



	End of Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<b>Dance</b>	<p>To move to music.</p> <p>To copy dance moves.</p> <p>To perform some dance moves.</p> <p>To try new activities.</p> <p>To move around the space safely.</p> <p>To talk about what they and others have done.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif (a movement that shows an idea)</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to</p> <p>Create a simple dance.</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Watch and describe performances and use what they see to improve their own performance.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p>



## Lakeside Primary Academy – PE Progression of Skills

					<p>ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>compare and improve work.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
	<p>Vocabulary: Travel, jump, spin, shape, motif, improvise, beat, emotion, relationship</p>	<p>Vocabulary: Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, mirror, unison, improvise, canon, beat</p>		<p>Vocabulary: direction, tempo, timing, pivot, formation, canon, unison, Line dancing, Charleston step, chassé, strut, Rhythm, phrasing, improvise, space, dynamics, Sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order, variation, sections, collaboration, expression, relationship, mirror, match, mood</p>		<p>Vocabulary: direction, tempo, timing, pivot, formation, canon, unison, Line dancing, Charleston step, chassé, strut, rhythm, phrasing, improvise, space, dynamics, Sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order, variation, sections, collaboration, expression, relationship and mood, posture, control, fluency, choreograph, mirror, match, routine, pose</p>	
<b>Gym</b>	<p>To try new things</p> <p>To explain why we have safety rules for gym</p> <p>Show different types of balance</p> <p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half- turn jump</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p>Straight jump</p> <p>Tuck jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Cat leap</p> <p>Crouched forward roll</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p>



## Lakeside Primary Academy – PE Progression of Skills

	<p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Talk about what they and others have done</p>	<p>Cat spring</p> <p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> <p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p> <p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p>	<p>Jumping jack</p> <p>Half- turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p> <p>Hurdle step onto springboard/ gymnastic table</p> <p>Straight jump off gymnastic table</p> <p>Tuck jump off gymnastic table</p>	<p>Forward roll from standing</p> <p>Tucked backward roll</p> <p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p>	<p>throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Begin Performing different rolls, including:</p> <p>Forward roll</p> <p>Backward roll</p>	<p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
--	---	--	---	---	--	---	---



## Lakeside Primary Academy – PE Progression of Skills

		Move around, under, over, and through different objects and equipment.  Begin to move with control and care					
		Vocabulary: travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle, star, forward, teddy bear rolls, along, over, onto and off, tuck, pike, straddle, star, straight, direction, level, travelling, combination		Vocabulary: travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle, star, egg, forward, teddy bear rolls, along, over, onto and off, tuck, pike, straddle, star, straight, direction, level, travelling, combination, landing shapes, jumps, shapes, rolls and balance, Teamwork, co-operation		Vocabulary: Front and back support, symmetrical, asymmetrical, balance, shape, sequence, Level, direction, rotation, dynamic movement, rolling, bridging, counterbalance, tension, pull, push, extend, fluency, tension, dish, arch, twist, flexibility, floor, wall bars	
<b>Games</b>	<p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards</p> <p>Play a range of chasing game.s</p> <p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p> <p>Follow simple rules.</p> <p>Think about other players' feelings.</p> <p>Talk about what they and others have done.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple game.s</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to</p>



## Lakeside Primary Academy – PE Progression of Skills

				independently to carry out different skills.	can be used to differentiate a game.  Apply basic skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and combination.		support creation of new games.  Can make suggestions as to what resources can be used to differentiate a game.  Apply knowledge of skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and in combination.
	Vocabulary: Throw, catch, warm up, send, receive, underarm, overarm, react, balance, bounce, kick, ball, beanbag	Vocabulary: Throw, catch, target, bat, racket, warm up, scoring, send, receive, underarm, overarm, balance, agility, co-ordination, accuracy, timing, bounce, shot weight, dribble, trap, kick, sideways, cushion. Kwik cricket, rotate, movement pattern, fielding, strike, rounders, base		Vocabulary: Awareness, tactics, defend, attack, position, movement, control, ball control, dribble, try, dodging, turnover, shooting, throw on, catch, throw, prepared, ready, gather, clockwise, anti-clockwise, technique, aim, follow, accuracy, power, ball, score, wickets, stumps Soft hands, target hands, stumped, bowling, run, long barrier, surface area, safe zone, retrieve, racket, court, net, shot, rally, serve, aim, forehand, backhand		Vocabulary: Footwork, land, step, pivot, pass, receive, push, point, chest pass, overhead pass, shoulder pass, bounce pass, , marking, intercepting, Netball, goal shooter (GS), goal attack (GA), centre (C), goal defence (GD), goal keeper (GK), tag, hop, skip, try, dodging, turnover, shooting, throw on, grip, wicket keeper, action, release, follow through, bowl, backstop, overhead clear, opponent, back line, pressure, disguise, outwit, doubles, drop shot, volley, low serve, high serve	
<b>Athletics</b>	To try new things  To run at different speeds.  Can jump from a standing position.  Performs a variety of throws.  Roll items in different ways  Throw underarm  Throw an object at a target.  Move carefully in different spaces.	Can run at different speeds.  Can jump from a standing position  Performs a variety of throws with basic control.	Can change speed and direction whilst running.  Can jump from a standing position with accuracy.  Performs a variety of throws with control and co-ordination.  <i>preparation for shot put and javelin</i>  Can use equipment safely	Beginning to run at speeds appropriate for the distance.  <i>e.g. sprinting and cross country</i>  Can perform a running jump with some accuracy.  Performs a variety of throws using a selection of equipment.  Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.	Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.





## Lakeside Primary Academy – PE Progression of Skills

	Talk about what they have done.					Can use equipment safely and with good control.	Can use equipment safely and with good control.
	Vocabulary: Speed, hopping, balance, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping	Vocabulary: Speed, take off, landing, hopping, balance, mobility, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping, direction, swing, power, hurdle, relaxed, distance		Vocabulary: change over, technique, improve, baton, pace, stride length, effort, knee lift, javelin, pull, position, long jump, extend, bend, control		Vocabulary: continuous, sprint start, standing start, handover	
<b>Outdoor Adventurous Activities</b>				<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
<b>Swimming</b>							<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>



Lakeside Primary Academy – PE Progression of Skills



					Vocabulary: freestyle, pull, flutter kick, breaststroke, frog kick, water safety, butterfly, dolphin kick, propel, rotate, stroke, backstroke, breathe, dive, jump, roll, float, sink, handstand, race, length, width		
--	--	--	--	--	---	--	--