correct vocabulary • Can use equipment safely and with good control	• Begin to reflect on mistakes and see them as an opportunity to learn from • Identify something he/she is confident in • Make links between a balanced lifestyle and being happy • Explain how confidence can affect performance	• Identify the main functions of the circulatory system • Explain how our body systems change during exercise • Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise • Explain the functions of the internal organs • Describe the basic functions of a red and white blood cell • Understand how our bodies change as we get older and how this affects sporting performance • Explain the importance of joints and describe different types of joints • Identify stress and stressful situations and think of ways of dealing with them • Identify the value of sleep for our health and explain the possible side effects of lack of sleep • Identify situations where people may need support with their mental health • Recommend suitable lifestyles for different age ranges	• Use scientific language to explain the importance of different minerals and vitamins • Identify the difference between healthy and unhealthy fats • Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet • Begin to work out the amount of exercise needed to burn off food (by using up calories)

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Y6	• Adapt sequences to include a partner or a small group • Gradually increase 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 • Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction • 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 • Develop strength, technique and flexibility throughout performances • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions	• Vary skills, actions and ideas and link these in ways that suit the games activity • Show confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking • Keep possession of balls during games situations • Consistently use skills with co-ordination, control and fluency • Take part in competitive games with a strong understanding of tactics and composition. • Create their own games using knowledge and skills • Modify competitive games • Compare and comment 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 • Use running, jumping, throwing and catching in isolation and in combination	• Exaggerate dance movements and motifs (using expression when moving) • Perform with confidence, using a range of movement patterns • Demonstrate a strong imagination when creating own dance sequences and motifs • Demonstrate strong movements throughout a dance sequence • Combine flexibility, techniques and movements to create a fluent sequence • Move appropriately and with the required style in relation to the stimulus.e.g. using various levels, ways of travelling and motifs • Begin to show a change of pace and timing in their movements • Move to the beat accurately in dance sequences • Improvise with confidence, still demonstrating fluency across their sequence • Dance with fluency, linking all movements and ensuring they flow • Demonstrate consistent precision when performing dance sequences • Modify parts of a sequence as a result of self and peer evaluation • Use more complex dance vocabulary to compare and improve work	• Begin to build a variety of running techniques and use with confidence • Perform a running jump with more than one component e.g. hop skip jump (triple jump) • Begin to record peers' performances, and evaluate these • Demonstrate accuracy and confidence in throwing and catching activities • Describe good athletic performance using correct vocabulary • Use equipment safely and with good control	• Understand that 'being healthy' incorporates body, mind and lifestyle • Identify the impact of a good social life on happiness • Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions	• Using scientific vocabulary, explain what happens to our bodies during and after exercise • Explain the difference between good bacteria and bad bacteria • Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps' • Explain the various aspects of mental health • Understand different levels of confidence and its effect on life • Understand emotional intelligence	• Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer • Identify how different food should be eaten for nutritional purposes • Explain the effect that high cholesterol has on the human body • Understand that endorphins are released during exercise and that these are linked with happiness • Explain the different parts of sleep and why this is important for the body

YR4 SWIMMING PROGRESSION	• Enter the water safely and move in all directions for a short distance • Maintain a floating position with aids or support • Push and glide in a horizontal position from the side • Demonstrate an understanding of water safety 	• Jump in from the poolside safely • Blow bubbles underwater with nose and mouth submerged • Regain upright position from a back or front float • Push and glide on the back from the side of the pool • Perform a 360-degree rotation from front to back and back to front 	• Jump into the pool and submerge briefly • Sink, push away from the wall and glide underwater for a short distance • Submerge fully to pick up an object from the bottom • Have a reasonable knowledge of the water safety code 	• Perform a sequence of changing shapes whilst floating on the surface • Swim approx. 10m using a range of different strokes (back / breast / front crawl) 	• Perform a surface dive • Swim over 10m using a range of strokes accurately • Perform a range of jumps into deep water and tread water when resurfacing • Perform a forward somersault tucked in the water 	• Swim 10m wearing clothes • Exit the water without using steps • Swim 25m using any stroke • Perform a range of movements in deep water demonstrating confidence and competence
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Adventurous Outdoor Activity (linked to Forest School/Geography and Robin Wood)	Orientation	KS1 Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom • Use simple maps and diagrams to follow a trail	LOWER KS2 • Orientate simple maps and plans • Find way back to a base point	UPPER KS2 • Draw maps and plans and set trails for others to follow • Use the eight points of the compass to orientate • Plan an orienteering challenge
	Communication	• Begin to work co-operatively with others • Plan and share idea	• Co-operate and share roles within a group • Listen to each other's ideas when planning a task and adapt • Take responsibility for a role within the group • Recognise that some outdoor adventurous activities can be dangerous • Follow rules to keep self and others safe	• Plan and share roles within the group based on each other's strengths • Understand individuals' roles and responsibilities • Adapt roles or ideas if they are not working • Recognise and talk about the dangers of tasks • Recognise how to keep themselves and others safe
	Problem Solving	• Discuss how to follow trails and solve problems • Select appropriate equipment for the task	• Select appropriate equipment/route/people to solve a problem successfully • Choose effective strategies and change ideas if not working	• Plan strategies to solve problems/plan routes/follow trails/build shelters etc. • Implement and refine strategies