



Year Group	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	DANCE National Curriculum KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns						
ACTIONS	I can copy basic body actions and rhythms.	I can copy, remember and repeat actions.	I can copy, remember and repeat a series of actions	I can copy, remember and perform a dance phrase.	I can copy, remember and adapt set choreography.	I can accurately copy and repeat set choreography in different styles of dance, showing a good sense of timing.	I can perform dances confidently with accuracy and good timing.
SPACE and RELATIONSHIPS	I can choose and use travelling actions, shapes and balances.	I can choose actions for an idea.	I can select from a wider range of actions in relation to a stimulus.	I can create short dance phrases that communicate an idea.	I can choreograph, considering structure, individually, with a partner and in a group.	I can choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	I can work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
DYNAMICS	I can begin to use dynamics and expression with guidance.	I can show some sense of dynamic and expressive qualities.	I can show character through dynamics, actions and expression	I can match dynamic and expressive qualities to a range of ideas.	I can change dynamics to express changes in character and narrative.	I can confidently perform choosing appropriate dynamics to represent an idea.	I can improvise and combine dynamics demonstrating an awareness of the impact on performance.
PERFORMANCE	I can begin to count to music.	I can begin to use counts.	I can use counts with help to stay in time with the music.	I can use counts to keep in time with a partner or group.	I can use counts when choreographing short phrases.	I use counts accurately when choreographing to perform in time with others and the music.	I can use counts when choreographing and performing to improve the quality of work.
VOCABULARY	Count, fast, action, direction, finish, move, quickly, slowly, start, space, travel, shape slow, high, low	timing, pose, pathway, level, fast, copy, beat, balance	Dynamics, expression, timing, matching, mirroring, perform, speed, unison, create	Phrase, interact, formation, feedback, extend, explore, canon	structure, action, reaction, flow, order, phrase, relationships, performance, represent, rhythm, structure	Choreograph, collaboratively, motif, quality, choreography, genre, posture, transition	Aesthetic, freeze frame, mood, inspiration, style, rehearse, express, refine, stimulus

