

Progression of skills in PE

* Based on the Chris Quigley Essentials Curriculum *

		EYFS			Year 1	Year 2
	22-36	30-50	40-60	ELG	Year 1 and 2 National Curriculum Objectives	Key Stage 1 Pupils should be taught:
Gymnastics		<ul style="list-style-type: none"> Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. 	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> Link at least two or more elements with a start and a finish shape. Show basic control and coordination when travelling and when remaining still. Choose and link 'like' actions. Remember and repeat these actions accurately and consistently. Find and use space safely with an awareness of others. Identify and copy the basic actions of gymnasts. Use words such as rolling, travelling, balancing, climbing. Make their body tense, relaxed, stretched and curled. Describe what they do in their movement phrases. Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> Create and perform a sequence of at least four elements with a clear starting position. Repeat the simple sequence. Move smoothly between the shapes and actions. Perform the basic gymnastic actions with coordination, control and variety. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. Describe how they feel after exercise. Describe what their bodies feel like during gymnastic activity. Describe what they and others have done. Say why they think gymnastic actions are being performed well.
Dance		<ul style="list-style-type: none"> Can stand momentarily on one foot when shown. 		<p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> Perform basic body movements with control. Perform a sequence with a clear beginning, middle and end. Use different parts of the body singly and in combination. Show some sense of dynamic, expressive and rhythmic qualities in their own dance. Choose movements to communicate a mood, feeling or idea. Remember and repeat short dance phrases and simple dances. Work with a partner. Vary the way space is used. Describe how their lungs and heart work when dancing. Describe basic body actions and simple expressive and dynamic qualities of movement. 	<ul style="list-style-type: none"> Perform body actions with control (set counts) and coordination. Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions. Remember and repeat a dance phrase of two or more specific steps. Engage with a partner or group to perform. Perform short dances, showing an understanding of expressive qualities of the dance style. Use some simple dance vocabulary to describe and interpret dance. Describe how dancing affects their body. Know why it is important to be active; suggest ways they could improve their work.

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					Year 1	Year 2
Games	<ul style="list-style-type: none"> • Can kick a large ball. 	<ul style="list-style-type: none"> • Can catch a large ball 	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	↓	<ul style="list-style-type: none"> • Use basic underarm, rolling and hitting skills. • At times use overarm skills. • Intercept, retrieve and stop a beanbag and medium-sized ball with some consistency. • Sometimes catch a beanbag and a medium-sized ball. • Track balls and other equipment sent to them, moving in line with the ball to collect it. • Throw, hit and kick a ball in a variety of ways, depending on the needs of the game. • Choose different ways of hitting, throwing, striking or kicking the ball. • Use the terms 'opponent' and 'team-mate'. • Begin to develop tactics. • Decide where to stand to make it difficult for their opponent. • Lead others when appropriate. • Describe what they and others are doing. • Describe how their body feels during games. 	<ul style="list-style-type: none"> • Show awareness of opponents and team-mates when playing games. • Perform basic skills of rolling, striking and kicking with more confidence. • Apply these skills in a variety of simple games. • Make choices about appropriate targets, space and equipment. • Use a variety of simple tactics. • Describe how their bodies work and feel when playing games. • Work well with a partner and in a small group to improve their skills. • Use the terms 'opponent' and 'team-mate'. • Lead others when appropriate.
Swimming (KS1 or KS2)					<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. 	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements.
Athletics					<ul style="list-style-type: none"> • Athletic activities are combined with games in Year 1 and 2. 	<ul style="list-style-type: none"> • Athletic activities are combined with games in Year 1 and 2.