

## PE– Progression of skills – Mevagissey Primary School



Coverage- Autumn1/2 Spring 1/2 Summer 1/2

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	<p>Explore basic movements &amp; actions.</p> <p>Begin to move with expression.</p> <p>Begin to select movements that reflect the dance idea.</p> <p>Remember, repeat and link simple movements and phrases.</p>	<p>Use changes in speed, direction &amp; level</p> <p>Repeat and copy body shapes</p> <p>Know that they need to warm up and cool down after dance</p> <p>Describe &amp; explain movements self &amp; others</p> <p>Create &amp; repeat phrases with beginning middle &amp; end</p> <p>Respond in movement to Stimuli Music , pictures object</p>	<p>Demonstrate a variety of moving</p> <p>Control of body</p> <p>Co-ordination</p> <p>Know how their body feels after dance activities</p> <p>Know where their heart is and understand why it beats faster when exercising</p> <p>Create a phase with spatial awareness &amp; greater control</p> <p>Experiment with actions, directions and levels</p> <p>Describe phrases and say what they liked and why</p> <p>Communicate: mood / feelings / ideas</p> <p>Being able to work with a partner</p> <p>Describe how the dance makes them feel</p>	<p>Use canon and unison</p> <p>Show imaginative response to stimuli through choice of movement.</p> <p>Explore and develop new actions whilst working with a partner or small group</p> <p>Perform with expression</p> <p>Clear order with clear start / finish</p> <p>Link actions to make dance phrases with partner</p> <p>Use language to describe choice of movement.</p> <p>Recognise unison and canon</p> <p>In simple language, explain why they need to warm up and cool down</p> <p>Describe what makes a good dance phrase</p> <p>Show an awareness of others</p> <p>Sustain their effort in their dances</p>	<p>Can structure and perform dances Show imaginative response to stimuli through choice of movement – be able to refine and repeat within a dance</p> <p>Identify and use a range of actions whilst working with a partner or small group</p> <p>Perform with expression</p> <p>Can link actions</p> <p>Can describe and make suggestions to improve dance</p> <p>Link actions to make dance phrases with group</p> <p>Recognise unison and canon and suggest improvements</p> <p>Can respond imaginatively to create movement Can structure dance phrases with a group</p> <p>Can work with others to refine and practise</p> <p>Show an awareness of themselves, others and audience</p>	<p>Adapt and refine the way they use weight, space and rhythm in their dances</p> <p>Perform different styles of dance clearly and fluently</p> <p>Vary and combine spatial patterns, speed, tension and continuity on own / with others.</p> <p>Think about character and narrative ideas created by stimulus</p> <p>Use the following to create motifs; action and reaction, question and answer.</p> <p>Practise and combine longer and more complex phrases. Describe and interpret dance styles using appropriate vocabulary.</p> <p>Compose motifs and plan dances creatively and collaboratively</p> <p>Choose appropriate warm up and cooling down activities.</p> <p>Suggest how performances can be improved, so they</p>	<p>Explore, improvise and choose appropriate material to create new motifs in chosen dance style</p> <p>Use exercises that stretch and tone bodies and help them prepare for dance</p> <p>To explore, improvise and choose appropriate stimulus to create new motifs in chosen dance style</p> <p>Compose, develop and adapt motifs to make dance phrases and use these in longer dance</p> <p>Use appropriate terminology, recognise and describe different styles in their own and others’ dances and suggest how they can improve</p> <p>Using appropriate terminology explain relationship between dance and music</p> <p>To explain the relationship between dance and music</p>

<p><b>Invasion game</b></p>	<p>Practice underarm throwing and rolling skills.</p> <p>Practice simple collecting and receiving skills.</p> <p>Play simple games with a partner or passive opponent.</p> <p>Describe basic rules and the way to score.</p>	<p>Change of speed, direction (avoiding collision )</p> <p>Demonstrate control &amp; accuracy when: Passing &amp; receiving , roll, underarm pass, chest pass, side foot pass</p> <p>Pass &amp; move to receive a ball</p> <p>Describe what they have done or seen others doing.</p> <p>Copy what they see and say why it is good</p> <p>Co-operating with a partner to pass / receive a ball</p> <p>Children talk to each about what they have done</p>	<p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>Be able to find a space</p> <p>Choose and use simple tactics to help their partners and makes it difficult for their opponents.</p> <p>Know how to score and keep the rules of the games.