








Collingwood's PE Progression of Skills

 Reception	 Year 1	 Year 2	 Year 3	 Year 4	 Year 5	 Year 6
Health and Fitness						
<p>Describe how the body feels when still and when exercising.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Explain and show how to exercise safely.</p> <p>Explain what their body needs to stay healthy.</p> <p>Be active throughout a lesson.</p> <p>Recognise how the body feels during and after different physical activities.</p>	<p>Explain the importance of warming up and cooling down.</p> <p>Recognise and explain the effects of exercise on the body.</p>	<p>Explain the importance of warming up and cooling down.</p> <p>Explain why keeping fit is good for their health.</p>	<p>Explain some safety principles when preparing for exercise.</p> <p>Understand the reasons for warming up and cooling down and begin to take an active role in leading it.</p>	<p>Explain how the body reacts to different kinds of exercise.</p> <p>Choose appropriate warm ups and cool downs.</p> <p>Explain why we need regular exercise for health and wellbeing.</p>
Athletics						
<p>Run in different ways for a variety of purposes.</p>	<p>Jog in a straight line.</p> <p>Change direction with control while jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction with control while sprinting.</p> <p>Show good posture and balance.</p> <p>Land safely with control when jumping.</p>	<p>Run at different paces.</p> <p>Begin to select the most suitable pace and speed for running.</p> <p>Run with a basic technique following a curved line.</p> <p>Maintain and control a run over different distances.</p> <p>Jump for distance from a standing position.</p> <p>Throw in different ways for accuracy and distance.</p>	<p>Run at different speeds while changing direction.</p> <p>Use one and two feet to take off and land with control.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Understand the importance of adjusting running pace to suit the distance being ran.</p> <p>Focus on their arm and leg action to improve their running technique.</p> <p>Show increasing control with their overarm throw.</p>	<p>Jump in different ways.</p> <p>Throw accurately and with control in different ways.</p> <p>Run over a long distance.</p> <p>Take part in a relay remembering when to run and what to do.</p> <p>Land safely with control.</p> <p>Demonstrate an improved technique for sprinting.</p> <p>Speed up and slow down smoothly.</p>	<p>Be controlled when taking off and landing.</p> <p>Perform an effective standing long jump.</p> <p>Develop techniques to throw for increased distance.</p> <p>Refine their own technique for sprinting.</p> <p>Select the most suitable pace for the distance in order to maintain a sustained run.</p>	<p>Demonstrate stamina.</p> <p>Develop and refine their own technique to throw for improved accuracy.</p> <p>Recap, refine and practise an effective technique for sprinting.</p> <p>Land with safety and control.</p>

