



# PE Progression of skills



Dance	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
<p>Handle equipment effectively.</p> <p>Move confidently in a range of ways.</p> <p>Show good control and coordination in small and large movements.</p> <p>Explore space and how to use space safely</p> <p>Explore travelling movements, shapes and balances</p> <p>Begin to count in time to music.</p> <p>Copy, repeat and remember actions</p>	<p>Understand why it is important to count music</p> <p>Use different parts of the body in isolation and together.</p> <p>Explore pathways.</p> <p>Show some sense of dynamic and expressive qualities in dance.</p> <p>Explore travelling actions, movement skills and balances.</p> <p>Vary the way they use space.</p> <p>Recognise changes in my body when I do exercise.</p>	<p>Explore the counting of 8 in time with the music.</p> <p>Develop coordination and control.</p> <p>Use dynamics and expression.</p> <p>Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p> <p>Explore space and how their body can move to express and idea, mood or feeling</p>	<p>Use dance phrases that communicate ideas.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Use counts to keep in time with a group and the music.</p> <p>Use canon, unison, formation and levels in dance.</p> <p>Develop their use of counting and rhythm..</p>	<p>Use characterisation and narrative through movement and gesture.</p> <p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Use simple motifs and movement patterns.</p> <p>Use formation, canon and unison and levels.</p> <p>Refine, repeat and remember dance phrases and dances.</p>	<p>Adapt and refine the way I use actions, dynamics and relationships in my dance.</p> <p>Recognise and comment on dances, showing an understanding of style.</p> <p>Develop an awareness of the historical and cultural origins of different dances.</p> <p>Lead a partner through short warm-up routines.</p>	<p>Choreograph motifs and structure simple dances.</p> <p>Adapt and refine the way I use actions, dynamics and relationships to improve dance.</p> <p>Choreograph a dance using props.</p> <p>Use formations, timing, dynamics fluently.</p> <p>Lead a small group through a short warmup routine.</p> <p>Use movement to convey ideas.</p> <p>Use mirroring and unison.</p>	<p><b>KS1</b> Perform dances using simple movement patterns.</p> <p><b>KS2</b> Perform dances using a range of movement patterns</p>	

<b>End Outcomes Dance</b>	<p><b>EYFS</b> Children repeat and remember actions to a stimulus and choose their own actions in response to theme</p> <p><b>Year 1</b> Copy and repeat actions by linking them together to make short dance phrases on theme puddles.</p> <p><b>Year 2</b> Create a short dance phrase with a partner to express an idea, mood or feeling with clear changes of speed on the theme rainforest.</p> <p><b>Year 3</b> Create dances with a partner and in small groups in relation to an idea including historical, cultural and scientific sources.</p> <p><b>Year 4</b> Perform dances clearly and fluently by creating characters and narrative through movement and gesture to structure dance phrases on my own, with a partner and in a group.</p> <p><b>Year 5</b> Create, perform and observe dances in a range of themes from historical and cultural origins. Perform these different styles of dance clearly and fluently and use their movements to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p><b>Year 6</b> Work on their own, in pairs and groups to perform dances fluently and with control by Creating and developing an idea or theme into dance choreography.</p>	
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# PE Progression of skills



Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
	<p>Handle equipment effectively.</p> <p>Move confidently in a range of ways.</p> <p>Safely negotiate space.</p> <p>Handle equipment effectively.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Know the importance for good health and physical exercise.</p>	<p>Remember and repeat actions and shapes.</p> <p>Make my body tense, relaxed, stretched and curled.</p> <p>Show an awareness of space when travelling.</p> <p>Develop technique in the barrel, straight and forward roll and shape jumps.</p> <p>Perform balances with developing stability and control</p> <p>Use apparatus safely.</p> <p>Recognise changes in my body when I do exercise.</p>	<p>Plan and repeat simple sequences of actions.</p> <p>Use shapes when performing other skills.</p> <p>Demonstrate different shapes, take off and landings when performing jumps</p> <p>Perform the basic gymnastic actions with increasing control and balance.</p> <p>Use directions and levels to make my work look interesting.</p> <p>Develop rolling and sequence building.</p> <p>Describe how my body feels during exercise.</p>	<p>Complete actions with increasing balance and control.</p> <p>Move in unison with a partner.</p> <p>Develop stepping into shape jumps with control.</p> <p>Transition smoothly into and out of balances.</p> <p>Use a greater number of my own ideas for movements in response to a task.</p> <p>Choose and plan sequences of contrasting actions.</p> <p>Choose actions that flow well into one another</p> <p>Adapt sequences to suit different types of apparatus.</p> <p>With help, recognise how performances could be improved.</p> <p>Understand why it is important to warm up.</p>	<p>Safely perform balances individually and with a partner.</p> <p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Develop strength in inverted movements.</p> <p>Use and develop the straight, barrel, forward and straddle roll.</p> <p>Develop control in performing and landing rotation jumps.</p> <p>Understand how body tension can improve the control and quality of my movements.</p> <p>Explain what happens in my body when i warm up.</p> <p>Watch, describe and suggest possible improvements to others' performances and my own.</p> <p>Identify some muscle groups used in gymnastic activities.</p>	<p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Perform symmetrical and asymmetrical balances.</p> <p>Develop the straight, forward, straddle and backward roll</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use matching and mirroring using actions both on the floor and on apparatus.</p> <p>Use strength and flexibility to improve the quality of a performance.</p> <p>Lead a partner through short warm-up routines.</p> <p>Use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>Lead a partner through short warm-up routines.</p>	<p>Understand what counter balance and counter tension is and can show examples with a partner.</p> <p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences taking using compositional devices to improve the quality.</p> <p>Lead a small group through a short warmup routine.</p> <p>Develop counter balance and counter tension.</p> <p>Perform the progressions of a headstand and a cartwheel.</p> <p>Use flight from hands to travel over apparatus.</p> <p>Understand what counter balance and counter tension is and can show examples with a partner.</p> <p>Create and perform sequences taking using compositional devices to improve the quality.</p> <p>Suggest changes and use feedback to improve a sequence.</p>	<p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><b>KS2</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>

**End Outcomes  
Gymnastics**

**EYFS**

To copy and create short sequences linking actions together with the opportunity to use apparatus.

**Years 1**

To create a sequence by linking key gymnastic skills and actions.

**Years 2**

To develop sequence by linking key gymnastic skills and actions on apparatus.

**Year 3**

To create a sequence of work, collaborating with others to use matching and contrasting actions and shapes using equipment.

**Year 4**

To create a partner sequence that includes apparatus.

**Year 5**

To create a partner sequence with matching and mirroring, using apparatus

**Year 6**

To be able to create a group sequence using formations and apparatus.



# PE Progression of skills



Athletics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
	<p>Handle equipment effectively.</p> <p>Move confidently in a range of ways.</p> <p>Safely negotiate space.</p> <p>Show good control and coordination in small and large movements.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Know the importance for good health and physical exercise</p>	<p>Run at different speeds</p> <p>Show balance and co-ordination when changing direction.</p> <p>To explore hopping, jumping and leaping for distance and develop balance whilst landing.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Experiment with different types of jumps and landing.</p> <p>Co-ordinate my body to throw towards a target.</p> <p>Developing technique to throw for distance.</p> <p>Recognise changes in the body when doing exercise.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Develop rhythm and balance in running over obstacles.</p> <p>Show balance when changing direction.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Experiment with different types of jumps and landing.</p> <p>Show good technique when throwing towards a target</p> <p>Developing throwing for distance.</p>	<p>Run at fast, medium and slow speeds.</p> <p>Use different take off and landings when jumping.</p> <p>Developing jumping for distance and height.</p> <p>Understanding of speed and pace in relation to distance.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Record my distances, numbers and times.</p> <p>Understand and practise changeover in relay events.</p> <p>Understand why it is important to warm up.</p> <p>Identify when I was successful.</p>	<p>Demonstrate the difference between sprinting and running over varying distances.</p> <p>Demonstrate different throwing techniques.</p> <p>Develop communication skills and technique in relays.</p> <p>Jump for distance and height with control and balance.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Explain what happens in my body when I warm up.</p> <p>Identify when I was successful and what I need to do to improve.</p>	<p>Choose the best pace for a running event.</p> <p>Perform a range of jumps showing some technique.</p> <p>Develop power, control and consistency in jumping for distance.</p> <p>Develop technique and coordination in the triple jump.</p> <p>Show control at takeoff in jumping activities.</p> <p>Show accuracy and good technique when throwing for distance by developing throwing with force.</p> <p>Lead a partner through short warm-up routines.</p> <p>Choose the best pace for a running event.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Identify good athletic performance and explain why it is good.</p>	<p>Select and apply the best pace for a running event.</p> <p>Exchange a baton with success.</p> <p>Develop your own and others sprinting technique.</p> <p>Run over obstacles with greater control and coordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique, power and control when throwing for distance.</p> <p>Lead a small group through a short warmup routine.</p> <p>Select and apply the best pace for a running event.</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve.</p>	<p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><b>KS2</b> Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>