</p> <p>Making simple decisions about when and where to run</p> <p>Communicating and working with others in small sided games</p> <p>Show a good awareness of opponents in running, chasing and avoiding games</p> <p>Copy actions and ideas, and use the information they collect to improve their skills</p>	<p>Control and accuracy</p> <p>Use a range of skills to help keep possession and control of the ball</p> <p>Pass, receive and dribble the ball, keeping control and possession consistently with others</p> <p>Use of space and tactics</p> <p>Understanding of rules</p> <p>Make good decisions about what to do in order to keep possession</p> <p>Know how to use space in games</p> <p>Identify what they find most difficult.</p> <p>Recognise players who play well in games and give some reasons why</p>	<p>Use a range of long and short passes effectively</p> <p>Applying and selecting skills effectively</p> <p>Know and understand the concept of attacking and defending Ability to select good attacking and defending tactics</p> <p>Developing roles within a team</p> <p>Be able to explain rules in games</p> <p>Identify which games and activities have the biggest impact when trying to improve stamina</p> <p>Describe how some games use short bursts of speed</p>	<p>communicate more effectively</p> <p>Play with greater speed and flow</p> <p>Pass, dribble and shoot with control Use a range of techniques to keep possession of ball and get into positions to shoot and score</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Have simple plans that they know they can make work</p> <p>Mark opponents and help each other in defence</p> <p>Describe the help they need to improve their play by identifying strengths and weaknesses</p>	<p>Use a range of techniques when passing, eg high, low bounced, fast, slow.</p> <p>Change direction and speed when dribbling the ball.</p> <p>Show growing consistency and control in games</p> <p>Apply skills effectively in different types of game</p> <p>Defend effectively, slowing games down and making it hard to find space</p> <p>Evaluate performance and decide what they need to practise</p> <p>Identify how they and others are more or less effective in different parts of games. Use information to decide what they need to practise</p> <p>Know how to make the most of strengths and weaknesses in games</p>
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## Striking and Fielding Games

<p>Practice underarm throwing and rolling skills.</p> <p>Practice simple collecting and receiving skills.</p> <p>Play simple games with a partner or passive opponent.</p> <p>Describe basic rules and the way to score.</p>	<p>Move fluently, change speed and direction avoiding collisions.</p> <p>Show control and accuracy for rolling, underarm throwing, striking and kicking a ball</p> <p>Move in line with ball to receive it.</p> <p>Understand the concept of aiming</p> <p>Use skills differently, trying to win by changing the way they use skills and space in reaction to their opponent</p> <p>Describe what they have done or seen others doing</p> <p>Copy what they see and say why it is good</p>	<p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</p> <p>Body position to throw / catch</p> <p>Choose and use tactics to suit different situations. React to situations in a way that helps their partners and makes it difficult for their opponents.</p> <p>Know how to score and keep the rules of the games.</p> <p>Lead others—communicate</p> <p>Begin to anticipate what they will feel like after playing games (winning &amp; Loosing)</p>	<p>Body position / movement of fielder</p> <p>Begin with throwing then striking ball (kicking / rackets / bats)</p> <p>Intercept and stop the ball with consistency and sometimes catch the ball</p> <p>Changing positioning whilst fielding, e.g. for different batters</p> <p>Judge how far they can run to score points</p> <p>Choose where to stand as a fielder to make it hard for the batter</p> <p>(Are they familiar with and use the rules set, and keep games going?)</p> <p>Describe what is successful in their own and others' play</p> <p>Work well as a team to make it hard for the batter</p>	<p>Can bat using different types of shot</p> <p>Can change &amp; maintain positioning whilst fielding,</p> <p>Can throw for distance</p> <p>Can use different ways of bowling</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Choose and use batting or throwing skills to make the game hard for their opponents</p> <p>Identify parts of their performance that need improvement, and suggest how to achieve this</p> <p>Work collaboratively in pairs, group activities and small-sided games</p>	<p>Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.</p> <p>Use different ways &amp; vary how they bowl</p> <p>Bat effectively, using different types of shot from both sides of body</p> <p>Throw overarm with accuracy and for a good distance</p> <p>Direct the ball away from fielders, using different angles and speeds. Gauge when to run after hitting the ball</p> <p>Use tactics which involve bowlers and fielders working together.</p> <p>Identify what they need to improve in their performance and suggest how they could do this.</p> <p>Work collaboratively in pairs, group activities and small-sided games</p>	<p>Demonstrate and use an increasing range of skills in their practices and game with confidence, control and accuracy</p> <p>Show awareness of which skills relate to different parts of a game, or to different roles in a game</p> <p>Use skills effectively in different types of game</p> <p>Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</p> <p>Use tactics which involve bowlers and fielders working together</p> <p>Recognise, find and use space well in games</p> <p>Defend effectively, slowing games down and making it hard to find space</p> <p>Identify how they and others are more or less effective in different parts of games. Use information to decide what they need to practise. Know how to make the most of strengths and weaknesses in games</p>
