

Maltese Road Primary School Progression of Skills

P.E.

Knowledge Skills and Understanding	
Acquiring and developing skills (EYFS)	<ul style="list-style-type: none"> • Can they dress and undress independently, successfully managing fastening buttons or laces? • Can they show increasing control over an object? • Can they negotiate space successfully when playing racing and chasing games? • Can they show good control and co-ordination in large and small movements? (ELG) • Can they move confidently in a range of ways, safely negotiating space? (ELG)
Acquiring and developing skills (Year 1)	<ul style="list-style-type: none"> • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care?
Acquiring and developing skills (Year 2)	<ul style="list-style-type: none"> • Can they copy and remember actions? • Can they repeat and explore actions with control and coordination?
Acquiring and developing skills (Year 3)	<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?
Acquiring and developing skills (Year 4)	<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 make up their own small-sided game?
Acquiring and developing skills (Year 5)	<ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movements?
Acquiring and developing skills (Year 6)	<ul style="list-style-type: none"> • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency?

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Knowledge Skills and Understanding	
Evaluating and improving (EYFS)	<ul style="list-style-type: none"> • Can they observe the effects of activity on their bodies? • Can they play in a group, extending and elaborating play ideas?
Evaluating and improving (Year 1)	<ul style="list-style-type: none"> • Can they talk about what they have done? • Can they describe what other people did?
Evaluating and improving (Year 2)	<ul style="list-style-type: none"> • Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve?
Evaluating and improving (Year 3)	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved?
Evaluating and improving (Year 4)	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • Can they use their comparison to improve their work?
Evaluating and improving (Year 5)	<ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work?
Evaluating and improving (Year 6)	<ul style="list-style-type: none"> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating?

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Knowledge Skills and Understanding	
Health and fitness (EYFS)	<ul style="list-style-type: none"> • Can they talk about ways to keep healthy and safe? • Can they observe the effects of activity on their bodies? • Do they know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe? (ELG)
Health and fitness (Year 1)	<ul style="list-style-type: none"> • Can they describe how their body feels before, during and after an activity?
Health and fitness (Year 2)	<ul style="list-style-type: none"> • Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?
Health and fitness (Year 3)	<ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities?
Health and fitness (Year 4)	<ul style="list-style-type: none"> • Can they explain why warming up is important? • Can they explain why keeping fit is good for their health?
Health and fitness (Year 5)	<ul style="list-style-type: none"> • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important?
Health and fitness (Year 6)	<ul style="list-style-type: none"> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise?

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Knowledge Skills and Understanding	
Dance (EYFS)	<ul style="list-style-type: none"> • Can they experiment with different ways of moving? • Can they move confidently in a range of ways, safely negotiating space? • Can they join in and copy movements? • Can they create movement in response to music? • Can they represent their own ideas, thoughts and feelings through, dance (ELG)
Dance (Year 1)	<ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely?
Dance (Year 2)	<ul style="list-style-type: none"> • Can they dance imaginatively? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling?
Dance (Year 3)	<ul style="list-style-type: none"> • Can they improvise freely, translating ideas from a stimulus into movement? • Can they share and create phrases with a partner and in small groups? • Can they repeat, remember and perform these phrases in a dance?
Dance (Year 4)	<ul style="list-style-type: none"> • Can they take the lead when working with a partner or group? • Can they use dance to communicate an idea? • Can they work on their movements and refine them? • Is their dance clear and fluent?
Dance (Year 5)	<ul style="list-style-type: none"> • Can they compose their own dances in a creative and imaginative way? • Can they perform to an accompaniment, expressively and sensitively? • Are their movements controlled? • Does their dance show clarity, fluency, accuracy and consistency?
Dance (Year 6)	<ul style="list-style-type: none"> • Can they develop imaginative dances in a specific style? • Can they choose their own music, style and dance?