**End Outcomes  
Athletics**

**Years 1 and 2** learn to play against an opponent and be able to hit the ball over a net.

**Years 3**

Play games/matches independently following the rules of the game and work collaboratively with a partner and compete against others.



# PE Progression of skills



Invasion Games	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
<p><b>Including</b></p> <p><b>Football</b></p> <p><b>Quicksticks</b></p> <p><b>Netball</b></p> <p><b>Basketball</b></p> <p><b>Tag Rugby</b></p>	<p>To work safely and develop running and stopping.</p> <p>To develop throwing and learn how to keep score.</p> <p>To be able to play games showing an understanding of the different roles within it.</p> <p>To follow instructions and move safely when Playing tagging games.</p> <p>To work cooperatively and learn to take turns.</p> <p>To work with others to play team games.</p>	<p>Beginning to dribble a ball with my hands and feet.</p> <p>Know who is on my team.</p> <p>Send and receive a ball.</p> <p>Stay with another player when defending.</p>	<p>Sometimes dribble a ball with my hands and feet.</p> <p>Know who is on my team and I can attempt to send the ball to them.</p> <p>Move with a ball towards goal.</p> <p>Dodge and find space away from the other team.</p> <p>Stay with another player to try and prevent them from getting the ball.</p> <p>Describe how my body feels during exercise.</p> <p>know how to score points and can remember the score.</p>	<p>Dribble, pass, receive and shoot the ball with some control.</p> <p>Learning the rules of the game and I am beginning to use them.</p> <p>Move with a ball towards goal with increasing control.</p> <p>Learning the rules of the game and I am beginning to use them.</p> <p>Understand my role as an attacker and as a defender.</p> <p>Understand why it is important to warm up.</p> <p>Identify when I was successful.</p>	<p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Understand the rules of the game and I can use them most of the time.</p> <p>Help my team keep possession and score goals when I play in attack.</p> <p>Delay and help prevent the other team from scoring when I play in defence.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Understand the rules of the game and I can use them most of the time.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Explain what happens in my body when I warm up.</p> <p>Identify when I was successful and what I need to do to improve.</p>	<p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Understand the rules of the game and I can use them often.</p> <p>Understand there are different skills for different situations and I am beginning to use this.</p> <p>Move into space to help my team.</p> <p>Lead a partner through short warm-up routines</p> <p>Understand the rules of the game and I can use them often.</p> <p>Understand there are different skills for different situations and I am beginning to use this.</p> <p>Know what position I am playing in and how to contribute when attacking and defending.</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>Lead a partner through short warm-up routines.</p>	<p>Dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>Use the rules of the game consistently.</p> <p>Create and use space to help my team.</p> <p>Select and apply different movement skills to lose a defender.</p> <p>Lead a small group through a short warmup routine.</p> <p>Use marking, tackling and/or interception to improve my defence.</p> <p>Select the appropriate action for the situation.</p> <p>Use the rules of the game consistently.</p> <p>Create and use a variety of tactics to help my team.</p> <p>Select and apply different movement skills to lose a defender</p> <p>Lead a small group through a short warmup routine.</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve.</p>	<p><b>KS1</b> Participate in team games, developing simple tactics for attacking and defending</p> <p><b>KS2</b> Play competitive games, modified where appropriate [for example, badminton,</p>

