



Truro Learning Academy

PE Skills Progression

Fundamentals	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC – master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination.</p>	<p>Move with confidence, travel in different ways with control and coordination</p> <p>Jump in different ways, showing control and coordination</p> <p>Recognise what happens to our bodies during exercise.</p>	<p>Use skills learned to jump, bound, run, move in different directions and balance in different shapes.</p> <p>Explore and use skills, actions and ideas individually and collaboratively to suit a game they are playing</p> <p>Throw, catch, and kick independently, using a variety of balls/equipment</p> <p>Watch, copy and describe what others are doing.</p> <p>Know that being active is good for them and fun.</p>	<p>Use skills learned to jump, bound, run, move in different directions and balance in different shapes.</p> <p>Throw, catch and kick independently at a target with increasing accuracy and control.</p>				

Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC – KS1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination.</p> <p>NC – KS2: Develop flexibility, strength, technique, control and balance.</p>	<p>Balance on different parts of the body</p> <p>Travel under, over, through and across different apparatus</p> <p>Show good control and coordination in large and small movements.</p> <p>Moving freely with confidence in a range of different ways including walking, running, jumping, rolling, skipping, sliding, sidestep and climbing</p> <p>Move slowly and quickly showing strength and tension in muscles and agility.</p> <p>Ability to listen and observe, show an awareness of space for themselves and others.</p>	<p>Explore gymnastics actions and still shapes</p> <p>Travel in different ways e.g jumping, skipping, walking, leaping, hopping,</p> <p>Travel with coordination, control, in different directions and varied spaces</p> <p>Copy or create and link movement phrases with a beginning, middle and end.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Know how to carry and place apparatus.</p> <p>Watch copy and describe what they and others have done</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>Lift, move and place equipment safely.</p> <p>Watch copy and describe what they and others have done. Improve their work using feedback gained by watching, listening and investigating.</p>	<p>Create a sequence of 6 – 8 actions that link together using the floor and apparatus.</p> <p>Show different levels within the sequence.</p> <p>Describe and evaluate the effectiveness of a performance.</p> <p>Improvise freely on their own and with a partner.</p>	<p>Create a sequence of 6 – 8 elements using the floor and apparatus.</p> <p>Show different levels within the sequence. Include both symmetrical and asymmetrical elements.</p> <p>Develop a range of actions, body shapes, and balances.</p> <p>Use compositional devices in their performance to show changes in speed, level and direction.</p>	<p>Create a sequence with 8-10 actions on the floor and apparatus individually and with a partner.</p> <p>Perform actions, shapes and balances consistently and fluently in specific activities.</p> <p>Apply basic compositional ideas to sequences created and adapt them to new situations.</p>	<p>Create and perform a sequence with 8 – 10 actions using floor and apparatus individually and with a partner.</p> <p>Perform actions, shapes and balances consistently and fluently in specific activities.</p> <p>Apply basic compositional ideas to sequences created and adapt them to new situations.</p>

Dance	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC – KS1: perform dances using simple movement patterns</p> <p>NC – KS2: Perform dances using a range of movement patterns</p>	<p>Choose different ways of moving isolated body parts and linking these together.</p> <p>Link symmetrical and asymmetrical body parts, body shapes and movements.</p> <p>Travel using isolated body parts – back, stomach, bottom and feet.</p> <p>Move confidently and safely in their own space.</p> <p>Show different levels in travelling moves.</p> <p>Change the direction of travel.</p>	<p>Copy, watch and describe dance movement.</p> <p>Move confidently and safely in their own and general space, using changes of speed, level and direction.</p> <p>Talk about dance ideas inspired by different stimuli.</p> <p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Compose and link movement to create a simple dance with a beginning middle and end, using a range of body parts and actions.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.</p> <p>Watch and describe dance phrases and dances and use what they learn to improve their own work.</p> <p>Recognise how different dance activities make them feel.</p> <p>Work with a partner, using levels and travel actions.</p> <p>Compose and perform dance phrases that express and communicate moods, ideas and feelings dances and vary simple composition ideas.</p>	<p>Create and link dance phrases using a simple dance structure and motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and express qualities on their own, with a partner and small groups.</p> <p>Keep up activity over a period.</p> <p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>Talk about how they might improve their dances.</p>	<p>Know and describe what you need to do to warm up and cool down for dance.</p> <p>Use simple choreographic principles to create motifs and narrative.</p> <p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p> <p>Perform complex dance phrases and dances that communicate character and narrative.</p>	<p>Show an understanding of why it is important to warm up and cool down.</p> <p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p> <p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles.</p> <p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Perform dances expressively, using a range of performance skills. Organise their own warm-up and cool-down activities to suit the dance.</p>	<p>Begin to use basic compositional principles when creating their dances.</p> <p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p> <p>Understand why dance is good for their fitness, health and wellbeing. Prepare effectively for dancing.</p> <p>Understand how a dance is formed and performed. Evaluate, refine and develop their own and others work.</p>

Net and Wall Games	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC – KS2: play competitive games, modified where appropriate		<p>Use the skills learned to play a competitive game.</p> <p>Explore and use skills, actions and ideas individually and in combination</p>	<p>Choose, use and vary simple tactics</p> <p>Improve the way to coordinate and control their bodies using a range of equipment</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations. Devise and use rules.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations. Devise and use rules.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations. Devise and use rules.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations. Devise and use rules.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p>