St. Paul's School, Chipperfield – Progression of Skills Document for PE 2023



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Skill	GAMES through ball skills, sending and receiving, invasion, target, net and wall and striking and fielding National Curriculum KS1: To participate in team games, developing simple tactics for attacking and defending. To master basic movements including running, jumping, throwing and catching. KS2: To use running, jumping, throwing and catching in isolation and in combination. To play competitive games and apply basic principles suitable for attacking and defending.						
CONTROL WITH HANDS	I can drop and catch with two hands	I can drop and catch a ball after one bounce on the move.	I can dribble a ball with 2 hands on the move.	I can dribble the ball with one hand with some control in game situations.	I can link dribbling the ball with other actions with increasing control.	I can use dribbling to change direction of play with some control and under pressure.	I can use dribbling to change direction of play and control under pressure.
CONTROL WITH FEET	I can move a ball with my feet.	I can move a ball using different parts of my foot.	I can dribble a ball with some success, stopping it when required.	I can dribble a ball with feet with some control in game situations.	I can change direction when dribbling with feet with some control in game situations	I can dribble with feet with some control under increasing pressure.	I can use a variety of dribbling techniques to maintain possession under pressure.
SENDING WITH HANDS	I can throw and roll a variety of equipment.	I can throw and roll towards a target with some varying techniques	I can throw and roll towards a target using varying techniques with some success.	I can use a variety of throwing techniques in game situations.	I can use a variety of throwing techniques with increasing success in game situations.	I can use a variety of throwing techniques with some control under increasing pressure.	I can use a variety of throwing techniques including fake passes to outwit an opponent.
SENDING WITH FEET	I can kick a larger ball into space.	I can kick towards a stationary target.	I can show balance when kicking towards a target.	I can kick towards a partner in game situations.	I can kick with increasing success in game situations.	I can use a variety of kicking techniques with some control under increasing pressure.	I can select and apply the appropriate kicking technique with control.
RECEIVING WITH HANDS	I can stop a beanbag or large ball sent to me with my hands	I can catch a beanbag and a medium-sized ball.	I can catch an object passed to me, with and without a bounce.	I can catch a ball passed to me using one or two hands with some success.	I can catch a ball passed to me using one and two hands with increasing success.	I can catch and intercept a ball using one or two hands with some success in games.	I can catch and intercept a ball using one or two hands with increasing accuracy in a game.
RECEIVING WITH FEET	I can attempt to stop a large ball sent to my feet.	I can attempt to track balls and other equipment sent to me.	I can move to track a ball and stop it using feet with limited success.	I can receive a ball sent to me using different parts of my feet.	I can receive a ball using different parts of my foot under pressure.	I can receive a ball using different parts of my feet under pressure with increasing accuracy.	I can receive a ball with consideration to the next move.
STRIKING	I can hit a ball with my hands	I can strike a stationary ball using a racket.	I can strike a ball using a racket.	I can strike a ball varying my techniques.	I can strike a ball using varying techniques increasing accuracy.	I can strike a ball using a wider range of skills, applying these under some pressure.	I can strike a ball using a wider range of skills to outwit an opponent, applying them with increasing control under pressure.
MOVEMENT	I can run and stop when instructed.	I can run, stop and change direction with some balance and control.	I can run, stop and change direction with balance and control.	I can change direction with increasing speed in game situations.	I can change direction to lose an opponent with some success.	I can use a variety of techniques to change direction to lose an opponent.	I can confidently change direction to successfully outwit an opponent.
SPACE	I can move around, showing limited awareness of others.	I can recognise space in relation to others.	I can move to space to help score goals or limit others scoring.	I can use space with some success in game situations.	I can create and use space with some success in game situations.	I can create and use space for self and others with some success.	I can successfully create and use space for self and others to outwit an opponent.
TACTICS	I can make simple decisions in response to a stimulus.	I can begin to use simple tactics with guidance.	I can use simple tactics.	I can use simple tactics individually and on a team.	I can use simple tactics to help my team score or gain possession.	I can understand the need for tactics and can identify when to use them in different situations.	I can work collaboratively to create tactics within my team and evaluate the effectiveness of these.
VOCABULARY	Pass, space, catch, direction, team, kick, run, path, safely, throw, stop, balance, points, dribble, partner, rules, aim, jump, score, path, points, land, lose, win, hit	Dodge, mark, track, goal, defender, attacker, underarm, batting, bowl, fielding, overarm, fielder, net, ready position	Goalkeeper, opponent, possession, teammate, send, tactic, defend, send, attack, shoot, receive, backstop, stump, trap, return	Accurate, communicate, intercept, invasion, offside, tackle, opposition, pitch, court, receiver, referee, teamwork, tournament, control, umpire, onside, technique, wicket, rally, react, face	Decision, limit, deny, pressure, delay, gain, protect, obstruct, opinion, cushion, opposing, momentum, supporting, accelerate, retrieve, cushion	Angle, ball carrier, barrier, close down, create, dominant, drive, sportsmanship, maintain, situation, stance, rebound, support, long barrier, deep catch, groundstroke, serve, option, adjust, baseline, non-dominant	Consecutive, dictate, appropriate, ball side, turnover, transition, abide, consistency, contest, draw, assess, footwork, recover, doubles, service



Year Group	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	GYMNASTICS including yoga National Curriculum KS1: To master basic movements as well as developing balance, agility and co-ordination KS2: To develop flexibility, strength, technique, control and balance.						
BALANCE	I can create shapes showing a basic level of stillness using different parts of the body.	I can perform balances making my body tense, stretched and curled.	I can perform balances on different body parts with some control and balance.	I can complete balances with increasing stability, control and technique.	I can use body tension to perform balances both individually and with a partner.	I can show increasing control and balance when moving from one balance to another.	I can combine and perform more complex balances with control, technique and fluency.
STRENGTH	I can take weight on different body parts.	I can take body weight on hands for short periods of time.	I can take weight on different body parts, with and without apparatus.	I can demonstrate some strength and control when taking weight on different body parts for longer periods of time.	I can demonstrate increasing strength, control and technique when taking own and others weight.	I can use strength to improve the quality of an action and the range of actions available.	I can demonstrate more complex actions with a good level of strength and technique.
FLEXIBILITY	I can show shapes and actions that stretch my body.	I can demonstrate poses and movements that challenge my flexibility.	I can show increased awareness of extension and flexibility in actions.	I can demonstrate increased flexibility and extension in my actions.	I can demonstrate increased flexibility and extension in more challenging actions.	I can use flexibility to improve the quality of the actions I perform as well as the actions I choose to link to them.	I can confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
SEQUENCE	I can copy and link simple actions together.	I can remember, repeat and link simple actions together.	I can copy, remember, repeat and plan linking simple actions with some control and technique.	I can choose actions that flow well into one another both on and off apparatus.	I can plan and perform sequences showing control and technique with and without a partner.	I can create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	I can plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
VOCABULARY	Around, balance, bend, copy, hold, jump, land, over, rock, roll, shape, squeeze, star, still, straight, through, travel	Action, control, direction, level, speed	Link, pathway, pike, sequence, straddle, tuck	Body tension, contrast, flow, extend, match, patch, landing position, point, take off	Bridge, inverted, fluidity, momentum, perform, shoulder stand, rotation, stability, wrist grip	Decide, canon, cartwheel, asymmetrical, extension, mirroring, observe, identify, performance, quality, transition, stable, symmetrical, synchronisation	Cohesion, counter-balance, counter-tension, inverted, vault, refine, handstand, execution, engage, flight, formation, structure, progression, aesthetics, contrasting