<b>End Outcomes Invasion Games</b>		<p><b><u>EYFS</u></b> To work with others to play team games.</p> <p><b><u>Year 1 and 2</u></b> Play uneven and even sided games and learn how to score points in these types of games and how to play to the rules. Work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><b><u>Year 3 and 4</u></b> To apply defending and attacking principles and skills in a tournament.</p> <p><b><u>Years 5 and 6</u></b> To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.</p>
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# PE Progression of skills



<b>Net and Wall Games</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>National Curriculum</b>
<p><b>Including</b></p> <p><b>Tennis</b></p> <p><b>Volleyball</b></p>		<p>Throw and push a ball in a variety of ways.</p> <p>Sometimes catch a beanbag and a medium-sized ball.</p> <p>Track balls and other equipment sent to me.</p> <p>Throw and hit a ball in a variety of ways.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Recognise how to score points.</p>	<p>Show awareness of opponents when playing games.</p> <p>Roll and hit a ball.</p> <p>Apply these skills in a variety of simple games.</p> <p>Work with a partner to improve my skill.</p> <p>Describe how my body feels during exercise.</p> <p>Know how to score points and can remember the score.</p>	<p>Return a ball to a partner.</p> <p>Use basic racket skills.</p> <p>Develop returning the ball using a forehand groundstroke.</p> <p>Use and develop two handed back hand.</p> <p>Learning the rules of the game and I am beginning to use them.</p> <p>Throw with some accuracy and catch with some consistency.</p> <p>Understand the aim of the game.</p> <p>Learning the rules of the game and I am beginning to use them.</p> <p>Understand why it is important to warm up.</p> <p>Identify when I was successful.</p>	<p>Sometimes play a continuous game.</p> <p>Use a range of basic racket skills.</p> <p>Return to the ready position to defend my own court.</p> <p>Understand the rules of the game and I can use them often.</p> <p>Throw with some accuracy at a target.</p> <p>Catch with increasing control.</p> <p>Use simple tactics.</p> <p>Understand the rules of the game and I can use them often.</p> <p>Explain what happens in my body when I warm up.</p> <p>Use simple tactics.</p> <p>Identify when I was successful and what I need to do to improve.</p>	<p>Developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>Use the skills I prefer with increasing consistency.</p> <p>Use backhand and forehand groundstrokes.</p> <p>Serve underarm.</p> <p>Develop knowledge of serving and understand the rules.</p> <p>Understand the need for tactics and can sometimes apply them.</p> <p>Play cooperatively with a partner.</p> <p>Throw accurately at a target.</p> <p>Lead a partner through short warm-up routines.</p> <p>Understand the rules of the game and I can use them to play fairly.</p> <p>Understand there are different skills for different situations and I am beginning to use this.</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Use a wider range of skills in game situations.</p> <p>Play cooperatively with a partner.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use a wider range of skills with increasing control under pressure.</p> <p>Use feedback provided to improve the quality of my work.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>KS1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>KS2 Participate in team games, developing simple tactics for attacking and defending</p> <p>KS2 Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>

**End Outcomes**  
**Net and Wall**  
**Games**

**Years 1 and 2** learn to play against an opponent and be able to hit the ball over a net.

**Years 3**

Play games/matches independently following the rules of the game and work collaboratively with a partner and compete against others.

**Year 4**

Use simple tactics in a game to outwit an opponent and to demonstrate honesty and fair play when competing against others in matches.

**Year 5**

Work collaboratively with a partner to compete against others using tactics to outwit opponents.

**Year 6**

Work collaboratively with a partner to compete against others in mini doubles matches. Pupils play in pairs. Pupils play against another pair for a set amount of time (3 – 5 mins approx).



