

Progression in Experience and Technique in PE

Stage	Athletic activities	OAA (Outdoor and Adventurous Activities)	Swimming	Games	Gymnastics Activities	Dance
1	<p>Remember, repeat and link combinations of actions</p> <p>Use their bodies and a variety of equipment with greater control and coordination</p> <p>Recognise and describe what their bodies feel like during different types of activity</p>	<p>Explore finding different places</p> <p>Follow simple routes and trails, orientating themselves successfully</p> <p>Solve simple challenges and problems</p> <p>Observe what they and others have done and use their observations to improve their performance</p>	<p>Work with confidence in the water</p> <p>Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water</p> <p>Remember, repeat and link skills</p> <p>Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction</p> <p>Improve the control and co-ordination of their bodies in water</p> <p>Recognise what their bodies feel like during different activities</p> <p>Watch, copy and describe what they and others have done and use the information to improve their work</p>	<p>be confident and safe in the spaces used to play games</p> <p>explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p> <p>choose and use skills effectively for particular games</p> <p>know that being active is good for them and fun</p> <p>watch, copy and describe what others are doing</p> <p>describe what they are doing</p>	<p>explore gymnastics actions and still shapes</p> <p>move confidently and safely in their own and general space, using change of speed and direction</p> <p>copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts know how to carry and place equipment</p> <p>recognise how their body feels when still and when exercising</p> <p>watch, copy and describe what they and others have done</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli</p> <p>Move confidently and safely in their own and general space, using changes of speed, level and direction</p> <p>Compose and link movement to make simple dances with clear beginnings, middles and ends</p> <p>Perform movement phrases using a range of body actions and body parts</p> <p>Recognise how their body feels when still and exercising</p> <p>Talk about dance ideas inspired by different stimuli</p> <p>Copy, watch and describe dance movement</p>

<p>2</p>	<p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations</p> <p>Know, measure and describe the short-term effects of exercise on the body</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving</p>	<p>Develop the range and consistency of their skills and work with others to solve challenges</p> <p>Choose and apply strategies and skills to meet the requirements of a task or challenge</p> <p>Describe and evaluate their own and other performances</p>	<p>Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills</p> <p>Improve linking movements and actions</p> <p>Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges</p> <p>Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity</p> <p>Describe and evaluate the quality of swimming and recognise what needs improving</p>	<p>improve the way they coordinate and control their bodies and a range of equipment</p> <p>remember, repeat and link combinations of skills</p> <p>choose, use and vary simple tactics</p> <p>recognise and describe what their bodies feel like during different types of activity</p> <p>recognise good quality in performance</p> <p>use information to improve their work</p>	<p>remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>lift, move and place equipment safely</p> <p>improve their work using information they have gained by watching, listening and investigating</p>	<p>Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance</p> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p> <p>Recognise and describe how different dance activities make them feel</p> <p>Watch and describe dance phrases and dances and use what they learn to improve their own work</p>
<p>3</p>	<p>Develop the consistency of their actions in a number of events</p> <p>Increase the number of techniques they use</p> <p>Choose appropriate techniques for specific events (E.g. 400m pace themselves)</p> <p>Understand the basic principles of warming up</p> <p>Understand why exercise is good for fitness, health and</p>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own</p> <p>Decide what approach to use to meet the challenge set</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments</p> <p>See the importance of a group or team plan, and the value of sharing ideas.</p>		<p>consolidate and improve the quality of their techniques and their ability to link movements</p> <p>develop the range and consistency of their skills in all games</p> <p>improve their ability to choose and use simple tactics and strategies</p> <p>keep, adapt and make rules for striking and fielding and net games</p> <p>know and describe the short term effects of different exercise activities on the body</p>	<p>consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</p> <p>improve their ability to select appropriate actions and use simple compositional ideas</p> <p>know the importance of flexibility and strength</p> <p>describe and evaluate the effectiveness and quality of a performance</p> <p>recognise how their own performance has improved</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</p> <p>Create and link dance phrases using a simple dance structure or motif</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</p> <p>Keep up activity over a period of time and know they need to warm up and cool down for dance</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a</p>

	wellbeing Evaluate their own and others work and suggest ways to improve it			begin to understand the importance of warming up recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work		group Talk about how they might improve their dances
4				develop the range and consistency of their skills in all games devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies explain their ideas and plans recognise aspects of their work which need improving	develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction describe how the body reacts during different types of activity and how this affects the way they perform describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved	Explore and create characters and narratives in response to a range of stimuli Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative Know and describe what you need to do to warm up and cool down for dance Describe, interpret and evaluate their own and others dances, taking account of character and narrative

				suggest practices to improve their play		
5				<p>develop a broader range of techniques and skills for attacking and defending</p> <p>develop consistency in their skills</p> <p>know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</p> <p>choose and apply skills more consistently in all activities</p> <p>know and understand the basic principles of warming up, and understand why it is important for a good quality performance</p> <p>understand why exercise is good for their fitness, health and wellbeing</p> <p>choose and use information to evaluate their own and others' work</p> <p>suggest improvements in their own and others' performances</p>	<p>perform actions, shapes and balances consistently and fluently in specific activities choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</p> <p>know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>understand why physical activity is good for their health</p> <p>choose and use information and basic criteria to evaluate their own and others' work</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</p> <p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles</p> <p>Perform dances expressively, using a range of performance skills</p> <p>Organise their own warm-up and cool-down activities to suit the dance</p> <p>Show an understanding of why it is important to warm up and cool down</p> <p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</p>

6				<p>choose, combine and perform skills more fluently and effectively in invasion, striking and net games</p> <p>understand, choose and apply a range of tactics and strategies for defence and attack</p> <p>use these tactics and strategies more consistently in similar games</p> <p>understand why exercise is good for their fitness, health and wellbeing</p> <p>understand the need to prepare properly for games</p> <p>develop their ability to evaluate their own and others' work, and to suggest ways to improve it</p> <p>know why warming up and cooling down are important</p>	<p>combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas</p> <p>develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles</p> <p>understand why warming up and cooling down are important</p> <p>understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves</p> <p>carry out warm ups safely and effectively</p> <p>evaluate their own and others' work</p> <p>suggest ways of making improvements</p>	<p>Explore, improvise and combine movement ideas fluently and effectively</p> <p>Create and structure motifs, phrases, sections and whole dances</p> <p>Begin to use basic compositional principles when creating their dances</p> <p>Understand why dance is good for their fitness, health and wellbeing</p> <p>Prepare effectively for dancing</p> <p>Understand how a dance is formed and performed</p> <p>Evaluate, refine and develop their own and others work</p>
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