

Pinvin C.E. First School

P.E. Skills and Understanding Progression Chart

	Generic	Gymnastics	Dance	Athletics	Games
Reception	<p>By the end of Reception, pupils should be able to:</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Handles tools, objects, construction and malleable materials safely and with increasing control. Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet. 	<p>By the end of Reception, pupils should be able to:</p> <ul style="list-style-type: none"> Jumps off an object and lands appropriately. Experiments with different ways of moving. Move confidently in a range of ways, safely negotiating space. Shows understanding of how to transport and store equipment safely. 	<p>By the end of Reception, pupils should be able to:</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Move confidently in a range of ways, safely negotiating space. Balance and co-ordination 	<p>By the end of Reception, pupils should be able to:</p>	<p>By the end of Reception, pupils should be able to:</p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Move confidently in a range of ways, safely negotiating space.

Year 1	<p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> • Describe how their body works when being physically active • Find and use space safely • Be aware of others using the same space • Move with confidence showing basic control and coordination when travelling • Cooperate with other children when using equipment, sharing space, solving problems and performing in pairs. 	<p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> • Remember and repeat actions showing accuracy & consistency when performing • Show a variety of rolling actions showing definition of body shape • Show a variety of jumping actions • Travel on various body parts • Climb/ hang/ swing using various pieces of apparatus and show increasing control and coordination • Show a variety of balances • Demonstrate the basic body shapes (wide, curled, long and twisted) • Choose and link actions (from a small range) • Carry, use and place apparatus safely, with guidance. 	<p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> • Show some sense of dynamic, expressive and rhythmic qualities • Choose appropriate movements to communicate a mood, idea or feeling • Remember and repeat short dance phrases and simple dances • Vary the way space is used 	<p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction • Link running and jumping activities with some fluency, control and consistency • Throw a variety of objects- changing action for accuracy and distance 	<p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> • Use basic underarm, rolling and hitting skills • Sometimes use overarm skills • Intercept, retrieve and stop a beanbag and a medium sized ball with some consistency • Sometimes catch a beanbag and a medium-sized ball • Track balls and other equipment sent to them, moving in line with the ball to collect it • Throw, hit and kick a ball in a variety of ways, depending on the needs of the game • Choose different ways of hitting, throwing, striking or kicking the ball • Decide where to stand to make it difficult for their opponent
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: • Recognise and describe how they feel before and after exercise • Describe how different activities affect their body • Know why it is important to be active and demonstrate this in PE lessons and around school • Show the ability to sustain their movements over an extended period of time • Describe what they and others have done • Say why they think their actions are being performed well and suggest ways they could improve their work • Work cooperatively with a partner and in a small group to improve their skills • Compete against personal best score, the success criteria, a time limit or others 	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: • Plan and repeat simple sequences of actions • Show contrasts in shape • Perform the basic gymnastic actions with coordination, control and variety • Use different speeds, levels, directions and pathways 	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: • Perform body actions with control and coordination • Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling • Link actions • Remember and repeat dance phrases • Perform short dances, showing an understanding of expressive qualities • Describe the mood, feelings and expressive qualities of dance 	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: • Run at fast, medium and slow speeds (show change of pace), changing speed and direction with precision • Link running and jumping activities with fluency, control and consistency • Throw a variety of objects- choosing appropriate action for accuracy and distance 	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: • Show awareness of opponents and team-mates when playing games • Perform basic skills of rolling, throwing, striking, kicking and receiving with more confidence • Apply these skills in a variety of simple games • Make choices about appropriate targets, space and equipment • Use a variety of simple tactics (when to pass or outwit an opponent, which type of pass to use and when to move into space to receive a pass, when to send, where to stand to mark an opponent, how to receive)
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Year 3	<p>By the end of Year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Explain how strength, speed, stamina and suppleness affect performance • Suggest and carry out warm-up activities- knowing which muscles they are exercising • Demonstrate that they can lead a healthy, active life- show stamina when participating • Compare and contrast movements (using appropriate language), commenting on similarities, differences and effectiveness • Suggest improvements to their own and other people's performances- suggest what needs practising- discuss how they went about tackling tasks • Work collaboratively when the challenge gets harder • Compete against personal best, success criteria and others in a variety of contexts 	<p>By the end of Year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task • Choose and plan sequences of contrasting actions and compositional principles • Adapt their own movements to include a partner in a sequence 	<p>By the end of Year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Improvise freely, translating ideas from a stimulus to a movement • Create dance phrases that communicate ideas • Share and create dance phrases with a partner and in a small group • Repeat, remember and perform these phrases in a dance • Use dynamic, rhythmic and expressive qualities clearly and with control 	<p>By the end of Year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Understand and demonstrate the difference between sprinting and running for sustained periods • Be able to run for a sustained period of time • Know and demonstrate a range of throwing techniques • Throw with some accuracy and power into a target area • Perform a range of jumps, showing consistent technique (sometimes using a short run-up) 	<p>By the end of Year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Throw and catch with control to keep possession and advance up the pitch/ court • Be aware of space and use it to support team-mates and cause problems for the opposition • Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent • Know and use rules fairly to keep games going • Use a range of skills eg throwing, striking, intercepting and stopping a ball, with some control and accuracy • Choose and vary skills and tactics to suit the situation in a game • Set up small games through knowing the rules, using them fairly to keep games going • Use a small range of racket skills
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Year 4	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? • Can they explain how their work is similar and different from that of others? • Can they use their comparison to improve their work? • Can they explain why warming up is important? • Can they explain why keeping fit is good for their health? 	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Can they work in a controlled way? • Can they include change of speed? • Can they include change of direction? • Can they include range of shapes? • Can they follow a set of 'rules' to produce a sequence? • Can they work with a partner to create, repeat and improve a sequence with at least three phases? 	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Can they respond imaginatively to a range of stimuli related to character and narrative? • Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group? • Can they refine, repeat and remember dance phrases and dances? • Can they perform dances clearly and fluently? • Can they show sensitivity to the dance idea and the accompaniment? • Do they show a clear understanding of how to warm-up and cool-down safely? • Do they describe, interpret and evaluate dance, using appropriate language? 	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Can they run at fast, medium and slow speeds, changing speed and direction? • Can they link running and jumping activities with some fluency, control and consistency? • Can they make up and repeat a short sequence of linked jumps? • Can they take part in a relay activity, remembering when to run and what to do? • Do they throw a variety of objects, changing their action for accuracy and distance? 	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Can they catch with one hand? • Can they throw and catch accurately? • Can they hit a ball accurately and with control? • Can they keep possession of the ball? • Can they move to find a space when they are not in possession during a game? • Can they vary tactics and adapt skills according to what is happening? • Can they make up their own small-sided game?
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	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Can they follow a map in a more demanding familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route accurately, safely and within a time limit? 				
Swimming					

	<p>Lower attainers:</p> <ul style="list-style-type: none"> • Can they swim between 25 and 50metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? 	<p>Mid Attainers:</p> <ul style="list-style-type: none"> • Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? 	<p>Higher Attainers:</p> <ul style="list-style-type: none"> • Can they swim further than 100 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use all 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? • Can they describe good swimming technique and show and explain it to others?
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