



Bledlow Ridge School Skills and Knowledge Progression

Physical Education



	Dance					
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Use mirroring and unison when completing actions with a partner.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Use counts accurately when choreographing to perform in time	Use counts when choreographing
Begin to count to music.	Begin to use counts.	Show a character through actions, dynamics and expression.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.		
		Use counts with help to stay in time with the music.				



Bledlow Ridge School Skills and Knowledge Progression

Physical Education

					with others and the music.	and performing to improve the quality of work.
--	--	--	--	--	----------------------------	--

	Fundamentals, fitness and athletics					
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and coordination when running at different speeds.	Show balance, coordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.		Demonstrate good balance when performing other fundamental skills		



Bledlow Ridge School Skills and Knowledge Progression

Physical Education



Explore moving different body parts together.	Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.	Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.	Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.	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.	Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction. Can co-ordinate a range of body parts at increased speed.	when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge
---	---	---	--	--	---	---



Bledlow Ridge School Skills and Knowledge Progression

Physical Education



Games						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move	Dribble the ball with one hand with some control in game situations	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.		Dibble a ball with some success, stopping it when required	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Move a ball using different parts of the foot.	Throw and roll towards a target using varying techniques	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Throw and roll towards a target with some varying techniques	Throw and roll towards a target using varying techniques with some success.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Kick towards a stationary target.	Show balance when kicking towards a target.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.				
Hit a ball with hands	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.		
Run and stop when instructed.	Strike a stationary ball using a racket.					



Bledlow Ridge School Skills and Knowledge Progression

Physical Education



<p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
--	--	---	--	---	--	--



Bledlow Ridge School Skills and Knowledge Progression

Physical Education



Body Management through Yoga and Gymnastics						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.	Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique.	Complete balances with increasing stability, control and technique Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Choose actions that flow well into one another both on and off apparatus.	Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions. Plan and perform sequences showing control and technique with and without a partner.	Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the range of actions available. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.



Bledlow Ridge School Skills and Knowledge Progression
Physical Education



--	--	--	--	--	--	--