Gymnastics

<p>Jump in a range of ways, from one space to another, landing safely.</p> <p>Perform a simple balance.</p> <p>Move under, over and around objects and equipment.</p>	<p>Make their body tense, relaxed , curled and stretched.</p> <p>Travel in different ways and speeds (i.e. roll, slide, hop, jump)</p> <p>Control their body while travelling.</p> <p>Control their body in a standing and kneeling balance.</p> <p>Work on apparatus safely.</p> <p>Carry out a range of simple jumps (i.e. bunny hop, straight jump, tuck jump)</p> <p>Hold a simple balance.</p> <p>Link simple actions together to create a sequence.</p>	<p>Jump in a variety of different ways and land safely on the floor when jumping from apparatus.</p> <p>Plan and show a sequence of movements on the floor and the apparatus safely.</p> <p>Work with a partner to show a balance and a sequence.</p> <p>Balance on large and small body parts including on apparatus</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Travel in a variety of ways.</p> <p>Carry out a range of simple jumps (i.e. bunny hop, straight jump, tuck jump) using increasing control and accuracy.</p> <p>Hold a simple balance.</p> <p>Copy simple movements in a more complex sequence.</p>	<p>Choose ideas to compose a sequence on their own or with others.</p> <p>Move with greater control, coordination and precision.</p> <p>Use a range of jumps in their sequence.</p> <p>Use space and apparatus safely in pairs or small groups.</p> <p>Start to use a vault.</p> <p>Produce a range of balances on both small and large body parts on and off apparatus.</p> <p>Perform a range of rolls (i.e. crouched forward, forward from standing, tucked backward).</p>	<p>Include a change of speed, level, direction, pathway and shape.</p> <p>Adapt and transfer work form floor to apparatus.</p> <p>Create a sequence with a partner using set rules (i.e. 3 phases).</p> <p>Produce 1-4 point balances with and without a partner.</p> <p>Travel in different ways including flight.</p> <p>Moving with fluency and expression during a performance.</p> <p>Develop a range of rolls (i.e. straight, barrel, forward, straddle).</p> <p>Do they land with control when performing jumps?</p>	<p>Make and adapt a complex or extended sequence to suit new criteria.</p> <p>Work with a partner to balance, mirror and contrast, travel over and under and move in synchronicity.</p> <p>Combine equipment with their movements to create a sequence.</p> <p>Produce a wider range of jumps including from apparatus.</p> <p>Be confident in using the vault.</p> <p>Perform jumps, shapes and balances with increased fluency and control.</p> <p>Produce 1-4 point balances with and without partners as well as support part body weight of a partner.</p> <p>Show an understanding of symmetrical and asymmetrical balances.</p> <p>Develop a range of rolls (i.e. straight, forward, straddle, backward).</p>	<p>Understand and create a sequence which contains elements of balance, travel, turn and jump.</p> <p>Combine their own work with that of others.</p> <p>Link their sequence to timings.</p> <p>Perform a 1-4 point balance with increasing complexity supporting part partner weight.</p> <p>Confidently use equipment such as the vault and incorporate into a sequence.</p> <p>Develop a range of rolls (i.e. forward, straddle, backward).</p> <p>Begin to show progression in the performance of a headstand and cartwheel.</p> <p>Balance with fluency and control.</p>
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Games

<p>Roll and kick equipment in different ways.</p> <p>Throw underarm.</p> <p>Participate in simple games.</p> <p>Begin to catch equipment using two hands.</p> <p>Move safely around a space.</p> <p>Travel in different ways, including forwards, backwards ad sideways.</p>	<p>Throw in different ways (underarm, overarm).</p> <p>Roll a piece of equipment.</p> <p>Kick in different ways (i.e. instep, laces).</p> <p>Follow rules.</p> <p>Travel with a ball in different ways and directions with control and accuracy.</p> <p>Throw a ball with accuracy and for various distance.</p> <p>Use hitting skills in a game.</p> <p>Pass the ball to another player in a game.</p>	<p>Catch with two hands.</p> <p>Hit a ball with a bat.</p> <p>Use hitting, kicking and rolling in a game.</p> <p>Understand and use space in a game situation.</p> <p>Begin to understand the terms defending and attacking.</p> <p>Understand the importance of rules.</p> <p>Throw a ball for distance.</p> <p>Use throwing and catching skills in a game.</p> <p>Begin to understand tactics in a game.</p>	<p>Be aware of space and use it to aid teammates.</p> <p>Know and use rules fairly.</p> <p>Keep possession with some success in a team game.</p> <p>Move with and pass the ball in different ways.</p> <p>Throw a ball in different ways.</p> <p>Catch and gather a ball using taught techniques.</p> <p>Demonstrate successful striking techniques.</p>	<p>Throw and catch accurately.</p> <p>Hit a ball with control and accuracy when it is moving and stationary.</p> <p>Keep possession of the ball in a team game.</p> <p>Find space to become part of the game.</p> <p>Vary tactics and adapt skills according to what is happening.</p> <p>Pass and move with the ball with speed, control and accuracy.</p> <p>Use a range of defending and attacking techniques.</p>	<p>Know which throwing and catching technique to use (i.e. under/over arm, fingers up/down).</p> <p>Gain possession working as a team.</p> <p>Pass, dribble and shoot in different ways.</p> <p>Use forehand and backhand with a racquet.</p> <p>Field using the correct techniques (i.e. long barrier, fingers up/down).</p> <p>Select the best tactics for defending and attacking.</p> <p>Demonstrate an improved awareness of space.</p>	<p>Lead others and explain complicated rules.</p> <p>Throw and catch successfully under pressure in a game situation.</p> <p>Link skills needed for attacking and defending.</p> <p>Use hand-eye coordination to direct a ball when striking with a bat or a racquet.</p> <p>Serve and bowl in different ways.</p> <p>Demonstrate a good awareness of space.</p> <p>Win back and keep possession.</p>
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Dance						
Control their body when performing a sequence of movements.	Move around in a space safely.	Dance with control and coordination.	Perform basic dance actions with greater control, rhythm and coordination.	Take the lead when working in a group.	Compose their own dances in a creative and imaginative way.	Remember and perform complete dances.
	Go and stop with control.	Dance imaginatively.		Perform with expression and rhythm.	Maintain tempo and rhythm ensuring their dance fits the music.	Modify a dance due to self and peer evaluation.
	Move in different directions.	Change rhythm and move in time to a stimulus.	Link movements in a logical sequence.	Produce a clear and fluent dance relating to a theme.	Show fluency, accuracy and consistency in their dance.	Perform with confidence using a range of movement patterns.
	Change speeds of actions moving quickly and slowly.	Link movements to express mood or feeling.	Perform a simple routine with a clear start, middle and end.	Identify and repeat movement patterns of a chosen dance style.	Demonstrate imagination and creativity.	Dance with rhythm, fluency and control during a sequence.
	Move to music with expression to make a dance look interesting.	Create a short dance inspired by a stimulus.	Begin to improvise with a partner to create a simple dance.	Compose a dance demonstrating matching and mirroring.	Identify and repeat movement patterns of a chosen dance style.	Compose individual, partner and group dances that reflect the dance style.
	Copy and repeat actions.	Create a short dance inspired by a stimulus with a partner.	Create a dance in response to a stimulus with a partner.	Improvise and change parts of a dance as a result of self-evaluation.	Show awareness of their use of space.	Show an awareness of timing, formations and directions.
	Explore pathways when travelling.	Copy and repeat actions.	To use canon and unison.	Work in a small group and create a longer dance sequence.	Use matching, canon and unison.	
Explore pathways when travelling with a partner.	Explore pathways and levels	Use clear pathways and changes of direction.	To use canon and unison.	Work collaboratively in a group to produce a dance.		
		Remember, repeat and create actions.				