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Knowledge Skills and Understanding	
Games (EYFS)	<ul style="list-style-type: none"> • Can they negotiate space successfully when playing racing and chasing games? • Can they play in a group, extending and elaborating play ideas? • Can they adjust speed or change direction to avoid obstacles? • Can they move confidently in a range of ways, safely negotiating space? (ELG) • Can they show good control and co-ordination in large and small movements? (ELG)
Games (Year 1)	<ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways?
Games (Year 2)	<ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules?
Games (Year 3)	<ul style="list-style-type: none"> • Can they throw and catch with control when under limited pressure? • Are they aware of space and use it to support team-mates and cause problems for the opposition? • Do they know and use rules fairly to keep games going? • Can they keep possession with some success when using equipment that is not used for throwing and catching skills?
Games (Year 4)	<ul style="list-style-type: none"> • Can they run over a long distance? • Can they spring over a short distance? • Can they throw in different ways? • Can they hit a target? • Can they jump in different ways?
Games (Year 5)	<ul style="list-style-type: none"> • Can they gain possession by working as a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot?

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Games
(Year 6)

- Can they explain complicated rules?
- Can they make a team plan and communicate it to others?
- Can they lead others in a game situation?

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Knowledge Skills and Understanding	
Gymnastics (EYFS)	<ul style="list-style-type: none"> • Can they travel with confidence and skill around, under, over and through balancing and climbing equipment? • Can they experiment with different ways of moving? • Can they jump off an object and land appropriately? • Can they move confidently in a range of ways, safely negotiating space? (ELG) • Can they show good control and co-ordination in large and small movements? (ELG)
Gymnastics (Year 1)	<ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?
Gymnastics (Year 2)	<ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?
Gymnastics (Year 3)	<ul style="list-style-type: none"> • Can they use a greater number of their own ideas for movement in response to a task? • Can they adapt sequences to suit different types of apparatus and their partner's ability? • Can they explain how strength and suppleness affect performances? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences?
Gymnastics (Year 4+)	<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?

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<p>Gymnastics (Year 5)</p>	<ul style="list-style-type: none">• Can they make complex or extended sequences?• Can they combine action, balance and shape?• Can they perform consistently to different audiences?• Are their movements accurate, clear and consistent?
<p>Gymnastics (Year 6)</p>	<ul style="list-style-type: none">• Do they combine their own work with that of others?• Can they link their sequences to specific timings?

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Knowledge Skills and Understanding	
Multi-skills/Athletics (EYFS)	<ul style="list-style-type: none"> • Can they throw and kick at a target? • Can they negotiate space? • Can they adjust speed and direction to avoid obstacles? • Can they jump in a range of ways? • Can they show increase control over an object in throwing, catching and kick it? • Can they show good control and co-ordination in large and small movements? (ELG)
Multi-skills/Athletics (Year 1)	<ul style="list-style-type: none"> • Can they run at different speeds? • Can they jump from a standing position? • Can they perform a variety of throws with basic control? • Can they use equipment safely?
Multi-skills/Athletics (Year 2)	<ul style="list-style-type: none"> • Can they change speed and direction whilst running? • Can they jump from a standing position with accuracy? • Can they Perform a variety of throws with control and coordination?. • Can they use equipment safely?
Multi-skills/Athletics (Year 3)	<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?
Athletics (Year 4)	<ul style="list-style-type: none"> • Can they run over a long distance? • Can they spring over a short distance? • Can they throw in different ways? • Can they hit a target? • Can they jump in different ways?
Athletics (Year 5)	<ul style="list-style-type: none"> • Are they controlled when taking off and landing in a jump? • Can they throw with accuracy? • Can they combine running and jumping? • Can they follow specific rules?

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Athletics
(Year 6)

- Can they demonstrate stamina?
- Can they use their skills in different situations?

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Knowledge Skills and Understanding	
Outdoor/Adventurous (EYFS)	
Outdoor/Adventurous (Year 1)	
Outdoor/Adventurous (Year 2)	
Outdoor/Adventurous (Year 3)	<ul style="list-style-type: none"> · Can they follow a map in a 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 safely?
Outdoor/Adventurous (Year 4)	<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?
Outdoor/Adventurous (Year 5)	<ul style="list-style-type: none"> · Can they follow a map in an unknown location? · Can they use clues and compass directions to navigate a route? · Can they change their route if there is a problem? · Can they change their plan if they get new information?

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Outdoor/Adventurous
(Year 6)

- Can they plan a route and series of clues for someone else?
- Can they plan with others taking account of safety and danger?