

**Skills Progression Years F – 6**

Year	Dance	Games	Gym	Swimming	Evaluation and Improving Performance
<b>F</b>	Build a repertoire of songs and dances and experiment with different ways of moving.	Experiment with different ways of moving.  Jump off an object and land appropriately.  Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Show increasing control over an object in pushing, patting, throwing, catching or kicking it.	Travel with confidence and skill around, under, over and through balancing and climbing equipment.		To talk about their own and others skills and talk about what they like. Can talk about the importance of exercise for a healthy lifestyle Can observe the effects that exercise has on their body.
<b>1</b>	Follow the leader – jumps, hops, skips Respond to different stimuli with a range of actions Copy/explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Compose and link movement phrases to make simple dances with beginning, middle and end. Practise and repeat their movement phrases and perform them in a controlled way	Throw and catch a ball with a partner Move fluently, changing direction and speed and avoiding collisions Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games, and try to win by changing the way they use skills in response to opponent's actions	Perform basic gymnastic actions like traveling, rolling and jumping Manage the space safely, showing good awareness of each other, mats and apparatus Make up simple movement phrases in response to simple tasks. Link & repeat basic gymnastic actions perform movement phrases with control and accuracy	Swim 10-20 metres with aids; show confidence in water; put faces in water Select appropriate arm and leg action to move across pool.	Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing. Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.

2	<p>Can link several movements together with control and co-ordination.</p> <p>Talk about different stimuli as the starting point for creating dance phrases and short dances</p> <p>Explore actions in response to stimuli; explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>Remember a short dance phrase, showing greater control, co-ordination and spatial awareness</p>	<p>Pass a ball accurately to a partner over a variety of distances</p> <p>Perform a range of rolling, throwing, striking, kicking and catching skills, with control</p> <p>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</p> <p>They vary skills and show some understanding of simple tactics</p> <p>Choose and use tactics to suit different situations</p> <p>react to situations in a way that helps their partners and makes it difficult for their opponents</p>	<p>Perform a variety of actions with increasing control and repeat accurately sequences of gymnastic actions</p> <p>Move smoothly from a position of stillness to a travelling movement</p> <p>Choose, use and vary simple ideas to create a sequence</p> <p>Devise a short sequence in which there is a clear beginning, middle and end Adapt sequence to include apparatus or a partner. Use different combinations of floor, mats, apparatus, showing control, accuracy and fluency.</p>	<p>10-20 metres unaided, use arms and legs, one basic method of swimming, swim underwater confidently</p> <p>Choose their most confident stroke to swim across the pool.</p>	<p>They can talk about differences between their own and others' performance and suggest improvements</p> <p>They can understand how to exercise and describe how their bodies feel during different activities.</p>

