




Progression of skills: PHYSICAL EDUCATION



	EYFS (Fs skills)	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
 <p>MABLETHORPE PRIMARY ACADEMY</p> <p>Dance</p>	<p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Begins to build a repertoire of songs and dances.</p>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to compose a dance with a beginning, middle and end.</p> <p>Beginning to improvise with a partner to create and perform a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Develop ideas by using spatial qualities.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Develop and refine ideas by using spatial qualities.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements and feelings throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in</p>







Gymnastics

	<p>shown.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>			<p>movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Combines equipment with movement to create sequences.</p>	<p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
 <p>MABLETHORPE PRIMARY ACADEMY</p> <p>Invasion Games</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can catch a large ball.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a growing</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong awareness of tactics</p> <p>Can create their own</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills and links these together effectively.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong</p>

			<p>appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p> <p>To begin to understand competition and how to work together.</p>	<p>for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>awareness of tactics</p> <p>Can create their own games using knowledge and skills.</p> <p>Beginning to work well in a group to develop various games tactically.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Apply basic skills for attacking and defending.</p>	<p>games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Work well as a group to develop various games tactically.</p>	<p>awareness of tactics</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply skills for attacking and defending.</p>
 <p>MABLETHORPE PRIMARY ACADEMY</p> <p>Striking and Fielding Games</p>	<p>Control moves showing control with fine and gross motor skills</p> <p>Use a range of equipment safely showing developing hand eye co-ordination</p> <p>Move safely and confidently, into space.</p> <p>Send (slide/roll) objects along the ground</p> <p>Track objects to receive/retrieve</p>	<p>Increase control when sending and receiving (to self and to a partner)</p> <p>Use a range of equipment safely showing developing hand eye co-ordination</p> <p>Move safely and confidently, in a range of ways, into space.</p>	<p>Throw, bounce and catch stationary and on the move.</p> <p>Increase control when sending and receiving (to self and to a partner)</p> <p>Use a range of equipment safely showing developing hand eye co-ordination</p> <p>Move safely and confidently, in a range of ways, into space.</p> <p>Aim consistently between and over variety of targets</p>	<p>Throw at a target to field with accuracy</p> <p>Receive a ball travelling at different speeds</p> <p>Use the correct technique to bowl a ball accurately</p> <p>Strike a ball along the ground and in the air</p> <p>Direct a ball into a target area</p> <p>Play small sided striking and fielding games in different roles</p>	<p>Throw at a target to field with accuracy</p> <p>Receive a ball travelling at different speeds</p> <p>Use the correct technique to bowl a ball accurately</p> <p>Strike a ball along the ground and in the air</p> <p>Direct a ball into a target areas and spaces</p> <p>Play small sided striking and fielding games in different roles, using simple tactics</p> <p>Use techniques to field a ball consistently</p>	<p>Throw underarm and overarm accurately, using correct technique</p> <p>Bowl the ball, with correct technique, showing consistency</p> <p>Use correct body positions to strike the ball towards targets and into space with accuracy</p> <p>Position appropriately to field accurately.</p> <p>Play small sided striking and fielding games confidently, using tactics</p>	<p>Throw underarm and overarm accurately, using correct technique</p> <p>Bowl the ball, with correct technique ,showing consistency</p> <p>Use correct body positions to strike the ball towards targets and into space with accuracy</p> <p>Make decisions for using effective tactics for scoring and fielding</p> <p>Play small sided striking and fielding games confidently, using tactics in varying roles</p>

