



St William of York Catholic Primary School

Progress in Skills and Knowledge: PE



Skills/Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p><u>Ourselves</u></p> <ul style="list-style-type: none"> • Responding in movement to words and music • Creating their own movement <p><u>Nursery Rhymes</u></p> <ul style="list-style-type: none"> • Moving in sequence • Exploring character movements 	<ul style="list-style-type: none"> • Perform basic body actions sometimes using counts. • Use different parts of the body in isolation and together. • Explore pathways. • Show some sense of dynamic and expressive qualities in my dance. • Choose appropriate movements for different dance ideas. • Perform dance phrases using simple movement patterns. • Move confidently and safely. • Vary the way I use space. • Recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> • Perform body actions with control and coordination. • Sometimes use counts to stay in time with music. • Choose movements with different dynamic qualities to express an idea, mood or feeling. • Remember and repeat dance phrases. • Work with a partner using mirroring and unison. • Describe how my body feels during exercise. 	<ul style="list-style-type: none"> • Create dance phrases that communicate ideas. • Create dance phrases with a partner and in a small group using canon and unison. • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Recognise and talk about the movements used and the expressive qualities of dance. 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances clearly and fluently. • Describe, interpret and evaluate dance, using appropriate language. • Explain what 	<ul style="list-style-type: none"> • Adapt and refine the way I use actions, dynamics and relationships in my dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Suggest ways to improve my own and other people's work. • Lead a partner through short warm-up routines 	<ul style="list-style-type: none"> • Work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances. • Adapt and refine the way I use actions, dynamics and relationships to improve my dance. • Choreograph a dance using props. • Perform dances fluently and with control. • Use appropriate language to evaluate and refine my own and others' work. • Lead a small group through a short warm-up routine.

					happens to my body when I exercise		
Gymnastics	<p><u>Moving</u></p> <ul style="list-style-type: none"> • Explore moving and making shapes using different body parts • Explore moving in different directions • Explore big and small ways of moving and making shapes • Moving in pairs • Creating shapes in pairs <p><u>High, Low, Over, Under</u></p> <ul style="list-style-type: none"> • Introduction to high, low, over and under • Introduction to the apparatus 	<ul style="list-style-type: none"> • Remember and repeat actions and shapes. • Make my body tense, relaxed, stretched and curled. • Show an awareness of space when travelling. • Link simple actions together. • Recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> • Plan and repeat simple sequences of actions. • Use shapes when performing other skills. • Use directions and levels to make my work look interesting. • Perform the basic gymnastic actions with some control and balance. • Describe how my body feels during exercise. 	<ul style="list-style-type: none"> • Use a greater number of my own ideas for movements in response to a task. • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control and choose actions that flow well into one another. • Move in unison with a partner. • Adapt sequences to suit different types of apparatus. • With help, recognise how performances could be improved. • Understand why it is important to warm up. 	<ul style="list-style-type: none"> • Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Understand how body tension can improve the control and quality of my movements. • Explain what happens in my body when I warm up. • Watch, describe and suggest possible improvements to others' performances and my own. • Identify some muscle groups used in gymnastic activities. 	<ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance. • Lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • Understand what counter balance and counter tension is and can show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences taking using compositional devices to improve the quality. • Lead a small group through a short warm-up routine. • Suggest changes and use feedback to improve a sequence.
Striking and Fielding	<p><u>Ball Skills Hands</u></p> <ul style="list-style-type: none"> • Explore throwing overarm and underarm 	<ul style="list-style-type: none"> • Roll a ball towards a target. 	<ul style="list-style-type: none"> • Roll a ball to hit a target. • Develop underarm and 	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills 	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills 	<ul style="list-style-type: none"> • Sometimes strike a bowled ball. • Develop a 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency.

