



Dance				
	Health and Fitness	Dance Skills	Perform	Evaluate
EYFS	To describe how the body feels when still and when exercising.	To join a range of different movements together. To change the speed of their actions. To change the style of their movements. To create a short movement phrase which demonstrates their own ideas.	To control my body when performing a sequence of movements	To talk about what they have done. Talk about what others have done.
Year 1	To describe how the body feels before, during and after exercise. To carry and place equipment safely.	To copy and repeat actions. To put a sequence of actions together to create a motif. To vary the speed of their actions. To use simple choreographic devices such as unison, canon and mirroring. To begin to improvise independently to create a simple dance.	To perform using a range of actions and body parts with some coordination. To begin to perform learnt skills with some control.	To watch and describe performances. Begin to say how they could improve.
Year 2	To recognise and describe how the body feels during and after different physical activities. To explain what they need to stay healthy.	To copy, remember and repeat actions. To create a short motif inspired by a stimulus. To change the speed and level of their actions. To use simple choreographic devices such as unison, canon and mirroring. To use different transitions within a dance motif. To move in time to music. To improve the timing of their actions.	To perform sequences of their own composition with coordination. To perform learnt skills with increasing control. To compete against self and others.	To watch and describe performances, and use what they see to improve their own performance. To talk about the differences between their work and that of others.
Year 3	To recognise and describe the effects of exercise on the body. To know the importance of strength and flexibility for physical activity. To explain why it is important to warm up and cool down.	To begin to improvise with a partner to create a simple dance. To create motifs from different stimuli. To begin to compare and adapt movements and motifs to create a larger sequence. To use simple dance vocabulary to compare and improve work. To perform with some awareness of rhythm and expression.	To develop the quality of the actions in their performances. To perform learnt skills and techniques with control and confidence. To compete against self and others in a controlled manner.	To watch, describe and evaluate the effectiveness of a performance. To describe how their performance has improved over time.
Year 4	To describe how the body reacts at different times and how this affects performance. To explain why exercise is good for your health. Know some reasons for warming up and cooling down.	To identify and repeat the movement patterns and actions of a chosen dance style. To compose a dance that reflects the chosen dance style. To confidently improvise with a partner or on their own. To compose longer dance sequences in a small group. To demonstrate precision and some control in response to stimuli. To begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. To change parts of a dance as a result of self-evaluation. To use simple dance vocabulary when comparing and improving work.	To perform and create sequences with fluency and expression. To perform and apply skills and techniques with control and accuracy.	To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. To modify their use of skills or techniques to achieve a better result.

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Year 5	<p>To know and understand the reasons for warming up and cooling down. To explain some safety principles when preparing for and during exercise.</p>	<p>To identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. To show a change of pace and timing in their movements. To develop an awareness of their use of space. To demonstrate imagination and creativity in the movements they devise in response to stimuli. To use transitions to link motifs smoothly together. To improvise with confidence, still demonstrating fluency across the sequence. To ensure their actions fit the rhythm of the music. To modify parts of a sequence as a result of self and peer evaluation. To use more complex dance vocabulary to compare and improve work.</p>	<p>To perform own longer, more complex sequences in time to music. To consistently perform and apply skills and techniques with accuracy and control.</p>	<p>To choose and use criteria to evaluate own and others' performances. To explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>
Year 6	<p>To understand the importance of warming up and cooling down. To carry out warm-ups and cool-downs safely and effectively. To understand why exercise is good for health, fitness and wellbeing. To know ways they can become healthier.</p>	<p>To identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. To use dramatic expression in dance movements and motifs. To perform with confidence, using a range of movement patterns. To demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. To move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. To show a change of pace and timing in their movements. To move rhythmically and accurately in dance sequences. To improvise with confidence, still demonstrating fluency across their sequence. To dance with fluency and control, linking all movements and ensuring that transitions flow. To demonstrate consistent precision when performing dance sequences. To modify some elements of a sequence as a result of self and peer evaluation. To use complex dance vocabulary to compare and improve work</p>	<p>To link actions to create a complex sequence using a full range of movement. To perform the sequence in time to music. To perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p>To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