 <p>Net/wall Games</p>	<p>Control moves showing control with fine and gross motor skills</p> <p>Use a range of equipment safely showing developing hand eye co-ordination</p> <p>Move confidently, in a range of ways, into space.</p> <p>Grip a racket correctly and hit a range of balls towards a barrier/line or target</p>	<p>Control moves and balance</p> <p>Demonstrate how to use a range of equipment safely with control</p> <p>Move confidently into space.</p> <p>Grip a racket correctly and hit a range of balls towards a barrier/line or target</p>	<p>Control moves showing control</p> <p>Use a range of equipment safely showing hand eye co-ordination</p> <p>Move confidently, in a range of ways, into space and towards a ball.</p> <p>Begin to keep control of an object on a racket</p> <p>Grip a racket correctly and swing a racket to an object</p>	<p>Control a racket to strike a ball with control</p> <p>Strike a ball over a net/target</p> <p>Grip a racket correctly and hit a range of balls towards a barrier/line or target</p> <p>To know different types of shots</p> <p>To understand simple rules and combine skills in a game</p>	<p>Control a racket to strike a ball with balance and control</p> <p>Strike a ball over a net/target</p> <p>Grip a racket correctly and hit a range of balls towards a barrier/line or target</p> <p>To know different types of shots</p> <p>To understand simple rules and combine skills in a game to send and receive a ball.</p> <p>To apply simple tactics within a game</p>	<p>Control a racket to strike a ball with balance, accuracy and control</p> <p>Position the body correctly and move to receive a ball.</p> <p>Direct and receive a ball at different heights and angles after a bounce</p> <p>Apply tactics within a game and suggest ways to improve</p>	<p>Control a racket to strike a ball with balance, accuracy and control</p> <p>Position the body correctly and move to send and receive a ball with consistency.</p> <p>Direct and receive a ball at different heights and angles after a bounce/volley</p> <p>Apply tactics within a game and suggest ways to improve</p>
 <p>Athletics</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Can jump off an object and land appropriately</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>Play games related to shot put and javelin techniques.</i></p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and long distance</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump) and standing long jump.</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. triple jump, vertical jump and standing long jump.</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. triple jump, vertical jump and standing long jump.</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p>

					<p>vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
 <p>Outdoor Adventurous Activities</p>	<p>Control moves showing control with fine and gross motor skills</p> <p>Know what a safe space is</p> <p>Travel into space in different directions</p> <p>Travel into space in different directions and change direction</p> <p>Work with a partner to listen to instructions, give instructions and follow them</p> <p>Develop different ways of travelling</p>	<p>Move into space safely with control and co-</p> <p>Travel into space in different directions, speeds and levels</p> <p>Change direction showing control</p> <p>Safely explore school surrounding</p> <p>Recognise a map on the playground</p> <p>Work with a partner to listen to instructions, give instructions and follow them</p> <p>Develop different ways of travelling</p> <p>-</p>	<p>Move into space safely with control and co-ordination</p> <p>Safely explore school surrounding</p> <p>Recognise a map on the playground</p> <p>Follow a trail</p> <p>Work with a partner to listen to instructions, give instructions and follow them</p> <p>Work well independently and within a team</p> <p>Develop different ways of travelling</p> <p>-</p>	<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
 <p>Swimming</p>	<p>Develop water confidence and correct body positions.</p>					<p>Swims competently, confidently and proficiently over a distance</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and</p>

			breaststroke. Performs safe self-rescue in different water-based situations.	breaststroke. Performs safe self-rescue in different water-based situations.
 <p>Evaluation</p>	<p>Beginning to comment on own performances.</p> <p>Can use some appropriate vocabulary when giving feedback.</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
 <p>Healthy Lifestyles (Jigsaw)</p>	<p>Observes the effects of activity on their bodies</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle. (Daily mile)</p> <p>Can discuss what foods are healthy and unhealthy.</p> <p>Know how to be healthy, e.g. exercising, sleep and hygiene</p> <p>Can discuss mental health</p> <p>To begin to develop mindfulness skills</p> <p>To develop positive attitudes to taking part physical activity.</p> <p>Encouragement to join in with Lunch time clubs and ASC</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle. (e.g. Daily mile)</p> <p>Make good choices about healthy lifestyles</p> <p>Understands the need to warm up and cool down</p> <p>Can discuss how to stay healthy including food.</p> <p>Know how to be healthy, e.g. exercising, sleep and hygiene</p> <p>Can discuss mental health and its importance.</p> <p>To understand mindfulness and adopt some techniques.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle. (Daily mile)</p> <p>Understands the need to warm up and cool down.</p> <p>Can discuss the food groups and portion control.</p> <p>Know how to be healthy, e.g. exercising, sleep and hygiene</p> <p>To know that being healthy is part of life</p> <p>Can discuss mental health and its importance.</p> <p>To know that certain substances are harmful and to explain the possible dangers.</p> <p>To make good choices about healthy lifestyles and to have strategies to overcome barriers(e.g peer pressure/social media)</p> <p>To understand and explain wellbeing and mindfulness and adopt some techniques.</p> <p>To develop positive attitudes to taking part physical activity.</p>

			<p>To develop positive attitudes to taking part physical activity.</p> <p>Encouragement to join in with Lunch time clubs and ASC</p>	<p>Encouragement to join in with Lunch time clubs and ASC</p> <p>Encouragement to become Young Leaders and engage others with physical exercise</p>
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