



PE Skills Progression in Westfield



	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Movement Skills Multi Skills Athletics	<ul style="list-style-type: none"> Run and stop, showing some control of direction and stopping. Jump with bent knees, avoiding falling over. Throw different balls and beanbags into space, aiming for large targets but expecting minimal success. Balance in a stationary position, and while moving. Explore the coordination of different limbs, in a free play environment. 	<ul style="list-style-type: none"> Attempt to run at different speeds, showing an awareness of peers & technique. Attempt to jump from two feet, and hop with some control, showing an awareness of technique. Throw towards a large target, with some success. Show some control and balance when travelling at different speeds. Show a basic understanding of balance and coordination when changing direction. Explore the coordination of different limbs, in fun activities with basic challenges. 	<ul style="list-style-type: none"> Show balance and coordination when running at different speeds, regularly avoiding peers and using effective technique. Connect running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control, demonstrating an awareness of technique. Show some understanding of different throws. Show control and balance when travelling at different speeds. Demonstrate balance and coordination when changing direction. Demonstrate coordination with increased control, with and without equipment. 	<ul style="list-style-type: none"> Show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers. Show hopping and jumping actions, attempting different take offs and landings, while generally maintaining balance. Jump for distance and height with an awareness of technique, balance and coordination. Throw a variety of shape & size balls, or beanbags, at a target or for distance, changing action for accuracy and distance. Show coordination of their body with increased consistency in a variety of activities. 	<ul style="list-style-type: none"> Consistently show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers. Show hopping and jumping actions, including running as a transition in-between, attempting different take offs and landings, while maintaining balance. Jump for distance and height, showing balance and control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task. 	<ul style="list-style-type: none"> Run at speed over longer distances or for longer periods of time. Demonstrate an understanding of agility & evasion, running in different directions at speed, and attempting changes of speed and changes of direction to avoid peers. Show control at take-off and landing in more complex jumping activities, with running transitions in-between. Show accuracy and power when throwing for distance, often hitting the target. Demonstrate good balance and control when performing other fundamental skills. Can coordinate a range of body parts at increased speed. 	<ul style="list-style-type: none"> Demonstrate a controlled running technique over longer distances or for longer periods of time. Show a clear understanding of agility & evasion, running in different directions at speed, and changes of speed and changes of direction to avoid peers. Transition between running, jumping and hopping actions with greater control and coordination. Consistently show control at take-off and landing in more complex jumping activities, with running transitions in-between. Show accuracy and good technique when throwing for distance, regularly hitting the target. Change direction with a fluent action, transitioning smoothly between varying speeds & directions. Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Invasion Games Striking & Fielding Games Ball Control	<ul style="list-style-type: none"> Collect & control a ball with two hands. Move a ball with feet, with minimal control. Throw and roll a variety of beanbags and larger balls to space. Throw a beanbag with minimal direction or control. Attempt to stop a large ball sent to them using feet. 	<ul style="list-style-type: none"> Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques, and limited success. Kick a stationary ball towards a stationary target. Catch a beanbag and a medium-sized ball, with varying levels of success. Run, stop and change direction with some balance and control. 	<ul style="list-style-type: none"> Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. 	<ul style="list-style-type: none"> Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. 	<ul style="list-style-type: none"> Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. 	<ul style="list-style-type: none"> Change the direction of play while dribbling, with some control under pressure. Dribble with feet with some control under increasing pressure. Use a variety of throwing techniques with some control under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure. 	<ul style="list-style-type: none"> Change the direction of play while dribbling, with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques with control, under pressure, following the tactical decisions made to find success. Choose and complete with success, the appropriate kicking technique with control.

