



The Whinless Down Academy Trust - PE Progression of Skills Document

Level Expected at the End of EYFS - We have selected the Early Learning Goals that link most closely to the Physical Education National Curriculum.

Physical Development (Gross Motor Skills)

Children will:

- Negotiate spaces and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Vocabulary
Dance	<ul style="list-style-type: none"> - Copy and explore basics movement and body patterns with clear control - Remember simple movements and dance steps. - Links movements to sound and music. - Responds imaginatively to a range of stimuli. - Varies levels and speed and body shapes in sequence. - Describes a short dance using appropriate vocabulary. - Begins to improvise independently and with a partner to create a simple dance. - Translates ideas from stimuli to movement with support. 	<p>Building on previous key stage, children will be able to:</p> <ul style="list-style-type: none"> - Begin to compare and adapt movements and motifs to create a larger sequence. - Use simple dance vocabulary to compare and improve work. - Confidently improvises with a partner and on their own to a range of musical genres - Demonstrate precision and some control in a response to stimuli. 	<p>Building on previous key stage, children will be able to:</p> <ul style="list-style-type: none"> - Begin to vary dynamics and develop actions and motifs using expression when moving. - Demonstrate rhythm and spatial awareness and exaggerate dance movements and motifs (using expression when moving) - Begin to create longer dance sequences in a larger group demonstrating fluency across the sequence - Combine flexibility, techniques and movements to create a fluent sequence. - Move appropriately with the style in relation to the music. - Begin to show a change of pace and timing in their movements. - Uses the space provided to the maximum. - Improvises with confidence to a range of genres both individually and in groups - Modifies parts of a sequence as a result of peer or self-evaluation. - Uses more complex dance vocabulary to compare and improve work. - Perform with confidence using a range of movement patterns 	<p>KS1: Travel, Stillness, Direction, Space, Body parts, Levels, Speed</p> <p>LKS2: Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Space, Repetition, Action and reaction, Pattern</p> <p>UPKS2: Travel, Stillness, Direction, Space, Body parts, Levels Speed, Space, Repetition Action and reaction, Pattern, Technique, Pattern, Rhythm, Variation, Unison, Canon</p>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Vocabulary
Gym	<ul style="list-style-type: none"> - Perform different body shapes. - Perform a two-footed jump. - Use a range equipment safely and in a variety of ways to create a sequence - Describe their own work using simple gym vocabulary. - Begin to show flexibility in movements. - Begin to develop good technique when travelling, balancing and using equipment. - Explore and creates different pathways and patterns. - Apply compositional ideas independently and with others to create a sequence. - Copy, explore and remember a variety of movements with control and coordination, and uses these to create their own sequence. 	<p>Building on previous key stage, children will be able to:</p> <ul style="list-style-type: none"> - Links skills with control, technique, coordination and fluency. - Understands composition by performing more complex sequences. - Uses gym vocabulary to describe how to improve and refine performances. - Develops strength, technique and flexibility throughout performances. - Begins to notice similarities and differences between sequences. - Uses turns whilst travelling in a variety of ways. - Adapts sequences including the use of apparatus to include a partner or a small group. - Gradually increases the length of a sequence with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. - Creates sequences using various body shapes and equipment. 	<p>Building on previous key stage, children will be able to:</p> <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. - Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. - 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 ad flexibility throughout performances. - Select and combine their skills and ideas. - Apply combined skills accurately and appropriately consistently showing precision, control and flexibility. 	<p>KS1: Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow, Balance, stretch</p> <p>LKS2: push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance, stretch</p> <p>UPKS2: Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation</p>
Games	<ul style="list-style-type: none"> - Receive a ball with basic control. - Begin to develop hand-eye coordination. - Participate in simple games. - Confidently send large ball to others in a range of ways. - Begin to apply and combine a variety of skills to a game situation. - Begin to develop own games with peers varying skills, actions and ideas and link these in ways that suit the games activity. - Understand and develop the importance of rules in a game. - Begin to develop an understanding of attacking and defending. 	<p>Building on previous key stage, children will be able to:</p> <ul style="list-style-type: none"> - Understand tactics and composition by starting to vary how they respond. - Beginning to communicate with others during game situations. - Uses skills with coordination and control with an understanding of spatial awareness - Works 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. - Develops own rules for new games. 	<p>Building on previous key stage, children will be able to:</p> <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. - Takes part in competitive games with a strong understanding of tactics and composition. - Confidently uses skills with coordination, control and fluency. - Compares and comments on skills to support creation of new games. - Makes suggestions as to what resource can be used to differentiate the game. - Apply knowledge of skills for attacking and defending - Uses running, jumping, throwing and catching in isolation and combination. - Modifies competitive games and uses ideas to create own games. 	<p>KS1: Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring</p> <p>LKS2: possession, Scoring, Keeping score, Making space, Pass/send/receive, Travel, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Attacking, Hitting</p> <p>UKS2: Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Team play, Batting, Fielding, Defending, Attacking, Hitting, Offside, Pitch</p>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Vocabulary
Athletics	<ul style="list-style-type: none"> - Changes speed and direction when running. - Jumps from a standing position with accuracy. - Performs a variety of throws with control and coordination. - Uses a range of equipment safely. 	<p>Building on previous key stage, children will be able to:</p> <ul style="list-style-type: none"> - Begins to run at speeds appropriate for the distance. - Performs a running jump with some accuracy. - Performs a variety of throws using a selection of equipment. - Uses equipment safely and with control. 	<p>Building on previous key stage, children will be able to:</p> <ul style="list-style-type: none"> - Performs a running jump with more than one component. - Begins to record peer's performances and evaluate these. (times, scores) - Demonstrates accuracy and confidence in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Uses equipment safely and with good control. 	<p>KS1: accurate, speed, direction, control, co ordination</p> <p>LKS2: speed, distance, accuracy, over arm, under arm, chest pass, throw, aim, control</p> <p>UKS2: record, performance, speed, distance, accuracy, confidence, throw, control, co ordination</p>
OAA			<ul style="list-style-type: none"> - Develops strong listening skills. - Uses and interprets simple maps. - Thinks activities throughout and problem solve using general knowledge. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe. 	<p>UKS2: interpret, north, south, east, west, coordinates, team work, coordination, solving problems</p>
Swimming		<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. - Performs a safe self-rescue in different water based situations. 	<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. - Performs a safe self-rescue in different water based situations. 	<p>LKS2: endurance, front crawl, back stroke, breast stroke, safety, strokes, rescue, tread water, length</p> <p>UKS2: endurance, front crawl, back stroke, breast stroke, safety, strokes, rescue, tread water, length</p>

