

Wheeler's Lane Primary School Skills Progression



PE (Physical Education)

Health and Fitness					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
try my hardest to keep working over longer periods of time	persevere with new challenges.			understand what my maximum effort looks and feels like and I am determined to achieve it.	work to my maximum consistently when presented with challenges.
	understand that running at a slower speed will allow me to run for a longer period of time			can choose the best pace for a running event and maintain speed.	
		understand why it is important to warm up.			
			can collect and record personal fitness data and identify areas I need to improve.	can analyse my fitness data to identify areas of improvement.	can collect, record and analyse data to identify areas where I have made the most improvement.
			can identify when I was successful and what I need to do to improve		
			understand there are different areas of fitness and that each area challenges my body differently.		understand that there are different areas of fitness and how this helps me in different activities.
				understand the different components of fitness and how to test them.	understand the different components of fitness and ways to test and develop them.

Movement, Balance and Coordination					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
select your own actions in response to a task.					
show hopping and jumping movements.	show hopping, skipping and jumping movements with some balance and control.	can link hopping and jumping actions.			
use coordination to turn a skipping rope	work with others to turn a rope and encourage others to jump at the right time.	jump and turn a skipping rope.			
show balance and coordination when static and moving at a slow speed.	show balance and coordination when running at different speeds.		show control when completing activities to improve balance.		
run at different speeds.					
change direction when running.	show balance when changing direction.	can change direction quickly	can change direction quickly under pressure.		
			show balance when changing direction at speed.		
show coordination when trying hula hoop skills.	can link different hoop skills to create a routine.		can link hopping and jumping actions with other fundamental skills.		
		demonstrate balance when performing other fundamental skills.			
		understand how the body moves differently at different speeds.			
			can use key points to help me to improve my sprinting technique	can change my running technique to adapt to different distances.	

Gymnastics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
link simple actions together to create a sequence.	perform the basic gymnastic actions with some control and balance.	complete actions with increasing balance and control.	can plan and perform sequences with a partner that include a change of level and shape.	can create and perform sequences using apparatus, individually and with a partner.	can combine and perform gymnastic actions, shapes and balances with control and fluency.
remember and repeat actions and shapes	plan and repeat simple sequences of actions.	can choose and plan sequences of contrasting actions.			can create and perform sequences using compositional devices to improve the quality.
		can choose actions that flow well into one another.			
	use shapes when performing other skills.use directions and levels to make my work look interesting	can adapt sequences to suit different types of apparatus.			
		use a greater number of my own ideas for movements in response to a task			
use apparatus safely and wait for my turn					
			can watch, describe and suggest possible improvements to others' performances and my own.	can use set criteria to make simple judgments about performances and suggest ways they could be improved.	can use appropriate language to evaluate and refine my own and others' work.
			can identify some muscle groups used in gymnastic activities.		
			understand how body tension can improve the control and quality of my movements.		
			can work collaboratively with others to create a sequence.		
				can use strength and flexibility to improve the quality of a performance.	
				can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.	
					understand what counter balance and counter tension is and can show examples with a partner.

Swimming					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 **For those not achieving standards in previous years**
		can swim competently, confidently and proficiently over a distance of at least 25 metres			can swim competently, confidently and proficiently over a distance of at least 25 metres
		can perform safe self-rescue in different water-based situations.			can perform safe self-rescue in different water-based situations.
		can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].			can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

Yoga					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Repeat actions, linking poses together.	Copy, remember and repeat yoga flows.	can copy and link yoga poses together to create a short flow.	can link poses together to create a yoga flow.	confident to lead others through poses and flows	confident to lead others, demonstrating poses and teaching them my flow.
		can move from one pose to another in time with my breath.		can use my breath to move from pose to pose.	
				can move with control from one pose to another demonstrating good balance.	
			demonstrate yoga poses which show clear shapes		
		show some stability when holding my yoga poses.	show increasing control and balance when moving from one pose to another.	.show strength and flexibility whilst holding yoga poses.	
Work with others to create poses.	Work with others to create simple flows showing some control.	work with others to create a flow including a number of poses.		choose poses which link easily from one to the other to help my sequence flow.	
say what I liked about someone else's flow	provide feedback using keywords.				recognise my own strengths and areas for development

Ball Skills					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
beginning to dribble a ball with my hands and feet.	can dribble a ball with my hands and feet with some control.		can dribble a ball with increasing control and coordination.	Focus on applying skills through games	
begin to understand simple tactics.	beginning to understand and use simple tactics.				
can roll and throw with some accuracy towards a target.	can send and receive a ball using both kicking and throwing and catching skills.				
can track a ball that is coming towards me.	can track a ball and collect it.	can track the path of a ball that is not sent directly to me.	can consistently track the path of a ball that is not sent directly to me.		
			can provide feedback using key terminology and understand what I need to do to improve.		