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# Gymnastics

<p>Show basic control and co-ordination when travelling.</p> <p>Change movements and pathways to avoid others and obstacles.</p> <p>Copy simple movements and actions</p> <p>Associate basic actions with words, signs and symbols.</p> <p>Link and repeat simple actions</p> <p>Know how to start and finish a movement or action.</p> <p>Identify changes that take place when they exercise.</p>	<p>Perform basic travelling actions: rolling jumping sliding climbing. Hold body shapes in stillness.</p> <p>Awareness of space, each other, mats and apparatus</p> <p>Create and perform simple movement phrases in response to simple tasks.</p> <p>Link Shapes - movement</p> <p>Create &amp; repeat phrases - beginning middle &amp; end Watch and describe accurately a short sequence of basic actions using appropriate language. Copy a partner's sequence.</p> <p>Recognise Body tension &amp; relaxation in self &amp; others</p> <p>Know when their body is active and talk about difference of tension and relaxation. Carry and place apparatus safely.</p>	<p>Travel by rolling forward, backwards, sideways</p> <p>Demonstrate shapes, e.g. straight, curved Jump in a variety of ways landing with increasing control and balance</p> <p>Perform range of actions with control and coordination Repeat sequences accurately moving smoothly from stillness to travelling</p> <p>Contrasts of height Devise, repeat and perform short sequence with clear beginning, middle and end. Adapt sequence to include apparatus or a partner. Use different combinations of equipment showing control, accuracy and fluency</p> <p>Describe own and partner's sequence accurately, comment on what it contains and if performed smoothly and controlled. Say how they can improve one aspect of it.</p> <p>Say whether heart is beating fast or slow, breathing normal or puffed and if they feel hot, warm or cool. Recognise and avoid risks when handling apparatus.</p>	<p>Understand actions; e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands</p> <p>Quality of performance Recognising quality of performance</p> <p>Adapt sequence to improve performance, quality of action and transition.</p> <p>Compare and contrast sequences Explain - best performance and why Adapt sequence to improve performance</p> <p>Devise and perform sequence showing clear beginning, middle and end. Adapt sequence to include different levels, speed and directions. Work well on own and contribute to partners sequence</p> <p>Explain difference between two performances. Identify when they have same elements and order and comment on their quality. Understand what is involved in the process of improving performance</p> <p>Recognising quality of performance Understand importance of warm up. Identify when body is warm, stretched and ready for activity. Understand strength and suppleness are important parts of fitness</p>	<p>Perform balances, body shapes and agility with control</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level Perform actions, balances, body shapes and agilities with control</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level Recognise quality of movement Suggest improvements for own performance Plan, perform and repeat longer sequences with clear shapes and changes of level and speed</p> <p>improvements to their own performances</p>	<p>Perform range of actions and agilities with consistency, fluency and clarity. Able to link ideas, skills &amp; techniques with control and precision when performing basic skills.</p> <p>Understands composition by performing more complex sequences Demonstrate control and precision when performing basic skills.</p> <p>Imaginative use of apparatus and space Use contrasting actions, e.g. move from a low travel to a high travel, from a high balance to a low balance.</p> <p>Describe how to refine, modify and improve performances.</p> <p>Link ideas, skills &amp; techniques Describe how to refine, improve &amp; modify performances</p> <p>Show understanding of warming up and cooling down. Choose appropriate activities to do on their own. Describe the effects of exercise on the body.</p>	<p>Perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency</p> <p>Select &amp; use a wide range of compositional skills in complex sequences alone &amp; in groups. Show an ability to innovate</p> <p>In small groups prepare and perform a sequence</p> <p>To show an ability to innovate</p> <p>Analyse skills &amp; suggest ways to improve quality of performance showing sound knowledge &amp; understanding</p> <p>Make up longer and more complex sequences, including changes or direction, level and speed In small groups prepare and perform a sequence Show an awareness of factors influencing Performance + suggest improvements</p> <p>To analyse skills &amp; suggest ways to improve quality of performance showing sound knowledge &amp; understanding</p> <p>Warm up and cool down independently. Use exercises that stretch and tone bodies and help them prepare for gymnastic activity. Lead warm-up/cool-down and demonstrate all round safe practice</p>
