

Progression of Skills PE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming	<ul style="list-style-type: none"> • Entering water safely and move in all directions for a short distance • Be at ease with water showered from above and wetting the face • Maintain a floating position with aids of support • Push and glide in a horizontal position from the side • Demonstrate an understanding of water safety 	<ul style="list-style-type: none"> • Jump in from poolside safely • Blow bubbles underwater with nose and mouth submerged • Regain upright position from a back or front float • Push and glide on the back from the side of the pool • Perform a 360 degree rotation from front to back and back to front 	<ul style="list-style-type: none"> • Jump into the pool and submerge briefly • Sink, push away from the wall and glide underwater for a short distance • Submerge fully to pick up an object from the bottom • Have a reasonable knowledge of the water safety code 	<ul style="list-style-type: none"> • Perform a sequence of changing shapes whilst floating on the surface • Swim approx. 10m using a range of different strokes (back / breast / front crawl) 	<ul style="list-style-type: none"> • Perform a surface dive • Swim over 10m using a range of strokes accurately • Perform a range of jumps into deep water and tread water when resurfacing • Perform a forward somersault tucked in the water 	<ul style="list-style-type: none"> • Swim 10m wearing clothes • Exit the water without using steps • Swim 25m using any stroke • Perform a range of movements in deep water demonstrating confidence and competence
Health and fitness – Diet and hygiene	<ul style="list-style-type: none"> • Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow • Explain how to stay safe in the sun • Begin to identify ways of stopping harmful germs • Identify the hazardous sign on bottles • Understand that a doctor can help make them feel better 	<ul style="list-style-type: none"> • Identify different foods that contain vitamins A, B and C and understand the importance of having the right amounts • Identify the 5 types of food that make up a balanced diet and begin to give examples of these • Understand the difference between an illness, symptom and prescription • Understand the importance of maintaining your teeth 	<ul style="list-style-type: none"> • Explain the importance of appropriate portions of food for a balanced diet and health • Know the importance of following instructions when taking medicine • Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained • Explain the importance of the sun to give us vitamin D but the need to stay safe too 	<ul style="list-style-type: none"> • Explain the types and amounts of food needed for a balanced healthy diet • Identify the energy that certain foodstuffs give by looking at the packaging • Understand that there are good and bad bacteria • Explain the benefits to the body of regular exercise 	<ul style="list-style-type: none"> • Use scientific language to explain the importance of different minerals and vitamins • Identify the difference between healthy and unhealthy fats • Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet • Begin to work out the amount of exercise needed to burn off food (by using up calories) 	<ul style="list-style-type: none"> • Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer • Identify how different food should be eaten for nutritional purposes • Explain the effect that high cholesterol has on the human body • Understand that endorphins are released during exercise and that these are linked with happiness • Explain the different parts of sleep and why this is important for the body
Health and fitness – Healthy Bodies	<ul style="list-style-type: none"> • Identify and name some large bones • Understand why the brain, heart and lungs are important body parts • Begin to understand how our body heals itself (bruising / scabs / etc) 	<ul style="list-style-type: none"> • Identify and name some large bones and muscles and explain why they are important • Identify the importance of our senses and explain how they help us • Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body • Understand that food is broken down into energy in our digestive system • Identify ways we can increase our own bodies protection 	<ul style="list-style-type: none"> • Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense • Identify that exercise helps our lungs and heart and improves co-ordination • Describe the difference between different body parts • Understand how the body protects the internal organs and how we give extra protection during activities • Name the parts of the digestive system and explain the processes 	<ul style="list-style-type: none"> • Identify that the blood transports materials and it also protects • Identify the main features of respiration • Understand that muscles work in pairs to protect, support and move the body • Understand the three functions of a skeleton and use scientific vocabulary to name specific bones 	<ul style="list-style-type: none"> • Identify the main functions of the circulatory system • Explain how our body systems change during exercise • Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise • Explain the functions of the internal organs • Describe the basic functions of a red and white blood cell • Understand how our bodies change as we get older and how this effects sporting performance • Explain the importance of joints and describe different types of joints 	<ul style="list-style-type: none"> • Using scientific vocabulary, explain what happens to our bodies during and after exercise • Explain the difference between good bacteria and bad bacteria
