



## St John Vianney Catholic Primary School Progression of Skills – Physical Education



Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	Early Learning Goals	Year 1 Expected Level	Level Year 2 Expected Level	Year 3 Expected Level	Year 4 Expected Level	Year 5 Expected Level	Year 6 Expected Level
<b>Acquiring and developing skills</b>	Pupils move with confidence, imagination and safety.	Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination.	Pupils explore simple skills. Copy, remember, repeat and explore simple actions with control and coordination.	Pupils consolidate existing skills, applying them with greater control and co-ordination and gain new ones.	Pupils select and use skills, actions and ideas appropriately, applying them with greater control and co-ordination.	Pupils link skills, techniques and ideas and apply them accurately and appropriately.	Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately showing precision, control and fluency.
<b>Selecting and applying skills, tactics and compositional ideas</b>	Pupils move with confidence and coordination on simple equipment.	Pupils start to link skills and actions in ways that suit the activities.	Pupils vary skills, actions and ideas and link these in ways that suit set activities. They begin to show some understanding of simple tactics and basic compositional ideas.	With encouragement, pupils select and use skills and ideas appropriately, beginning to apply them with control and co-ordination. They understand and apply a wider range of tactics and compositional ideas in play.	Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination. They show understanding of tactics and composition by starting to vary how they respond.	Pupils performance shows precision, control and fluency and that they understand tactics and composition.	When performing pupils draw on what they know about strategy, tactics and composition.



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<b>Evaluating and improving performance</b>	Teachers talk with children about what worked well and how they would change it next time.	Pupils describe and comment on their own and others' actions.	Pupils talk about differences between their own and others' performances and suggest improvements.	Pupils can talk about similarities and differences to (and from) the work of others. As a group they can use this to improve their performances.	Pupils can see how their work is similar and different to (and from) the work of others. They use this to improve their own work.	Pupils compare and comment on skills, techniques and ideas used in own and others' work and use this understanding to improve their performance.	Pupils analyse and comment on skills techniques and ideas and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.
<b>Knowledge and understanding of fitness and health</b>	Pupils recognise the importance of keeping healthy. They should recognise the changes that happen to their bodies when active e.g. increased heart beats.	Pupils talk about how to exercise safely and how their bodies feel during activities.	Pupils understand how to exercise safely and describe how their bodies feel during various activities.	Pupils begin to understand why they warm up and why physical activity is important for good health.	Pupils give reasons why they warm up before exercise and why physical activity is good for their health.	Pupils explain and apply basic safety principles in preparing for exercise. They describe the effects exercise has on their own bodies and how it is valuable to their own health and fitness.	Pupils explain how their body reacts during different types of exercise. They warm up and cool down in ways that suit the activity. They explain why regular safe exercise is good for their fitness and health.