	<ul style="list-style-type: none"> • Explore rolling, stopping a ball and catching 	<ul style="list-style-type: none"> • Stop a medium sized ball with some consistency • Sometimes catch a beanbag and a medium - sized ball. • Track a ball. • Know how to score points. • Push a ball using my hand and an object. • Recognise changes in my body when I do exercise 	<p>overarm throwing skills.</p> <ul style="list-style-type: none"> • Sometimes hit a ball using a racket. • Know how to score points and can remember the score. • Track a ball and stop it. • Apply these skills in a variety of simple games. • Use some simple tactics. • Describe how my body feels during exercise 	<ul style="list-style-type: none"> • Begin to strike a bowled ball. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations. • Understand the aim of the game. • Learn the rules of the game and I am beginning to use them. • Understand why it is important to warm up. • Identify when I was successful 	<p>with increasing accuracy.</p> <ul style="list-style-type: none"> • Sometimes strike a bowled ball. • Bowl a ball with some accuracy, and consistency. • Choose and use simple tactics for different situations. • Understand the rules of the game and use them often. • Explain what happens in my body when I warm up. • Identify when I was successful and what I need to do to improve. 	<p>wider range of skills and begin to use these under some pressure.</p> <ul style="list-style-type: none"> • Use the skills I prefer with increasing consistency. • Understand the need for tactics and begin to choose and use some tactics effectively. • Understand the rules of the game and use them to play fairly. • Understand there are different skills for different situations and begin to use this. • Recognise my own and others strengths and areas for development and suggest ways to improve. • Lead a partner through short warm -up routines 	<ul style="list-style-type: none"> • Understand and can use some tactics in the game as a batter, bowler and fielder. • Use a wider range of skills in game situations. • Select the appropriate action for the situation. • Use the rules of the game consistently. • Lead a small group through a short warm -up routine. • Identify my own and others' strengths and areas for development and suggest ways to improve
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<p style="text-align: center;">Invasion Games</p>	<p><u>Ball Skills Feet</u></p> <ul style="list-style-type: none"> • Explore and develop moving with a ball using our feet • Understand dribbling • Develop dribbling against an opponent <p><u>Ball Skills Hands</u></p> <ul style="list-style-type: none"> • Explore pushing and rolling • Combine pushing and rolling 	<ul style="list-style-type: none"> • Dribble a ball with my hands and feet. • Know who is on my team. • Send and receive a ball. • Stay with another player when defending. • Help my team to score. • Find space and recognise changes in the body when doing exercise. • Know how to score points. 	<ul style="list-style-type: none"> • Sometimes dribble a ball with my hands and feet • Know who is on my team and attempt to send the ball to them. • Move with a ball towards goal. • Describe how my body feels during exercise. • Dodge and find space away from the other team. • Stay with another player to try and prevent them from getting the ball. • Know how to score points and remember the score. 	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with some control. • Learn the rules of the game and begin to use them. • Move with a ball towards goal with increasing control. • Understand my role as an attacker and as a defender. • Move into space to help my team. • Defend an opponent and try to win the ball. • Understand why it is important to warm up. • Identify when I was successful. 	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with increasing control. • Understand the rules of the game and use them most of the time. • Help my team keep possession and score goals when I play in attack. • Delay and help prevent the other team from scoring when I play in defence. • Use simple tactics to help my team score or gain possession. • Explain what happens in my body when I warm up. • Identify when I was successful and what I need to do to improve. 	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with some control under pressure. • Understand the rules of the game and use them often. • Understand there are different skills for different situations and begin to use this. • Move into space to help my team. • Know what position I am playing in and how to contribute when attacking and defending. • Recognise my own and others strengths and areas for development and suggest ways to improve. • Lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation. • Use the rules of the game consistently. • Create and use a variety of tactics to help my team. • Create and use space to help my team. • Select and apply different movement skills to lose a defender. • Lead a small group through a short warm-up routine. • Identify my own and others' strengths and areas for development and can suggest ways to improve. • Use marking, tackling and/or interception to

							improve my defence.
Net/Wall Games		<ul style="list-style-type: none"> • Throw and push a ball in a variety of ways. <ul style="list-style-type: none"> • Sometimes catch a beanbag and a mediumsized ball. • Track balls and other equipment sent to me. • Throw and hit a ball in a variety of ways. • Recognise changes in my body when I do exercise. • Know how to score points 	<ul style="list-style-type: none"> • Show awareness of opponents when playing games. <ul style="list-style-type: none"> • Roll and hit a ball. • Apply these skills in a variety of simple games. • Describe how my body feels during exercise. • Work with a partner to improve my skill. • Know how to score points and can remember the score. 	<ul style="list-style-type: none"> • Return a ball to a partner. • Use basic racket Skills <ul style="list-style-type: none"> • Understand the aim of the game. • Learn the rules of the game and begin to use them. • Understand why it is important to warm up. • Throw with some accuracy and catch with some consistency. • Identify when I was successful 	<ul style="list-style-type: none"> • Sometimes play a continuous game. <ul style="list-style-type: none"> • Use a range of basic racket skills. • Return to the ready position to defend my own court. • Understand the rules of the game and I can use them often. • Explain what happens in my body when I warm up. • Throw with some accuracy at a target. • Catch with increasing control. • Use simple tactics. • Identify when I was successful and what I need to do to Improve. 	<ul style="list-style-type: none"> • Develop a wider range of skills and begin to use these under some pressure. <ul style="list-style-type: none"> • Use the skills I prefer with increasing consistency. • Understand the need for tactics and sometimes apply them. • Play cooperatively with a partner. • Understand the rules of the game and I can use them to play fairly. • Throw accurately at a target. • Understand there are different skills for different situations and begin to use this. • Recognise my own and others strengths and areas for development and suggest ways to improve. 	<ul style="list-style-type: none"> • Use a wider range of skills in game situations <ul style="list-style-type: none"> • Play cooperatively with a partner. • Select the appropriate action for the situation. • Use the rules of the game consistently. • Create and sometimes use a variety of tactics. • Lead a small group through a short warm-up routine. • Identify my own and others' strengths and areas for development and suggest ways to improve.

