



Physical Education Year Group Progression Document



Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<ul style="list-style-type: none"> - Explore different ways of moving, responding imaginatively to a range of stimuli - Move confidently and safely, applying changes of speed, level, and direction 	<ul style="list-style-type: none"> - Explore, remember, repeat and link movements and actions with increased co-ordination and control. - Demonstrates awareness of the expressive qualities of dance. 	<ul style="list-style-type: none"> - improvises freely, both independently and with a partner, turning ideas from a stimulus in to movement(s). 	<ul style="list-style-type: none"> - Explore and create characters and narratives in response to a range of stimuli. 	<ul style="list-style-type: none"> - Explore, and improvise, ideas for dances in various styles working on their own, with a partner and as part of a group. 	<ul style="list-style-type: none"> - Explore, improvise and combine movement fluently and effectively.
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> - Create and link movements to make simple dances with beginning, middle, and end. - perform movements using various body parts and actions. 	<ul style="list-style-type: none"> - Compose movements and short dances that express moods and feelings. 	<ul style="list-style-type: none"> - Create and link dance movements using a simple dance structure. - Perform dances with awareness of rhythmic, dynamic and expressive qualities on their own, with a partner and in small groups. 	<ul style="list-style-type: none"> - Use simple choreographic principles to create themes and narratives. - Perform complex dances that communicate character and narrative. 	<ul style="list-style-type: none"> - Compose dances by using, adapting and developing steps, formations and patterns of movement from different dance styles. - Perform dances expressively, using a range of performance skills. 	<ul style="list-style-type: none"> - Create and structure themes, sections and whole dances. - Begin to use compositional principles when creating their own dances.
Knowledge and understanding of health and fitness	<ul style="list-style-type: none"> - Recognise how their body feels during exercise and how it differs to when they are still. 	<ul style="list-style-type: none"> - Recognise and describe how different dances make them feel - Understand the importance of warming up and cooling down. 	<ul style="list-style-type: none"> - Sustain activity for a period of time and know they need to warm up and cool down for dance. 	<ul style="list-style-type: none"> - Describe how to warm up and cool down for dance. 	<ul style="list-style-type: none"> - Introduce their own warm up and cool down activities to suit their own dance. - Show understanding of why it is important to warm up and cool down. 	<ul style="list-style-type: none"> - Understand why dance is good for fitness health and well-being - Prepare effectively for dancing.
Evaluating and improving performance	<ul style="list-style-type: none"> - Talk about dance ideas, inspired by different stimuli - Watch, describe and copy different dance movements. 	<ul style="list-style-type: none"> - Watch and describe dances and use what they observe and learn to improve their own work. 	<ul style="list-style-type: none"> - Describe and evaluate some compositional features of dances performed with a partner or small group - Talk about ways to improve their dances. 	<ul style="list-style-type: none"> - Describe, interpret and evaluate their own and others dances, paying attention to character and narrative. 	<ul style="list-style-type: none"> - Describe, analyse, interpret and evaluate dances showing understanding of differing styles and context. 	<ul style="list-style-type: none"> - Understand how dances are formed, developed, and performed. - Evaluate, refine and develop their own and others work.

Games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	- Confident to move safely in spaces for games.	- Improve the way they coordinate and control their bodies and a range of equipment. - Remember, repeat, and link combinations of skills.	- Improve the quality of their technique and ability to link movements. - Develop the range and consistency of their skills in all games.	- Develop the range and consistency of their skills in all games.	- Develop a broader range of techniques and skills, applying them to attacking and defending. - Develop consistency in their skills.	- Choose, combine, and perform skills more fluently and effectively in invasion, striking and net games.
Selecting and applying skills, tactics and compositional ideas	- Choose and apply skills effectively for particular games.	- Choose, use, and vary simple tactics.	- Improve their ability to choose and use tactics and strategies. - Keep, adapt, and make rules for striking and fielding and net games.	- Create and use their own rules. - Use and adapt tactics in different situations.	- Know and apply basic strategies and tactics of attacking, adapting them to different situations.	- Understand, choose and apply a range of tactics and strategies for defence and attack. - Use these tactics more consistently in similar games.
Knowledge and understanding of health and fitness	- Know that being active is fun and healthy.	- Recognise and describe how their bodies feel during physical activity.	- Know and describe the short term effects of different physical activities on the body. - Know how to improve stamina. - Begin to understand the importance of warming-up.	- Recognise which activities help their speed, strength and stamina and know when those skills are important in games. - Recognise how specific activities affect their bodies.	- Understand the basic principles of warming-up and understand how it affects quality of performance. - Understand why exercise is good for their fitness, health and well-being.	- Understand why exercise is good for their fitness, health and well-being. - Understand the need to prepare properly for games.
Evaluating and improving performance	- Watch copy and describe what others are doing. - Describe what others are doing.	- Recognise good quality of performance. - Use information and feedback to improve their own work.	- Recognise good performance and identify elements that need improving. - Use what they have learned to improve their own work	- Explain their ideas and plans. - Recognise aspects of their own work that need improving. - Suggest practices that may improve their play.	- Use information to evaluate their own and others work. - Suggest improvements in their own and others work.	- Develop their ability to evaluate their own and others work and to suggest ways to improve.

