

## Meadgate Primary School Progression of Skills

### P.E.

Knowledge Skills and Understanding	
Acquiring and developing skills (EYFS)	<ul style="list-style-type: none"> <li>• Can they dress and undress independently, successfully managing fastening buttons and Velcro?</li> <li>• Can they show increasing control over an object? (cutlery, pencil, balls, scissors, glue stick, jug etc)</li> <li>• Move bodies confidently &amp; safely within a new environment.</li> <li>• Can they show good control and co-ordination in large and small movements?</li> <li>• Can they use small tools safely?</li> </ul>
Acquiring and developing skills (Year 1)	<ul style="list-style-type: none"> <li>• Can they copy actions?</li> <li>• Can they repeat actions and skills?</li> <li>• Can they move with control and care?</li> </ul>
Acquiring and developing skills (Year 2)	<ul style="list-style-type: none"> <li>• Can they copy and remember actions?</li> <li>• Can they repeat and explore actions with control and coordination?</li> </ul>
Acquiring and developing skills (Year 3)	<ul style="list-style-type: none"> <li>• Can they select and use the most appropriate skills, actions or ideas?</li> <li>• Can they move and use actions with co-ordination and control?</li> </ul>
Acquiring and developing skills (Year 4)	<ul style="list-style-type: none"> <li>• Can they select and use the most appropriate skills, actions or ideas?</li> <li>• Can they move and use actions with co-ordination and control?</li> <li>• Can they make up their own small-sided game?</li> </ul>
Acquiring and developing skills (Year 5)	<ul style="list-style-type: none"> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movements?</li> </ul>
Acquiring and developing skills (Year 6)	<ul style="list-style-type: none"> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movements?</li> </ul>

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

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

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### P.E.

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

**Meadgate Primary School Progression of Skills**  
**P.E.**

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# Meadgate Primary School Progression of Skills

## P.E.

Knowledge Skills and Understanding	
Games (EYFS)	<ul style="list-style-type: none"> <li>• Can they negotiate space successfully when playing racing and chasing games?</li> <li>• Can they adjust speed or change direction to avoid obstacles?</li> <li>• Can they throw and catch a large ball?</li> </ul>
Games (Year 1)	<ul style="list-style-type: none"> <li>• Can they throw underarm?</li> <li>• Can they roll a piece of equipment?</li> <li>• Can they hit a ball with a bat?</li> <li>• Can they move and stop safely?</li> <li>• Can they catch with both hands?</li> <li>• Can they throw in different ways?</li> <li>• Can they kick in different ways?</li> </ul>
Games (Year 2)	<ul style="list-style-type: none"> <li>• Can they use hitting, kicking and/or rolling in a game?</li> <li>• Can they stay in a 'zone' during a game?</li> <li>• Can they decide where the best place to be is during a game?</li> <li>• Can they use one tactic in a game?</li> <li>• Can they follow rules?</li> </ul>
Games (Year 3)	<ul style="list-style-type: none"> <li>• Can they throw and catch with control when under limited pressure?</li> <li>• Are they aware of space and use it to support team-mates and cause problems for the opposition?</li> <li>• Do they know and use rules fairly to keep games going?</li> <li>• Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</li> </ul>
Games (Year 4)	<ul style="list-style-type: none"> <li>• Can they run over a long distance?</li> <li>• Can they spring over a short distance?</li> <li>• Can they throw in different ways?</li> <li>• Can they hit a target?</li> <li>• Can they jump in different ways?</li> </ul>
Games (Year 5)	<ul style="list-style-type: none"> <li>• Can they gain possession by working as a team?</li> <li>• Can they pass in different ways?</li> <li>• Can they choose the best tactics for attacking and defending?</li> <li>• Can they use a number of techniques to pass, dribble and shoot?</li> </ul>
Games (Year 6)	<ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> <li>• Can they lead others in a game situation?</li> </ul>

**Meadgate Primary School Progression of Skills**  
**P.E.**

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# Meadgate Primary School Progression of Skills