Year Group	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	ATHLETICS/ FUNDAMENTAL MOVEMENTS National Curriculum KS1: To master the basic movements including running, jumping and throwing, as well as developing agility, balance and co-ordination, and begin to apply these in a range of activities. KS2: To use running, jumping and throwing in isolation and in combination and to develop flexibility, strength, technique, control and balance.						
RUNNING	I can run and stop with some control.	I can attempt to run at different speeds showing an awareness of technique.	I can show balance and co-ordination when running at different speeds.	I can show balance, coordination and technique when running at different speeds, stopping with control.	I can demonstrate how and when to speed up and slow down when running.	I can run at the appropriate speed over longer distances or for longer periods of time.	I can demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
LINKING ACTIONS	I can explore skipping as a travelling action.	I can begin to link running and jumping movements with some control.	I can link running and jumping movements with some control and balance.	I can link running, hopping and jumping actions using different take offs and landings.	I can link hopping and jumping with some control.	I can show control at take-off and landing in more complex jumping activities.	I can link running, jumping and hopping actions with greater control and co-ordination.
JUMPING	I can jump and hop with bent knees.	I can jump, hop and leap, choosing which allows me to jump the furthest.	I can show hopping and jumping movements with some balance and control.	I can jump for distance and height with an awareness of technique.	I can jump for distance and height showing balance and control.	I can perform a range of more complex jumps showing some technique.	I can perform jumps for height and distance using good technique.
THROWING	I can throw larger balls and beanbags into space.	I can throw towards a target.	I can change technique to throw for distance.	I can throw various objects, changing my action for accuracy and distance.	I can throw with some accuracy and power towards a target area.	I can show accuracy and power when throwing for distance.	I can show accuracy and good technique when throwing for distance.
BALANCE	I can balance whilst stationary and on the move.	I can show some control and balance when travelling at different speeds.	I can show control and balance when travelling at different speeds.	I can demonstrate balance when performing other fundamental skills.	I can demonstrate good balance when performing other fundamental skills.	I can demonstrate good balance and control when performing other fundamental skills.	I can show fluency and control when travelling, landing, stopping and changing direction.
AGILITY	I can change direction at a slow pace.	I can begin to show balance and co-ordination when changing direction.	I can demonstrate balance and co-ordination when changing direction.	I can show balance when changing direction in combination with other skills.	I can show balance when changing direction at speed in combination with other skills.	I can demonstrate improved body posture and speed when changing direction.	I can change direction with fluent action and can transition smoothly between varying speeds.
CO-ORDINATION	I can explore moving different body parts together.	I can use co-ordination with and without equipment.	I can perform actions with increased control when co-ordinating my body with and without equipment.	I can co-ordinate my body with increased consistency in a variety of activities.	I can begin to co-ordinate my body at speed in response to a task.	I can co-ordinate a range of my body parts at increased speeds.	I can co-ordinate a range of my body parts with a fluent action at a speed appropriate to the challenge.
VOCABULARY	Balance, bend, direction, fast, hop, jump, jog, land, rules, run, safe, safely, slow, space, stop, target, throw	Walk, time, quickly, leap, underarm, overarm, further, control	Distance, sprint, height, landing, far, aim, take off	Personal best, speed, technique, relay, power, baton, accuracy, event, strength	Stamina, pace, stride, transfer of weight, measure, launch, heave, official, officiate, record	Consistent, changeover, track, approach, momentum, drive, dominant, shot put, field, force, javelin	Maximum, strategy, rhythm, pattern, phrase, grip, fling, stance, release, meet, explosive, discus