# PE Progression of skills



## Striking and Feilding

### Including

### Cricket and Rounders

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
	Roll a ball to a target.	Roll a ball towards a target.	Roll a ball to hit a target.	Use overarm and underarm throwing, and catching skills.	Use overarm and underarm throwing, and catching skills with increasing accuracy.	Sometimes strike a bowled ball.	Strike a bowled ball with increasing consistency.	<p><b>KS1</b> Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>KS2</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
	Stop a rolling ball.	Stop a medium-sized ball with some consistency.	Developing underarm and overarm throwing skills.	Beginning to strike a bowled ball.	Sometimes strike a bowled ball.	Developing a wider range of skills and I am beginning to use these under some pressure.	Use a wider range of skills in game situations.	
	Develop accuracy when throwing to a target.	Sometimes catch a beanbag and a medium-sized ball.	Sometimes hit a ball using a racket.	Able to bowl a ball Towards a target.	Able to bowl a ball with some accuracy, and consistency.	Use the skills they prefer with increasing consistency.	Select the appropriate action for the situation.	
	Bounce and catch a ball.	Track a ball.	Know how to score points and can remember the score.	Developing an understanding of tactics and I am beginning to use them in game situations.	Choose and use simple tactics for different situations.	Understand the need for tactics and have begun to choose and use some tactics effectively.	Use the rules of the game consistently.	
	To develop dribbling a ball with your feet. Kick a ball	Know how to score points.	Track a ball and stop it.	Understand the aim of the game.	Understand the rules of the game and I can use them often.	Understand the rules of the game and I can use them to play fairly.	Lead a small group through a short warmup routine.	
	Develop rolling and tracking a ball.	Push a ball using my hand and an object.	Apply these skills in a variety of simple games.	Learn the rules of the game and begin to use them.	Understand the rules of the game and I can use them often.	Understand there are different skills for different situations and I am beginning to use this.	Understand and can use tactics in the game as a batter, bowler and fielder.	
	Develop accuracy when throwing to a target.	Know how to score points.	Use some simple tactics.	Developing an understanding of tactics and I am beginning to use them in game situations.	Explain what happens in my body when I warm up.	Lead a partner through short warm-up routines.	Identify my own and others' strengths and areas for development and can suggest ways to improve.	
	Dribble with hands.	Recognise changes in my body when I do exercise.	Understand the roles of batter, bowler and fielder.	Understand why it is important to warm up.	Identify when I was successful and what I need to do to improve.	Understand the need for tactics and have begun to choose and use some tactics effectively.	Use a wider range of fielding skills with increasing control under pressure.	
	Develop throwing and catching with a partner.		Describe how my body feels during exercise.	Identify when I was successful.		Recognise my own and others strengths and areas for development and can suggest ways to improve.		
	Dribble a ball with your feet.							

**End Outcomes**  
**Striking and**  
**Feilding**

**EYFS**

Work independently and with a partner in a range of game play situations using their developed fine and gross motor skills.

**Year 1 and 2**

Play one against one, one against two, and one against three and use the rules, skills and simple tactics in these game scenarios.

**Year 3 and 4**

Pupils have to think about how they use skills, strategies and tactics to outwit the opposition and apply these skills learnt to mini cricket/ rounders competitive games (bowling to keep scores low, deceiving and avoiding fielders when batting).

**Year 5 and 6**

To use a variety of different skills, techniques and tactics for fielding and striking and apply these to short and long barrier competitive matches/tournaments in cricket and rounders.