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3	<p>Improvise freely with a partner translating ideas from stimuli to movement.</p> <p>Show an imaginative response to different stimuli through their use of language and choice of movement</p> <p>Incorporate different qualities and dynamics into their movements</p> <p>Explore and develop new actions while working with a partner or a small group</p> <p>Describe what makes a good dance phrase</p> <p>Perform short dances with expression, showing awareness of others when moving</p>	<p>Travel whilst bouncing a ball showing control</p> <p>Use a range of skills to help them keep control of the ball</p> <p>Perform the basic skills needed for the games with control and consistency</p> <p>In pairs, make up a game and play a simple rallying game.</p> <p>Use a range of skills to keep possession and make progress towards a goal, on their own and with others</p> <p>Choose good places to stand when receiving, and give reasons for their choice.</p>	<p>Perform a competent forward roll, rug roll, shoulder roll</p> <p>Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel</p> <p>Practise an action or short sequence of movements, and improve the quality of the actions and transitions on their own or with a partner</p> <p>Devise and perform a gymnastic sequence, showing a clear beginning, middle and end</p> <p>Adapt a sequence to include different levels, speeds or directions</p> <p>Work well on their own and contribute to pair sequences</p>	<p>25-30 metres in water unaided, co-ordination with arms and legs, use different stokes, describe how to move arms and legs together.</p> <p>Use their arms and legs in the correct manner for the chosen stroke.</p>	<p>Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p> <p>Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.</p>
4	<p>Respond and perform with a partner, demonstrating actions that link with fluency and accuracy</p> <p>Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases</p> <p>Begin to respond within a small group of partnership, to speed and level.</p> <p>Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.</p>	<p>Travel with a ball showing increasing control using both hands and feet.</p> <p>Use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.</p> <p>Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.</p> <p>Use a range of different skills with increasing control and skill</p> <p>In small groups make up a game with simple rules.</p> <p>Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.</p> <p>Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within</p>	<p>Perform a range of rolls with control and accuracy</p> <p>Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements</p> <p>Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.</p> <p>Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.</p> <p>Perform a sequence where the children combine speed, level, direction and a variety of shapes.</p>	<p>Swim 25-30 metres unaided, use a variety of different leg and arm actions.</p> <p>Link arms and legs correctly to allow effective propulsion across the pool.</p>	<p>Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.</p> <p>Be confident to analyse and comment on what they see.</p> <p>Children begin to think about warm up activities that prepare them for exercise.</p> <p>They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.</p>

		a game, knowing the skills that they should use to be successful.	Work within different groups to contribute to a variety of different sequences.		
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5	<p>Respond to a variety of stimuli showing a range of actions performed with control and fluency</p> <p>Think about character and narrative ideas created by the stimulus, and respond through movement</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group</p> <p>Remember, practise and combine longer, more complex dance phrases</p>	<p>Travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>use a range of techniques when passing, <i>eg high, low, bounced, fast, slow</i></p> <p>Keep a game going using a range of different ways of throwing</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Effectively play a competitive net/wall game</p> <p>Keep and use rules they are given</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights</p> <p>Judge how far they can run to score points</p>	<p>Perform a range of rolls including backwards roll consistently.</p> <p>Perform a range of actions and agilities with consistency, fluency and clarity of movement.</p> <p>Make similar or contrasting shapes on the floor and apparatus; working with a partner combine actions and maintain quality of performance when performing with partner.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions to make a sequence.</p> <p>Sequences with changes of speed, level and direction.</p> <p>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>Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back</p> <p>Link the correct arm and leg movement for front and back strokes.</p>	<p>From observation of others begin to describe constructively how to refine improve and modify performance.</p> <p>Refine own performance in response to comments of others' and self analysis.</p> <p>Demonstrate activities for specific aspects of warm up-stretching, joint mobility, raising heart and breathing rates.</p> <p>Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.</p>
6	<p>Perform a variety of dance styles with accuracy and consistency</p> <p>Explore, improvise and choose appropriate material to create new motifs in a chosen dance style</p> <p>Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p> <p>Extend compositional skills incorporating a wider range of dance styles and forms</p>	<p>Dribble effectively around obstacles.</p> <p>Show precision and accuracy when sending and receiving</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game</p> <p>Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.</p>	<p>Perform a range of rolls showing different entrances and exits.</p> <p>perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>Perform actions, shapes and balances with good body tension and extension</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>Swim 50-100 metres, 45-90 secs, 3 different strokes, swim on front + back, control breathing</p> <p>Show which breathing techniques to use for the particular strokes.</p>	<p>Analyse selected skills and techniques within activity and suggest ways to improve quality of performance demonstrating knowledge and understanding.</p> <p>Can show responsibility for warm up programme specific to activity.</p> <p>Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within</p>

	compose, develop and adapt motifs to make dance phrases and use these in longer dances	Hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body	Repeat longer sequence, with an emphasis on extension, clear body shape and changes in direction; adapt sequences to include a partner or a small group		accepted rules and conventions. Can plan and deliver effective warm-ups knowing what they are doing to bodies and how it prepares them for exercise.
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