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Skill	OAA National Curriculum KS1: To participate in team games, developing simple tactics. KS2: To take part in outdoor and adventurous activity challenges both individually and within a team.						
COMMUNICATION	I can follow simple instructions.	I can follow instructions.	I can follow instructions accurately.	I can follow instructions from a peer and give simple instructions.	I can accurately follow instructions given by a peer and give clear and usable instructions to a peer.	I can use clear communication when working in a group and taking on different roles.	I can communicate with others clearly and effectively when under pressure.
COLLABORATION	I can share my ideas with others.	I can begin to work with a partner and a small group.	I can work co-operatively with a partner and a small group, taking turns and listening to each other.	I can work collaboratively with a partner and a small group, listening to and accepting others' ideas.	I can confidently communicate ideas and listen to others before deciding on the best approach.	I can begin to lead others, providing clear instructions.	I can confidently lead others and show consideration of including all within a group.
SOLVING PROBLEMS	I can explore activities making own decisions in response to a task.	I can understand the rules of a game and suggest ideas to solve simple tasks.	I can try different ideas to solve a task.	I can plan and attempt to apply strategies to solve problems.	I can plan and apply strategies to solve problems.	I can plan and apply strategies with others to more complex challenges.	I can use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem.
ORIENTEERING	I can make decisions about where to move in space and follow a path.	I can copy a simple diagram/ map.	I can follow and create a simple map/ diagram.	I can orientate and follow a diagram/map.	I can identify key symbols on a map and use a key to help navigate around a grid.	I can orientate a map confidently using it to navigate around a course.	I can confidently and efficiently orientate a map, identifying key features to navigate around a course.
REFLECTION	I can begin to identify personal success.	I can identify own and others' success.	I can understand when a challenge is solved successfully and begin to suggest simple ways to improve.	I can reflect on when and why challenges are solved successfully and use others' success to help me to improve.	I can watch, describe and evaluate the effectiveness of my team strategy, giving ideas for improvements.	I can explain why a particular strategy worked and alter methods to improve.	I can accurately reflect on when challenges are solved successfully and suggest thought out improvements.
VOCABULARY	Backwards, direction, forwards, partner, path, rules, safely, score, sideways, space, stop, team	Talk, challenge, plan, listen, lead, instructions, share, co-operate	Successful, map, support, solve, communicate, include	Teamwork, trust, tactics, symbol, route, course, interrupt, honest, discuss, compass, collaborate	Effectively, leader, key, reflect, role, orientate, navigate	Visual, verbal, strategy, critical thinking, landmark, negotiate, concise, compromise, cardinal points	Adhere, contribute, approach, evaluate, determine, inclusive, location



Year group	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	Social, Emotional, Thinking (SET)						
SOCIAL	I can take turns, share equipment and share ideas.	I can encourage others, talk to a partner about ideas and take turns to listen and work with a partner or small group to play games and solve challenges.		I can encourage and motivate others, work with others to achieve a common goal or self-manage games.		I can share ideas and work together to decide on the best approach, lead others and show consideration of inclusivity and communicate with others clearly and effectively.	
EMOTIONAL	I can try again, practise skills independently and I am confident to try new tasks and challenges.	I am determined to continue working over a longer period to complete challenges and tasks; I can explore skills independently and I am confident to share ideas, contribute and perform in front of others.		I can persevere when finding it difficult, understand my best and work to achieve it, begin to use rules showing fairness and honesty, and show empathy.		I understand what maximum effort looks and feels like, showing determination to achieve it; I can use different strategies to persevere to achieve personal bests; I can compete within the rules, showing fair play and honesty when playing independently and I can confidently attempt tasks and challenges outside my comfort zone.	
THINKING	I can begin to identify personal success, choose own movements and actions in response to simple tasks and provide simple feedback saying what I thought was good.	I can make decisions when presented with a simple challenge, begin to select and apply skills and provide feedback beginning to use keywords from the lesson.		I can make quicker decisions when selecting and applying skills, select and apply from a wider range of skills and actions and provide feedback using key vocabulary.		I can reflect and evaluate my performances as a group and individual suggesting areas for improvement, recognise and explain my process when playing games or completing tasks, identify my own strengths and areas for development providing sensitive feedback and suggesting and improvements, and select and apply appropriate skills for the situation under pressure.	