## P.E.

Knowledge Skills and Understanding	
Gymnastics (EYFS)	<ul style="list-style-type: none"> <li>• Can they travel with confidence and skill around, under, over and through balancing and climbing equipment?</li> <li>• Can they jump off an object and land appropriately?</li> <li>• Can they balance and climb?</li> <li>• Can they engage with large equipment safely e.g. wall bars, benches etc</li> </ul>
Gymnastics (Year 1)	<ul style="list-style-type: none"> <li>• Can they make their body tense, relaxed, curled and stretched?</li> <li>• Can they control their body when travelling?</li> <li>• Can they control their body when balancing?</li> <li>• Can they copy sequences and repeat them?</li> <li>• Can they roll in different ways?</li> <li>• Can they travel in different ways?</li> <li>• Can they balance in different ways?</li> <li>• Can they climb safely?</li> <li>• Can they stretch in different ways?</li> <li>• Can they curl in different ways?</li> </ul>
Gymnastics (Year 2)	<ul style="list-style-type: none"> <li>• Can they plan and show a sequence of movements?</li> <li>• Can they use contrast in their sequences?</li> <li>• Are their movements controlled?</li> <li>• Can they think of more than one way to create a sequence which follows a set of 'rules'?</li> <li>• Can they work on their own and with a partner to create a sequence?</li> </ul>
Gymnastics (Year 3)	<ul style="list-style-type: none"> <li>• Can they use a greater number of their own ideas for movement in response to a task?</li> <li>• Can they adapt sequences to suit different types of apparatus and their partner's ability?</li> <li>• Can they explain how strength and suppleness affect performances?</li> <li>• Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</li> </ul>
Gymnastics (Year 4)	<ul style="list-style-type: none"> <li>• Can they work in a controlled way?</li> <li>• Can they include change of speed?</li> <li>• Can they include change of direction?</li> <li>• Can they include range of shapes?</li> <li>• Can they follow a set of 'rules' to produce a sequence?</li> <li>• Can they work with a partner to create, repeat and improve a sequence with at least three phases?</li> </ul>



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### P.E.

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

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## P.E.

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<b>Athletics (EYFS)</b>	<ul style="list-style-type: none"> <li>• Can they throw at a target?</li> <li>• Can they jump in a range of ways?</li> <li>• Can they show increasing control over an object in throwing and catching it?</li> <li>• Can they run at different speeds?</li> </ul>
<b>Athletics (Year 1)</b>	<ul style="list-style-type: none"> <li>• Can they run at different speeds?</li> <li>• Can they jump from a standing position?</li> <li>• Can they perform a variety of throws with basic control?</li> <li>• Can they use equipment safely?</li> </ul>
<b>Athletics (Year 2)</b>	<ul style="list-style-type: none"> <li>• Can they change speed and direction whilst running?</li> <li>• Can they jump from a standing position with accuracy?</li> <li>• Can they Perform a variety of throws with control and coordination?</li> <li>• Can they use equipment safely?</li> </ul>
<b>Athletics (Year 3)</b>	<ul style="list-style-type: none"> <li>• Can they run at fast, medium and slow speeds, changing speed and direction?</li> <li>• Can they link running and jumping activities with some fluency, control and consistency?</li> <li>• Can they make up and repeat a short sequence of linked jumps?</li> <li>• Can they take part in a relay activity, remembering when to run and what to do?</li> <li>• Do they throw a variety of objects, changing their action for accuracy and distance?</li> </ul>
<b>Athletics (Year 4)</b>	<ul style="list-style-type: none"> <li>• Can they run over a long distance?</li> <li>• Can they spring over a short distance?</li> <li>• Can they throw in different ways?</li> <li>• Can they hit a target?</li> <li>• Can they jump in different ways?</li> </ul>
<b>Athletics (Year 5)</b>	<ul style="list-style-type: none"> <li>• Are they controlled when taking off and landing in a jump?</li> <li>• Can they throw with accuracy?</li> <li>• Can they combine running and jumping?</li> <li>• Can they follow specific rules?</li> </ul>
<b>Athletics (Year 6)</b>	<ul style="list-style-type: none"> <li>• Can they demonstrate stamina?</li> <li>• Can they use their skills in different situations?</li> </ul>

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**P.E.**

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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"> <li>• Can they follow a map in a familiar context?</li> <li>• Can they move from one location to another following a map?</li> <li>• Can they use clues to follow a route?</li> <li>• Can they follow a route safely?</li> </ul>
Outdoor/ Adventurous (Year 4)	<ul style="list-style-type: none"> <li>• Can they follow a map in a more demanding familiar context?</li> <li>• Can they move from one location to another following a map?</li> <li>• Can they use clues to follow a route?</li> <li>• Can they follow a route accurately, safely and within a time limit?</li> </ul>
Outdoor/ Adventurous (Year 5)	<ul style="list-style-type: none"> <li>• Can they follow a map in an unknown location?</li> <li>• Can they use clues and compass directions to navigate a route?</li> <li>• Can they change their route if there is a problem?</li> <li>• Can they change their plan if they get new information?</li> </ul>
Outdoor/ Adventurous (Year 6)	<ul style="list-style-type: none"> <li>• Can they plan a route and series of clues for someone else?</li> <li>• Can they plan with others taking account of safety and danger?</li> </ul>