Games

	Health & Fitness	Striking and Hitting a Ball	Throwing and Catching a Ball	Passing a Ball and Possession	Using Space	Attacking and Defending	Tactics and Rules	Compete and Perform	Evaluate
Physical Education EYFS	To describe how the body feels when still and when exercising.	To hold a bat or racquet and attempt to hit a ball.	To roll equipment in different ways. To throw underarm. To throw an object at a target. To catch equipment using two hands.	To Kick an object at a target.	To move safely around the space and equipment. To travel in different ways, including sideways and backwards.	To play a range of chasing games.	To follow simple rules	To control my body when performing a sequence of movements. To participate in simple games.	To talk about what they have done. To talk about what others have done.
Year 1	To describe how the body feels before, during and after exercise. To carry and place equipment safely.	To use hitting skills in a game. To practise basic striking, sending and receiving.	To throw underarm and overarm. To catch and bounce a ball. To use rolling skills in a game. To practise accurate throwing and consistent catching.	To pass the ball to another player in a game. To use kicking skills in a game.	To use different ways of travelling in different directions or pathways. To run at different speeds. To begin to use space in a game.	To begin to use the terms attacking and defending. To use simple defensive skills such as marking a player or defending a space. To use simple attacking skills such as dodging to get past a defender.	To follow simple rules to play games, including team games. To use simple attacking skills such as dodging to get past a defender. To use simple defensive skills such as marking a player or defending a space	To perform using a range of actions and body parts with some coordination. To begin to perform learnt skills with some control. To engage in competitive activities and team games.	To watch and describe performances. To begin to say how they could improve.
Year 2	To recognise and describe how the body feels during and after different physical activities. To explain what they need to stay healthy.	To strike or hit a ball with increasing control. To learn skills for playing striking and fielding games. To position the body to strike a ball.	To throw different types of equipment in different ways, for accuracy and distance. To throw, catch and bounce a ball with a partner. To use throwing and catching skills in a game. To throw a ball for distance. To use hand-eye coordination to control a ball. To vary types of throw used.	To know how to pass the ball in different ways.	To use different ways of travelling at different speeds and following different pathways, directions or courses. To change speed and direction whilst running. To begin to choose and use the best space in a game.	To begin to use and understand the terms attacking and defending. To use at least one technique to attack or defend to play a game successfully.	To understand the importance of rules in games. To use at least one technique to attack or defend to play a game successfully.	To perform sequences of their own composition with coordination. To perform learnt skills with increasing control. To compete against self and others.	To watch and describe performances, and use what they see to improve their own performance. To talk about the differences between their work and that of others.
Year 3	To recognise and describe the effects of exercise on the body. To know the importance of strength and flexibility for physical activity. To explain why it is important to warmup and cool-down.	To demonstrate successful hitting and striking skills. To develop a range of skills in striking (and fielding where appropriate). To practise the correct batting technique and use it in a game. To strike the ball for distance.	To throw and catch with greater control and accuracy. To practise the correct technique for catching a ball and use it in a game. To perform a range of catching and gathering skills with control. To catch with increasing control and accuracy. To throw a ball in different ways (e.g. high, low, fast or slow). To develop a safe and effective overarm bowl.	To pass the ball in two different ways in a game situation with some success. To know how to keep and win back possession of the ball in a team game.	To find a useful space and get into it to support teammates.	To use simple attacking and defending skills in a game. To use fielding skills to stop a ball from travelling past them.	To apply and follow rules fairly. To understand and begin to apply the basic principles of invasion games. To know how to play a striking and fielding game fairly.	To develop the quality of the actions in their performances. To perform learnt skills and techniques with control and confidence. To compete against self and others in a controlled manner.	To watch, describe and evaluate the effectiveness of a performance To describe how their performance has improved over time.

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Year 4	To describe how the body reacts at different times and how this affects performance. To explain why exercise is good for your health. To know some reasons for warming up and cooling down.	To use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm. To build a rally with a partner. To use at least two different shots in a game situation. To use hand-eye coordination to strike a moving and a stationary ball.	To develop different ways of throwing and catching.	To pass the ball with increasing speed, accuracy and success in a game situation. To occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	To make the best use of space to pass and receive the ball.	To use a range of attacking and defending skills and techniques in a game. To use fielding skills as an individual to prevent a player from scoring	To vary the tactics they use in a game. To adapt rules to alter games.	To perform and apply skills and techniques with control and accuracy. To take part in a range of competitive games and activities.	To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. To modify their use of skills or techniques to achieve a better result.
Year 5	To know and understand the reasons for warming up and cooling down. To explain some safety principles when preparing for and during exercise.	To use different techniques to hit a ball. To identify and apply techniques for hitting a tennis ball. To explore when different shots are best used. To develop a backhand technique and use it in a game. To practise techniques for all strokes. To play a tennis game using an overhead serve.	To consolidate different ways of throwing and catching, and know when each is appropriate in a game.	To pass a ball with speed and accuracy using appropriate techniques in a game situation. To keep and win back possession of the ball effectively in a team game.	To demonstrate an increasing awareness of space.	To choose the best tactics for attacking and defending. To shoot in a game. To use fielding skills as a team to prevent the opposition from scoring.	To know when to pass and when to dribble in a game. To devise and adapt rules to create their own game.	To consistently perform and apply skills and techniques with accuracy and control. To take part in competitive games with a strong understanding of tactics and composition.	To choose and use criteria to evaluate own and others' performance. To explain why they have used particular skills or techniques, and the effect they have had on their performance.
Year 6	To understand the importance of warming up and cooling down. To carry out warm-ups and cool-downs safely and effectively. To understand why exercise is good for health, fitness and wellbeing. To know ways they can become healthier.	To hit a bowled ball over longer distances. To use good hand-eye coordination to be able to direct a ball when striking or hitting. To understand how to serve in order to start a game	To throw and catch accurately and successfully under pressure in a game.	To choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. To keep and win back possession of the ball effectively and in a variety of ways in a team game.	To demonstrate a good awareness of space.	To think ahead and create a plan of attack or defence. To apply knowledge of skills for attacking and defending. To work as a team to develop fielding strategies to prevent the opposition from scoring.	To follow and create complicated rules to play a game successfully. To communicate plans to others during a game. To lead others during a game.	To perform and apply a variety of skills and techniques confidently, consistently and with precision. To take part in competitive games with a strong understanding of tactics and composition.	To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