Throwing and Catching						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
begin to send and receive a ball using a piece of equipment.	Focus on applying skills through games					
begin to send and receive a ball with my feet.						
throw a ball to a partner						can accurately throw a ball to a partner.
						begin to select the appropriate throw for the target.
can use an overarm throw aiming towards a target	can use an overarm throw to hit a target with some success.					

can roll a ball towards a target.		
can use an underarm throw aiming towards a target.	can use an underarm throw to hit a target with some success.	
can track a ball that is coming towards me	can track a ball and stop it using my hands.	
	can work cooperatively with a partner and a small group.	
	can catch a ball passed to me, with and without a bounce	

Dance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
copy, remember and repeat actions.	can copy, remember and repeat dance phrases	can repeat, remember, create and perform a dance phrase.	can copy and remember set choreography.	can accurately copy and repeat set choreography.	can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
		create short dance phrases that communicate the idea.	can choose actions and dynamics to convey a character or idea.	can choreograph phrases individually and with others considering actions and dynamics.	can choreograph a dance and work safely using a prop.
show some sense of dynamic and expressive qualities in my dance.	can show a character and idea through the actions and dynamics	can use dynamic and expressive qualities in relation to an idea.	can respond imaginatively to a range of stimuli relating to character and narrative.	can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.	can perform dances confidently and fluently with accuracy and good timing.
			can use counts to keep in time with others and the music.	can use counts when choreographing to stay in time with others and the music	
	can use counts to stay in time with the music.	can use counts to keep in time with a partner and group.	can use changes in timing and spacing to develop a dance.	can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.	can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
	can work with a partner using mirroring and unison in our		can use simple movement		

	actions.	patterns to structure dance phrases on my own, with a partner and in a group.		
			suggest ways to improve my own and other people's work using key terminology	can use appropriate language to evaluate and refine my own and others' work.

OAA					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		can follow and give instructions.	can accurately follow and give instructions.		
		can plan and attempt to apply strategies to solve problems	can plan and apply strategies to solve problems.	can use critical thinking to approach a task.	can use critical thinking skills to form ideas and strategies to solve challenges
		can reflect on when and why I was successful at solving challenges and am beginning to understand why.		can reflect on when I was successful at solving challenges and alter my methods in order to improve.	With increasing accuracy, I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve.
		can listen to and am accepting of others' ideas.	can confidently communicate ideas and listen to others	can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.	can pool ideas within a group, selecting and applying the best method to solve a problem.
					can work effectively with a partner and a group to solve challenges.
				inclusive of others and can share job roles.	inclusive of others, can share job roles and lead when necessary.

Athletics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.					
	can identify good technique.	can use key points to help me to improve my sprinting technique.	can demonstrate the difference in sprinting and jogging techniques.	can choose the best pace for a running event.	
begin to link running and jumping movements.	can link running and jumping movements with some control and balance.	developing jumping for distance and height.	can jump for distance and height with balance and control.	can show control at take-off and landing in jumping activities	
can run at different speeds.	show balance and coordination when running at different speeds and in different directions.				
	can jump and land with control.	can use different take off and landings when jumping.	can throw with some accuracy and power to a target area.	show accuracy and power when throwing for distance.	can show accuracy and good technique when throwing for distance.
	can use an overarm throw to help me to throw for distance.	can throw a variety of objects, changing my action for accuracy and distance.	can take part in a relay activity, remembering when to run and what to do.		
			can identify when I was successful and what I need to do to improve.	can identify good athletic performance and explain why it is good.	can help others to improve their technique using key teaching points.
				can understand how stamina and power help people to perform well in different athletic activities.	
					use different strategies to persevere to achieve my personal best.

Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
can change direction to move away from a defender.	can find space away from others when playing games.	can find space away from others and near to my goal.	move to space to help my team to keep possession and score goals.	can communicate with my team and move into space to keep possession and score.	can create and use space to help my team.
understand when I am a defender and when I am an attacker.	understand what to do when I am an attacker and a defender.	understand my role as an attacker and as a defender.		know what position I am playing in and how to contribute when attacking and defending.	
move my feet to stay with another player when defending.	can stay close to another player to try to stop them from getting the ball.	can track an opponent to slow them down.	can delay an opponent and help to prevent the other team from scoring.	can use tracking and intercepting when playing in defence.	can use marking, tackling and/or interception to improve my defence.
					understand when to use different styles of defence in game situations.
can use simple rules to play fairly.		learning the rules of the game and I am beginning to use them to play fairly.	learning the rules of the game and I am beginning to use them to play honestly and fairly.	understand the rules of the game and I can apply them honestly most of the time	
can follow instructions.					
can listen to others' ideas.					
can work with a partner and a small group.		work cooperatively with my group to self-manage games.			
	can send and receive a ball with increasing consistency with hands and feet.	can dribble, pass, receive and shoot the ball with some control.	can dribble, pass, receive and shoot the ball with increasing control.	can dribble, pass, receive and shoot the ball with some control under pressure.	can dribble, pass, receive and shoot the ball with increasing control. under pressure.
		move with a ball towards goal with increasing control.			
		beginning to use simple tactics.		understand the need for tactics and can identify when to use them in different situations.	can work collaboratively to create tactics with my team and evaluate the effectiveness of these
				can often make the correct decision of who to pass to and	can select the appropriate action for the situation and

				when.	make this decision quickly.
				developing a wider range of skills and I am beginning to use these under some pressure.	can use a wider range of skills with increasing control under pressure.
				understand there are different skills for different situations and I am beginning to use these.	
				begin to strike a ball with a rounders bat.	can strike a bowled ball with increasing consistency.
					understand and can apply some tactics in the game as a batter, bowler and fielder