	<ul style="list-style-type: none"> • Run and stop when instructed, with minimal balance or control. • Travel around an area showing limited awareness of others. • Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> • Recognise space in relation to others. • Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics. 	<ul style="list-style-type: none"> • Receive a ball sent to them using different parts of the foot, with some success. • Strike a ball with varying techniques & success. • Change direction with increasing speed in game situations. • Use space with some success in game situations. • Use simple tactics individually and within a team. 	<ul style="list-style-type: none"> • Receive a ball sent to them using different parts of the foot under pressure. • Strike a ball using varying techniques with increasing accuracy. • Change direction to lose an opponent while maintaining some control of the ball, with some success. • Create and use space with some success in game situations. • Use simple tactics to help their team score or gain possession. 	<ul style="list-style-type: none"> • In game situations, catch and intercept a ball using one and two hands with some success. • Receive & control a ball using different parts of the foot under pressure. • Strike a ball with increased success, using a wider range of skills. • Use a variety of techniques to change direction to lose an opponent. • Create and use space for self and others with some success. • Understand the need for tactics and can identify when to use them in different situations. 	<ul style="list-style-type: none"> • In game situations, catch and intercept a ball using one and two hands with increasing success. • Receive & control a ball with consideration to the next move. • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. • Confidently use a variety of techniques to change direction to successfully outwit an opponent. • Effectively create and use space for self and others to outwit an opponent. • Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Gymnastics Yoga	<ul style="list-style-type: none"> • Perform different shapes showing a basic level of stillness using various parts of their bodies. • Begin to take weight on different body parts. • Understand which movements stretch different parts of their bodies. • Link different action and movement together. 	<ul style="list-style-type: none"> • Perform balances that makes their body stretched, tensed and curled while using creativity. • For short periods of time be able to hold weight on their hands. • Demonstrate poses and actions that challenge their flexibility. • Remember, repeat and connect basic actions together. 	<ul style="list-style-type: none"> • Be able to perform balances on different body parts with some balance and control. • Using apparatus be able to hold body weight on different body parts. • Show an improvement of extension and flexibility in actions. • Copy, remember, repeat and plan linking basic actions while showing some control and technique. 	<ul style="list-style-type: none"> • Complete balances with increasing technique, control and stability. • Be able to hold balances on different body parts for a longer period of time. • Demonstrate increased flexibility and extension in their balances. • Either on the floor or on apparatus be able to put movements together that flow. • 	<ul style="list-style-type: none"> • Perform balances on their own and with a partner showing good tension. • Demonstrate increasing control strength, and technique when taking own and others weight in balances and actions. • While performing more challenging balances continue to show good tension and stability. • Plan and perform sequences that flow while showing control and technique with and without a partner. 	<ul style="list-style-type: none"> • Be able to remain in control while going from one balance to another. • Understand how strength can help improve actions and movements they perform. • Show an understanding of how flexibility can help improve movements. • Using control and good quality movements and actions, create and perform a more complex sequences, with and without a partner. 	<ul style="list-style-type: none"> • Combine and perform more complex balances with control and technique that is fluid. • Demonstrate more complex actions with a good level technique and strength. • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • Plan and perform with control, precision and fluency, a sequence of actions that includes a wide range of different skills and balances.
Dance	<ul style="list-style-type: none"> • Copy basic body actions and rhythms. • Choose and use travelling actions, shapes and balances. • Travel in different pathways using the space around them. • Begin to use dynamics and expression with guidance. • Begin to count to music. 	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Choose actions for an idea. • Use changes of direction, speed and levels with guidance. • Show some sense of dynamic & expressive qualities. • Begin to use counts. • 	<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. 	<ul style="list-style-type: none"> • Copy remember and perform a dance phrase. • Create short dance phrases that communicate an idea. • Use canon, unison and formation to represent an idea. • Match dynamic and expressive qualities to a range of ideas. 	<ul style="list-style-type: none"> • Copy, remember and adapt set choreography. • Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. 	<ul style="list-style-type: none"> • Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. • Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. 	<ul style="list-style-type: none"> • Perform dances confidently and fluently with accuracy and good timing. • Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space,

			<ul style="list-style-type: none"> Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> Use counts to keep in time with a partner and group. 	<ul style="list-style-type: none"> Use counts when choreographing short phrases. 	<ul style="list-style-type: none"> Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music. 	<ul style="list-style-type: none"> relationship and dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of the impact on performance. Use counts when choreographing and performing to improve the quality of work.
OAA				<ul style="list-style-type: none"> Use a compass to orientate themselves Orientate a map Listen to instructions from a partner/ adult. Think activities through and problem solve. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe. Support others Seek support when they need it Show resilience when plans do not work Use initiative to try new ways of working 	<ul style="list-style-type: none"> Orientate a map Use a compass and digital devices to orientate themselves Select appropriate equipment for OAA Identify possible risks and think of ways to manage them Use their initiative to try new ways of working Show resilience when plans do not work Ask for and listen to expert advice Seek support when they need it Support others, by showing empathy and offering support without being asked. Remain aware of changing conditions and change plans if necessary 		
Swimming* (Taught at Energise)					<p>By <u>the end</u> of Year Six:</p> <ul style="list-style-type: none"> Confidently and proficiently swim a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations 		

* Swimming is currently taught in Year 4, however the current requirement is to report the attainment upon leaving primary school.

* The skills progression for swimming is taken from: 'Evidencing the impact of Primary PE and sport premium' (<https://www.afpe.org.uk/physical-education/evidencing-the-impact-guidance-template/>)