Gymnastics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<ul style="list-style-type: none"> - Explore gymnastic actions and static shapes. - Move safely and confidently in general spaces, changing their speed and direction appropriately. 	<ul style="list-style-type: none"> - Remember, repeat, and link combinations of gymnastic actions, body shapes and balances with increased control. 	<ul style="list-style-type: none"> - Consolidate and improve the quality of their actions, body shapes and balances and their abilities to link movements. 	<ul style="list-style-type: none"> - Develop the range of actions, body shapes, and balances that they include in performances. - Perform skills and actions more accurately and consistently. 	<ul style="list-style-type: none"> - Perform actions, shapes and balances consistently and fluently. 	<ul style="list-style-type: none"> - Combine and perform gymnastic actions, shapes and balances with increased fluency.
Selecting and applying skills, tactics and compositional	<ul style="list-style-type: none"> - Copy, or create, and link movements with beginnings middles and ends. - Perform movements using a range of actions and body parts. 	<ul style="list-style-type: none"> - Choose, use, and vary simple compositional ideas in their own performances. 	<ul style="list-style-type: none"> - Improve their ability to select appropriate actions and use simple compositional ideas. 	<ul style="list-style-type: none"> - Create gymnastic sequences that meet a theme or set conditions. - Use different compositional techniques when creating their sequences such as a change in speed, level, or direction. 	<ul style="list-style-type: none"> - Choose and apply basic compositional ideas to their own sequences. 	<ul style="list-style-type: none"> - Develop their own gymnastic sequences by understanding, choosing and applying various compositional styles.
Knowledge and understanding of health and fitness	<ul style="list-style-type: none"> - Know how to safely carry and place apparatus. - Recognise how their body feels when they are still compared to when they exercise. 	<ul style="list-style-type: none"> - Recognise and describe what their body feels like during different types of physical activity. - Lift, move, and place equipment and apparatus safely. 	<ul style="list-style-type: none"> - Recognise and describe the short term effects of exercise on the body. Know the importance of suppleness and strength 	<ul style="list-style-type: none"> - Describe how the body reacts during different types of physical activity and how this affects the way they and others perform. 	<ul style="list-style-type: none"> - Know and understand the basic principles of warming up and why it is important for good quality performance. - Understand why physical activity is good for their health. 	<ul style="list-style-type: none"> - Understand the importance of warming-up and cooling down. - Understand why exercise is good for health, fitness, and well-being and how to become healthier themselves. - Carry out warm-ups safely and effectively.
Evaluating and improving performance	<ul style="list-style-type: none"> - Watch, copy, and describe what they and others have done. 	<ul style="list-style-type: none"> - Improve their own work by using information gained from observing others. 	<ul style="list-style-type: none"> - Describe and evaluate the effectiveness and quality of a performance. - Recognise how their own performance has improved. 	<ul style="list-style-type: none"> - Describe their own and others work, making simple judgements about the quality of performance and suggesting ways to change or improve. 	<ul style="list-style-type: none"> - Evaluate their own and others' work. 	<ul style="list-style-type: none"> - Evaluate their own and others' work. - Suggest ways to improve their own and others' work.

Swimming and Water Safety	Year 3/4/5/6
Acquiring and developing skills	<ul style="list-style-type: none"> - Consolidate and develop the quality of their skills, e.g. front crawl, back crawl, breaststroke, floating, and survival skills. - Improve linking movements and actions.
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> - Choose and use a variety of strokes and skills, appropriate to the task and challenge e.g. Swimming without aids, distance and time challenges.
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> - Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity.
Evaluating and improving performance	<ul style="list-style-type: none"> - Describe and evaluate the quality of swimming and recognise what needs improving.