# PE Progression of skills



OAA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
	<p>Follow instructions.</p> <p>Listen to others.</p> <p>Work co-operatively with a partner.</p> <p>Communicate simple instructions.</p> <p>Show fair play.</p> <p>Suggest ideas to solve tasks.</p>		<p>Follow instructions.</p> <p>Work with a partner and begin to work in a small group.</p> <p>Share my ideas and help to solve tasks.</p> <p>Listen to others.</p> <p>Reflect on when they were successful at solving challenges.</p> <p>Show honesty and fair play.</p> <p>Co-operate and communicate in a small group to solve challenges.</p> <p>Plan with a group to solve the challenges.</p> <p>Communicate effectively and develop trust.</p>	<p>Follow and give instructions.</p> <p>communicate ideas and listen to others.</p> <p>Work with a partner and a small group.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Reflect on when and why I was successful at solving challenges.</p> <p>Developing map reading skills.</p> <p>Encourage and involve all team members in an activity and work towards a collective goal.</p> <p>Develop trust and accept support.</p>	<p>Accurately follow and give instructions.</p> <p>Work effectively with a partner and a small group.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Reflect on when and why I was successful at solving challenges.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Plan and apply strategies to solve problems.</p> <p>Encourage and involve all team members in an activity and work towards a collective goal.</p> <p>Develop trust and accept support.</p>	<p>Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>Orientate and map.</p> <p>Navigate around a course using a map.</p> <p>Reflect on when and how I was successful at solving challenges, and alter my methods in order to improve.</p> <p>Use critical thinking to approach a task.</p> <p>Be inclusive of others and can share job roles.</p> <p>Develop tactical planning and problem solving.</p> <p>Listen to others and follow instructions</p>	<p>Work effectively with a partner and a group.</p> <p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Orientate and map efficiently to navigate around a course.</p> <p>Build communication and trust whilst showing an awareness of safety.</p> <p>Cooperate and teamwork skills.</p> <p>Use critical thinking to form ideas.</p> <p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Reflect on when and how I successful at solving challenges, and alter my methods in order to improve.</p>	<p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p><b>KS2</b> Take part in outdoor and adventurous activity challenges both individually and within a Team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

**End Outcomes**  
**OAA**

**Year 3 and 4**

Work in a group to orientate themselves round a map and design a route for others to navigate and use.

**Year 5 and 6**

Create plans and strategies to solve problems by deciding on roles in a team to collaboratively navigate around a course.



# PE Progression of skills



Multi Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
		<p>Follow instructions.</p> <p>Listen to others.</p> <p>Work co-operatively with a partner.</p> <p>Communicate simple instructions.</p> <p>Show fair play.</p> <p>Suggest ideas to solve tasks.</p>	<p>Follow instructions.</p> <p>Work with a partner and begin to work in a small group.</p> <p>Share my ideas and help to solve tasks.</p> <p>Listen to others.</p> <p>Reflect on when they were successful at solving challenges.</p> <p>Show honesty and fair play.</p> <p>Co-operate and communicate in a small group to solve challenges.</p> <p>Plan with a group to solve the challenges.</p> <p>Communicate effectively and develop trust.</p>		<p>Accurately follow and give instructions.</p> <p>Work effectively with a partner and a small group.</p> <p>Choose and use simple tactics for different situations.</p> <p>Understand the rules of the game and I can use them often.</p> <p>Understand the rules of the game and I can use them often.</p> <p>Identify when I was successful and what I need to do to improve</p>	<p>Use the skills they prefer with increasing consistency.</p> <p>Understand the need for tactics and have begun to choose and use some tactics effectively.</p> <p>Understand the rules of the game and I can use them to play fairly.</p> <p>Understand there are different skills for different situations and I am beginning to use this.</p> <p>Lead a partner through short warm-up routines.</p> <p>Understand the need for tactics and have begun to choose and use some tactics effectively.</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Use a wider range of skills in game situations.</p> <p>Select the appropriate action for the situation.</p> <p>Use the rules of the game consistently.</p> <p>Lead a small group through a short warmup routine.</p> <p>Understand and can use tactics in the game</p> <p>Work collaboratively with others to score</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve</p>	<p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p><b>KS2</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>

**End Outcomes**  
**Multi Skills**

**Year 1 and 2**

Play one against one, one against two, and one against three and use the rules, skills and simple tactics in these game scenarios. Children to keep score and try and beat their personal best.

**Year 4**

Pupils have to think about how they use skills, strategies and tactics and apply these skills learnt to competitive games. Children to be able to beat personal best score.

**Year 5 and 6**

To use a variety of different skills, techniques and tactics to apply these to games that the children design themselves. Children to become leaders and communicators. Children to be able to adapt and evaluate their own games to improve them.