Invasion Games	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC – KS1: Participate in team games, developing simple tactics for attacking and defending.</p> <p>NC – KS2: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Move confidently, with control and co-ordination change direction and speed avoiding collisions, stop quickly.</p> <p>Control/steer a ball and use a small range of equipment.</p>	<p>Use skills learned to roll, throw, catch. Strike and kick a ball in small game situation.</p> <p>Be confident and safe in spaces used to play games.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Choose and use skills effectively for games.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills. Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance. Use information to improve their work.</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies.</p> <p>Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p>	<p>Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations .</p> <p>Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies. Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving. Suggest practices to improve their play.</p>	<p>Develop a broader range of techniques and skills for attacking and defending .</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games. Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>

Athletics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC – KS1: master basic movements including running jumping throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>NC – KS2: use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Move confidently in a range of ways.</p> <p>Show good control and coordination in large and small movements.</p>	<p>Demonstrate skills I have learned to throw jump and run.</p> <p>Use body and a variety of equipment with greater control and coordination</p>	<p>Use body and a variety of equipment with greater control and coordination.</p> <p>Recognise and describe what their body feels like during different type of activity.</p>	<p>Consolidate and improve the quality, range and consistency of the techniques they use for activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe and evaluate the effectiveness of performances and recognise aspects of performances that need improving.</p>	<p>Consolidate and improve the quality, range and consistency of the techniques they use for activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances and recognise aspects of performances that need improving.</p>	<p>Develop the consistency of their actions in several events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p>	<p>Develop the consistency of their actions in several events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p>

Striking and Fielding	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC – KS1: Participate in team games, developing simple tactics for attacking and defending.</p> <p>NC – KS2: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Use the skills learnt to throw underarm, overarm; dribble using a uni hoc stick and strike a ball with a tennis racket.</p> <p>Show good control and coordination in large and small movements.</p> <p>Move confidently and safely negotiate space.</p>	<p>Be confident and safe in the spaces used to play games.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Choose and use skills effectively for games.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance. Use information to improve their work.</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p> <p>Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p> <p>Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p>	<p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>	<p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>

Swimming	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water based-situations.</p>			<p>Understand how to stay safe in the water.</p> <p>Enter the water safely and correctly.</p> <p>Blow bubbles in the water</p> <p>Submerge partially/fully on the water.</p> <p>Move freely across the pool in any direction</p> <p>Develop confidence through water games.</p> <p>Learn how to float with an aid</p> <p>Push and glide with a float.</p>	<p>Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres</p> <p>Use a range of strokes effectively including front crawl and back crawl.</p>	<p>Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres</p> <p>Use a range of strokes effectively including front crawl and back crawl.</p>	<p>Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres</p> <p>Use a range of strokes effectively including front crawl, back crawl and breaststroke.</p>	<p>Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres</p> <p>Use a range of strokes effectively including front crawl, back crawl and breaststroke.</p>

OAA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC – KS2: Take part in outdoor and adventurous activity challenges both individually and within a team.				<p>Recognise their own space.</p> <p>Explore finding different places.</p> <p>Follow simple routes and trails, orientating themselves successfully.</p> <p>Solve simple challenges and problems successfully.</p>	<p>Develop the range and consistency of their skills and work with others to solve challenges.</p> <p>Choose and apply strategies and skills to meet the requirements of a task or challenge.</p>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet the challenge set.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet the challenge set.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p>
Health and Lifestyle	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Active Lifestyle	<p>Know the importance for good health or physical exercise and a healthy diet.</p>	<p>I am active daily and I take part in playground activities.</p> <p>I know the names of 2 games which I can play which make me out of breath.</p>	<p>I am active daily and I take part in physical activities with my family.</p> <p>I know the difference between healthy foods and unhealthy foods.</p>	<p>I am active for at least 60 minutes daily and I take part in a range of different activities.</p> <p>I can make myself out of breath and make my heart beat faster.</p>	<p>I am active for at least 60 minutes daily I take part in sporting activities at lunch time.</p> <p>I know why it is important to be active and eat regularly.</p>	<p>I am active for at least 60 minutes daily. I have taken part in a sports festival and I take part in lunchtime activities.</p> <p>I can describe some activities that help me to strengthen my bones and muscles</p>	<p>I am active for at least 60 minutes daily.</p> <p>I can describe what and why some activities help me to strengthen my bones and muscles.</p>
Self Confidence and Awareness	<p>Children are confident to try new activities. They are confident to speak in a familiar group.</p> <p>Choose resources need for their chosen activities.</p> <p>Able to say when they do or don't need help.</p>	<p>I can follow instructions and play safely with others.</p> <p>I can describe my own work in PE.</p>	<p>I can describe my actions and those of others using simple terms.</p>	<p>I am beginning to help set up equipment safely.</p> <p>I can play co-operatively with other children.</p>	<p>I am taking some responsibility for managing myself and equipment safely.</p> <p>I know how my work is similar and different from others work, and how to improve my performance.</p>	<p>I am able to take more responsibility in leading activities for others.</p>	<p>I can follow the rules of fair play showing respect for others</p> <p>I can set myself relevant personal targets.</p>