Gymnastics

	Health and Fitness	Rolls	Jumps	Vaults	Handstands, Cartwheels and Roll Offs	Travelling and Linking Actions	Shapes and Balances	Compete and Perform
EYFS	To describe how the body feels when still and when exercising.	To perform: Log roll (pencil roll)	To perform: Straight jump Jumping Jack	N/A	To perform: Bunny hop	To perform: Tiptoe, step, jump and hop	To perform: Standing balances	To control my body when performing a sequence of movements To participate in simple games.
Year 1	To describe how the body feels before, during and after exercise. To carry and place equipment safely.	To perform: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	To perform: Straight jump Tuck jump Jumping jack Half turn jump Cat spring	To perform: Straight jump off springboard	To perform: Bunny hop Front support wheelbarrow with partner	To perform: Tiptoe, step, jump and hop Hopscotch Skipping Galloping	To perform: Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	To perform using a range of actions and body parts with some coordination. To begin to perform learnt skills with some control.
Year 2	To recognise and describe how the body feels during and after different physical activities. To explain what they need to stay healthy.	To perform: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	To perform: Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	To perform: Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	To perform: Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	To perform: Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	To perform: Standing balances, Kneeling balances, Large body part balances, Balances on apparatus, Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	To perform sequences of their own composition with coordination. To perform learnt skills with increasing control.
Year 3	To recognise and describe the effects of exercise on the body. To know the importance of strength and flexibility for physical activity. To explain why it is important to warm up and cool down.	To perform: Crouched forward roll Forward roll from standing Tucked backward roll	To perform: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	To perform: Hurdle step onto springboard Squat on vault Tuck jump off Straddle jump off Pike jump off	To perform: Handstand Lunge into handstand Cartwheel	To perform: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	To perform: Large and small body part balances, including standing and kneeling balances, Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	To develop the quality of the actions in their performances. To perform learnt skills and techniques with control and confidence. To compete against self and others in a controlled manner
Year 4	To describe how the body reacts at different times and how this affects performance. To explain why exercise is good for your health. To know some reasons for warming up and cooling down.	To perform: Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	To perform: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	To perform: Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	To perform: Lunge into handstand Lunge into cartwheel	To perform: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	To perform: 1, 2, 3 and 4-point balances, Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	To perform and create sequences with fluency and expression. To perform and apply skills and techniques with control and accuracy

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Year 5	To know and understand the reasons for warming up and cooling down. To explain some safety principles when preparing for and during exercise.	To perform: Forward roll from standing, Straddle forward roll, Pike forward roll, Tucked backward roll Backward roll to straddle	To perform: Straight jump Tuck jump, Jumping jack Star jump , Straddle jump Pike jump, Stag jump Straight jump, half-turn Straight jump full-turn Cat leap, Cat leap half-turn, split leap	To perform: Hurdle step onto springboard, Squat on vault, Straddle on vault Star jump off, Tuck jump off, Straddle jump off, Pike jump off, Squat through vault	To perform: Lunge into handstand, Lunge into cartwheel, Lunge into round-off	To perform: Tiptoe, step, jump and hop Hopscotch, Skipping Chassis steps, Straight jump half turn Straight jump full turn Cat leap, Cat leap half turn Pivot	To perform 1, 2, 3 and 4-point balances , Balances on apparatus, Part body weight partner balances, Pike, tuck, star, straight, straddle shapes Front and back support	To perform own longer, more complex sequences in time to music. To consistently perform and apply skills and techniques with accuracy and control.
Year 6	To understand the importance of warming up and cooling down. To carry out warm-ups and cool-downs safely and effectively. To understand why exercise is good for health, fitness and wellbeing. To know ways they can become healthier.	To perform: Forward roll from standing, Straddle forward roll, Pike forward roll, Dive forward roll, Tucked backward roll, Backward roll to straddle, Backward roll to standing pike, Pike backward roll	To perform: Straight jump Tuck jump, Jumping jack, Star jump, straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn, Cat leap full-turn Split leap, Stag leap	To perform: Hurdle step onto springboard, Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off, Pike jump off, Squat through vault, Straddle over vault,	To perform: Lunge into cartwheel, Lunge into round-off, Hurdle step, Hurdle step into cartwheel Hurdle step into round-off.	To perform: Tiptoe, step, jump and hop Hopscotch, Skipping, Chassis steps, Straight jump half turn Straight jump full turn, Cat leap, Cat leap half turn, Cat leap full turn, Pivot.	To perform:1, 2, 3 and 4-point balances, Balances on apparatus Develop technique, control and complexity of part-weight partner balances, Group formations, Pike, tuck, star, straight, straddle shapes Front and back support	To link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. To perform and apply a variety of skills and techniques confidently, consistently and with precision. To begin to record their peers' performances, and evaluate these.