

Todwick Progression of Skills and Knowledge Document - PE

Fundamental Movement Skills						
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Run and stop with some control - Travel in different ways including skipping - Explore hopping on both feet - Jump and land safely on both feet - Balance whilst on the move and stationary - Explore changing direction safely - Throwing bean bags and large balls into a given space 	<ul style="list-style-type: none"> - Run at different speeds - Show some control and balance when travelling at different speeds - Move with some control and balance, including when changing direction - Link running and jumping movements with some control - Show control in take-off and landing when jumping - Jump, leap and hop - Use co-ordination with and without equipment - Throw towards a target 	<ul style="list-style-type: none"> - Show balance and control when running at different speeds - Demonstrate balance when moving, including running, skipping, hopping and jumping - Demonstrates balance and co-ordination when changing direction - Perform actions with increased control when co-ordinating their body with and without equipment 	<ul style="list-style-type: none"> - Change direction quickly - Understand how the body moves at different speeds and stop with control - Demonstrate balance when changing direction and performing other fundamental skills - Link running, hopping and jumping actions using different take offs and landing - Throw a variety of objects, changing the action for accuracy and distance 	<ul style="list-style-type: none"> - Understand how and when to speed up and slow down when running - Change direction quickly under pressure - Demonstrate good balance and control when performing other fundamental skills - Link hopping and jumping actions with some control - Throw with some accuracy towards a target area - Start to co-ordinate their body at speed when responding to a task 	<ul style="list-style-type: none"> - Demonstrate improved body posture, balance and speed when changing direction - Run at an appropriate speed for longer periods of time or over longer distances - Consistently demonstrate good balance and control when performing other fundamental skills - Perform a range of more complex jumps, showing good technique and co-ordination - Co-ordinate a range of body parts at increased speed 	<ul style="list-style-type: none"> - Show a controlled running technique using the appropriate speed over longer distances or periods of time - Show fluency and control when travelling, stopping, landing and changing direction - Link running, hopping and jumping actions with greater co-ordination and control - Demonstrate good technique when jumping and hopping for distance and height - Show good technique and accuracy when throwing for distance - Co-ordinate a range of body parts fluently at a speed appropriate to the challenge

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Dance						
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Explore how their body moves - Moves to music - Copies some dance moves - Performs some dance moves - Moves around the space safely 	<ul style="list-style-type: none"> - Copies and explores basic movements and body patterns - Remembers simple movements and dance steps - Links movements to sounds and music - Make up a short dance, after watching one - Change rhythm, speed, level and direction - Begin to use counts when responding to music 	<ul style="list-style-type: none"> - Copies and explores basic movements with clear control and co-ordination - Make a sequence by linking sections together - Varies levels and speed in sequence - Can vary the size of their body shapes - Add a change of direction to a sequence - Uses space well and negotiates space clearly - Use counts with help to stay in time with the music 	<ul style="list-style-type: none"> - Beginning to improvise independently to create a simple dance - Create actions in response to a stimulus individually and in groups - Respond to music to express a variety of moods & feelings - Use counts to keep in time with a partner and group 	<ul style="list-style-type: none"> - Respond imaginatively to stimuli related to character/music/story - Confidently improvises with a partner or on their own - Beginning to create longer dance sequences in a larger group - Demonstrates rhythm and spatial awareness - Use counts when choreographing short phrases 	<ul style="list-style-type: none"> - Show fluency/control in chosen dances in response to stimuli - Improvises with confidence, still demonstrating fluency across their sequence - Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing - Adapt and refine (in pairs/groups), dances that vary direction, space & rhythm - Use counts accurately when choreographing to perform in time with others and the music 	<ul style="list-style-type: none"> - Create and perform dances in a variety of styles consistently - Be aware of, and use, musical structure, rhythm and mood - Performs with confidence, using a range of movement patterns - Demonstrates a strong imagination when creating own dance sequences - Improvises with confidence, still demonstrating fluency - Use counts when choreographing and performing to improve the quality of work

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Gym						
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Make body tense, relaxed, curled and stretched - Balance on small/large body parts & understand stillness - Climb & hang from apparatus safely - Perform basic travelling actions on various body parts - Copy and link simple actions together 	<ul style="list-style-type: none"> - Perform balances making their body tense, stretched and curled - Copies and explores basic movements with some control and coordination - Begin to work on alone/with someone to make a sequence of shapes/travels - Climb safely, showing some shapes and balances when climbing - Performs at different levels 	<ul style="list-style-type: none"> - Make body tense, relaxed, curled and stretched, in a range of movements - Take body weight on different body parts, with and without apparatus - Perform a sequence with changes in speed and direction including 3 different actions - Uses equipment in a variety of ways to create a sequence - Jump and land with control using different body shapes in flight - Link known shape/travel/roll/jump to a balance using floor and on apparatus 	<ul style="list-style-type: none"> - Complete balances with increasing stability, control and technique - Copies, explores and remembers a variety of movements and uses these to create their own sequence - Jump and land with control using different body shapes in flight - Travel while using various hand apparatus, e.g. ribbon/hoop/rope/ball - Beginning to show flexibility in movements - Beginning to develop good technique when travelling, balancing and using equipment 	<ul style="list-style-type: none"> - Use body tension to perform balances both individually and with a partner - Demonstrate increasing strength, control and technique when taking own and others weight - Links skills with control, technique, coordination and fluency - Understands composition by performing more complex sequences - Beginning to use gym vocabulary to describe how to improve and refine performances - Link a roll with travel and balance using floor and apparatus with good body control 	<ul style="list-style-type: none"> - Show increasing control and balance when moving from one balance to another - Apply combined skills accurately and appropriately, consistently showing precision, control and fluency - Analyse and comment on skills and techniques and how these are applied in their own and others' work - Develops strength, technique and flexibility throughout performances - Understands composition by performing more complex sequences 	<ul style="list-style-type: none"> - Combine and perform more complex balances with control, technique and fluency - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions - Transfer sequence above onto suitably arranged apparatus & floor - Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills - Uses more complex gym vocabulary to describe how to improve and refine performances