OAA						
			Begin to choose equipment that is appropriate for the task.	Make an informed decision on the best equipment to use for a task.	Choose the best equipment for an outdoor activity.	Choose the best equipment for an outdoor activity.
			Identify and use effective communication to begin to work as a team.	Communicate clearly with other people in a team.	Use clear communication to effectively complete a role in a team.	Use clear communication to effectively complete a role in a team.
			Identify symbols used on a key.	Work as part of a team.	Work effectively as part of a team.	Work effectively as part of a team and demonstrate leadership skills.
				Associate the meaning of a key in the context of the environment.	Identify a key on a map and begin to use the information in activities.	Use a range of map styles and make an informed decision on the most effective.

Acquiring and Developing skills						
Follow simple rules	Copy actions and skills.	Compete against others and self fairly.	Move and use actions and skills with control and confidence.	Perform and apply skills and techniques with control and accuracy.	Link and apply skills and techniques accurately and appropriately.	Apply skills, techniques and ideas consistently.
	Move with control and care.	Repeat actions with control and coordination.	Select the most appropriate actions and skills.	Take part in a range of competitive games and activities.	Take part in competitive games with a strong understanding of tactics.	Show precision, control and fluency across a wide range of activities.
	Engage in competitive games and activities.	Show a willingness to improve.	Compete against others and self in a controlled manner.		Follow specific rules.	Take part in competitive games with a strong understanding of tactics.

Evaluating and Improving

Talk about what they have done.

Talk about what they did and how they can improve.

Describe what other people did.

Talk about what is different between their performance and someone else's.

Evaluate a performance and use what they see to improve theirs.

Watch, describe and evaluate a performance.

Recognise and accept advice using it to improve.

Describe how they have improved their performance.

Watch, describe and evaluate a performance, giving ideas for improvements.

Use self-evaluation and comparisons to improve their work.

Compare and comment on skills and techniques used by others.

Use their self-evaluation and comparisons to improve their performance.

Explain why they have used certain skills.

Create their own success criteria for performing and evaluating. Understand that skills need to be learned in a progressive way.