						<ul style="list-style-type: none"> • Lead a partner through short warm-up routines. 	
<p style="text-align: center;">Athletics</p>	<p><u>Locomotion:</u> Walking /Jumping</p> <ul style="list-style-type: none"> • Explore/develop jumping • Sustain walking 	<ul style="list-style-type: none"> • Run at different speeds. • Show balance and co-ordination when changing direction. • Link running and jumping movements with some control and balance. • Experiment with different types of jumps and landing. • Co-ordinate my body to throw towards a target. • Develop my technique to throw for distance. • Recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> • Show balance and co-ordination when running at different speeds. • Show balance when changing direction. • Link running and jumping movements with some control and balance. • Experiment with different types of jumps and landing. • Show good technique when throwing towards a target. • Develop throwing for distance. • Describe how my body feels during exercise. 	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing my action for accuracy and distance. • Record my distances, numbers and times. • Understand why it is important to warm up. • Identify when I was successful. 	<ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area. • Explain what happens in my body when I warm up. • Identify when I was successful and what I need to do to improve. • Demonstrate different throwing techniques. • Jump for distance and height with control and 	<ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Identify good athletic performance and explain why it is good. • Lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Lead a small group through a short warm-up routine. • Identify my own and others' strengths and areas for development and can suggest ways to improve.

					<p>balance.</p> <ul style="list-style-type: none"> • Throw with some accuracy and power into a target area. • Explain what happens in my body when I warm up. • Identify when I was successful and what I need to do to improve. 		
<p>Swimming</p>				<ul style="list-style-type: none"> • Sink and pick up a ring from the bottom of the pool • Star float for 5 seconds • Swim 5 metres unaided • Push and glide from the wall on the front maintaining a streamline position with face in the water • Push and glide from the wall on the back maintaining a streamline position with arms by the side • Perform both a pencil and star jump entering feet first and showing 	<ul style="list-style-type: none"> • Enter the water using a straddle entry • Surface dive head first from swimming • Surface dive feet first from treading water • Swim 10 metres propelling a ball without touching it with the hands • Swim 5 metres front crawl, rotate and continue for a further 5 metres on the back • Scull feet first for 5 metres 	<ul style="list-style-type: none"> • Push and glide into a forward somersault • Perform a handstand showing good control • Scull head first on the back for 10 metres, perform a back somersault and return to sculling feet first • Swim 5 metres into a piked surface dive and retrieve a brick from water of full reach depth and carry the brick a further 15 metres using inverted breaststroke • Tread water for 2 minutes • Climb out of the deep water unaided 	<ul style="list-style-type: none"> • Provide additional swimming interventions over the summer term for those Y6 children who haven't met the expected standards.

				<p>control in flight and landing</p> <ul style="list-style-type: none"> • Scull head first for a distance of 5 m • Mushroom float for 3 seconds extending to glide for a further 3 seconds • Tread water using hands and feet for a minimum of 20 seconds • Push and glide rotating 180 degrees to log roll • Sink, push and glide, swim underwater through a submerged hoop 		<p>without using the steps.</p> <ul style="list-style-type: none"> • Swim over 25 metres in water unaided • Use a variety of strokes • Water safety and rescue skills • Confidently use their arms and legs in the correct manner for their chosen stroke • Understand and explain how to perform safe self-rescue in different water-based situations • Choose which breathing technique they can use to allow them to complete the distance quickly 	
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