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Vocabulary
Communication and Evaluation	<ul style="list-style-type: none"> - Comments on own and others performance. - Gives basic comments on how to improve performance. - Uses appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> - Watches and describes performances accurately. - Work with a partner or small group to improve their skills. - Makes suggestions on how to improve their work commenting on similarities and differences. - Learns from others how to improve their skills. - Comment on tactics and techniques to help improve performances. 	<ul style="list-style-type: none"> - Watches and describes performances accurately. - learn from others how to 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>LKS1: performance, feedback, evaluate</p> <p>UKS1: performance, feedback, evaluate, positives, suggestions, next steps, improvements</p> <p>KS1: performance, feedback, evaluate, positives, suggestions, next steps, improvements, similarities, differences</p>
Healthy Lifestyles	<ul style="list-style-type: none"> - Describes in basic form the effect exercise has on the body focussing on physical changes - Explains the importance of exercise and a healthy lifestyle. 	<p>Building on previous key stage, children will be able to:</p> <ul style="list-style-type: none"> - Describe the effect exercise has on the body. - Explain the importance of exercise and a healthy lifestyle both physically and mentally. - Understand the need to warm up and cool down. 	<p>Building on previous key stage, children will be able to:</p> <ul style="list-style-type: none"> - Describe the effect exercise has on the body focussing including heart rate, body temperature, blood flow. 	<p>KS1: heart beat, temperature, health, healthy, wellbeing</p> <p>LKS2: physical, mental, heart rate, blood flow, health</p> <p>UKS2: heart rate, blood flow, health, safety, mental, body temperature, wellbeing</p>