Health and fitness – Healthy Mind	<ul style="list-style-type: none"> • Identify that exercise is good for our minds • Recognise basic emotions in themselves and why these may happen • Begin to set realistic goals to achieve • Understand the term 'determination' • Identify whether a target has been met 	<ul style="list-style-type: none"> • Begin to recognise emotions in others • Offer suggestions as to how to alter a negative emotion • Explain the reasons why a target has or has not been met 	<ul style="list-style-type: none"> • Set more challenging goals and evaluate his/her achievements • Begin to compare emotional feelings with physical feelings • Create a 'steps to success' approach to achieving success • Understand that determination and perseverance are needed to overcome a challenge 	<ul style="list-style-type: none"> • Identify stress and stressful situations • Understand the importance of mental health • Identify basic 'coping strategies' for dealing with difficult emotions • Identify the value of sleep for our health • 	<ul style="list-style-type: none"> • Identify stress and stressful situations and think of ways of dealing with them • Identify the value of sleep for our health and explain the possible side effects of lack of sleep • Identify situations where people may need support with their mental health • Recommend suitable lifestyle for different age ranges 	<ul style="list-style-type: none"> • Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps' • Explain the various aspects of mental health • Understand different levels of confidence and its effect on life • Understand emotional intelligence
Health and fitness – Personal and social	<ul style="list-style-type: none"> • Identify the importance of having friends • Listen to advice • Understand the importance of family • Share a view or opinion 	<ul style="list-style-type: none"> • Understand the difference between fair and unfair • State the characteristics of a good friend • Understand the some relationships can be challenging at times • Explain his/her own relationships with family members 	<ul style="list-style-type: none"> • Share his / her own considered point of view and listen to, and consider, other peoples' opinions • Offer solutions when there are disagreements between friends • Recognise the challenges that parents can have when bringing up children 	<ul style="list-style-type: none"> • Identify ways to make himself / herself happy and share happiness • Discuss differences between the health of people from different countries / regions 	<ul style="list-style-type: none"> • Begin to reflect on mistakes and see them as an opportunity to learn from • Identify something he / she is confident in • Make links between a balanced lifestyle and being happy • Explain how confidence can affect performance 	<ul style="list-style-type: none"> • Understand that 'being healthy' incorporate body, mind and lifestyle • Identify the impact of a good social life on happiness • Recognise his / her role in keeping his / her immediate environment safe and healthy and offer suggestions

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Skills – Acquiring and developing skills	<ul style="list-style-type: none"> • Hold a balance whilst walking along a straight line • Zig zag through a series of markers spaced evenly, about 2m apart • Hop on the spot using the same foot • Jump for distance • Jump for height • Catch a bean bag • Throw a small ball underarm, using the correct technique 	<ul style="list-style-type: none"> • Zig zag through a series of tightly spaced markers • Hop along a straight line using the same foot • Jump for distance controlling the landing • Jump for height with a controlled landing • Catch a small ball • Throw a small ball overarm, using the correct technique 	<ul style="list-style-type: none"> • Balance on one foot • Climb a set of wall bars (similar) • Perform a side stepping gallop • Run at speed 	<ul style="list-style-type: none"> • Complete a forward roll and land on the feet • Skip forwards in a fluid motion • Kick a ball accurately • Pass a ball from chest height to a partner 	<ul style="list-style-type: none"> • Perform a sequence of one footed leaps • Gallop with a fluid motion • Dribble a football between cones 	<ul style="list-style-type: none"> • Perform a 'drop-kick' • Perform a 'basketball dribble' • Strike a ball with a range of bats for accuracy and distance
Skills – Applying skills and using tactics	<ul style="list-style-type: none"> • Link skills and actions in different ways to suit different activities • Establish sequences of actions and skills which have a clear beginning, middle and ending 	<ul style="list-style-type: none"> • Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc) 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in different ways to suit different activities • Vary his / her responses to tactics, strategies and sequences used 	<ul style="list-style-type: none"> • Apply skills and tactics in combination with a partner or as part of a group / team 	<ul style="list-style-type: none"> • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy • When performing in an activity, draw upon previous knowledge and experiences of tactics , strategies and composition • Develop interest in participating in sports activities and events at a competitive level 	<ul style="list-style-type: none"> • When planning activities and actions, take into account a range strategies, tactics and routes to success, considering his / her strengths and weaknesses and the strengths and weaknesses of others
Skills – Evaluating and improving performance	<ul style="list-style-type: none"> • Describe and comment on performance 	<ul style="list-style-type: none"> • Compare his/her performance with others 	<ul style="list-style-type: none"> • Compare and contrast his / her performance with others 	<ul style="list-style-type: none"> • Comment on skills and techniques applied in his / her own and others' work and use this understanding to improve performance 	<ul style="list-style-type: none"> • Identify different levels of performance and use subject specific vocabulary 	<ul style="list-style-type: none"> • Analyse, modify and refine skills and techniques and how these are applied • Consider how specific aspects of an activity of performance can influence the outcome and suggest the best possible strategy