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<p><b>Athletics</b></p>		<p>Recognise &amp; perform Changes in Pace: Walk Jog run , Sprint. Use changes to meet challenges</p> <p>Maintain continuous running pace Perform 5 jumps.</p> <p>Demonstrate the 5 basic jumps on their own Run continuously for approx 1min and, when required, show the difference between running at speed and jogging</p> <p>Recognise &amp; perform push pull sling actions when throwing various objects</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing</p> <p>Identify and describe different running, jumping and throwing actions Explain what is successful and what they have to do to perform better</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity</p>	<p>Throw accurately</p> <p>Throw for distance</p> <p>Balance whilst jumping</p> <p>Co-ordination</p> <p>Agility</p> <p>Run consistently and smoothly at different speeds Demonstrate different combinations of jumps, showing control, coordination and consistency</p> <p>Throw a range of implements into a target area with consistency and accuracy</p> <p>Stopping / starting safely— agility</p> <p>Be able to pace over distance</p> <p>Recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. Pace their effort well in different types of event so that they can keep going steadily.</p> <p>Watch and describe specific aspects of running, jumping and throwing styles. Suggest, with guidance, a target for improving distance or height.</p> <p>Identify and record when their body is cool, warm and hot.</p>	<p>Use suggestions to improve performance</p> <p>Sustain their pace over long distances, eg sprint for 7 secs, run for 1 or 2 mins Throw with greater control, accuracy and efficiency Perform a range of jumps showing power, control and consistency at both take-off and landing</p> <p>Watch partner’s athletic performance and identify main strengths</p> <p>Planning how to cover distance as team – faster over set distance / paced for set time</p> <p>Organise themselves in small groups safely, and take turns and different roles Know and understand the basic principles of relay take-overs Take part well in a relay event</p> <p>Watch a partner’s athletic performance and identify the main strengths. Identify parts of the performance that need to be practised and refined, and suggest improvements.</p> <p>Perform a range of warm-up activities. Explain how warming up can effect their performance. Say why some athletics activities can improve strength, power or stamina and explain how these can help their</p>	<p>Can suggest ways to improve performance through observation evaluation</p> <p>Can act on advise to improve performance</p> <p>Can perform role - record, measure, observe</p> <p>Can co-operate</p> <p>Can work as part of a team and pace themselves based on team / distance.</p>	<p>Run at fast, medium and slow speeds, changing direction and speed.</p> <p>Throw a variety of objects</p> <p>Improve and sustain running technique at different speeds. Demonstrate accuracy &amp; technique in a range of throwing &amp; jumping actions.</p> <p>Link running and jumping activities with some fluency, control and consistency.</p> <p>Understand and perform throws for accuracy and distance.</p> <p>Link running and throwing activities with some fluency, control and consistency.</p> <p>Identify &amp; explain good athletic performance regarding technical skills and physical attributes/ability. Apply these skills effectively</p>	<p>In small groups prepare and perform a sequence</p> <p>To improve and sustain running technique at different speeds</p> <p>To demonstrate accuracy &amp; technique in a range of throwing &amp; jumping actions</p> <p>To improve and sustain running technique at different speeds</p> <p>To demonstrate accuracy &amp; technique in a range of throwing &amp; jumping actions</p> <p>Demonstrate excellent technique across a range of running, jumping and throwing events consistently. Thinking</p> <p>To understand &amp; explain the short &amp; long term effects of exercise. Understand the need for a specific warm up &amp; cool down</p> <p>To understand &amp; explain the short &amp; long term effects of exercise. Understand the need for a specific warm up &amp; cool down</p> <p>Understand how to apply athletic skills &amp; tactics to the competitive situation Explain how to improve technique in a variety of events</p> <p>Understand &amp; explain the short &amp; long term effects of exercise. Understand the need for a specific warm up&amp; cool down</p>
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