



St Barnabas
CoE Primary School

Skills Progression

Subject area:

Physical Education

Subject Intent:

Our aim is that all of our children are inspired by being physical, in order to develop a personal desire to achieve highly and be the best that they can be. As the children progress through our school we want every child to develop a range of different sporting characteristics in order to provide them with essential skills and tactics which will help them throughout their life.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Control of movement.	To move and be still under very basic control.	To move and be still under basic control so that movements are performed with accuracy and clarity.	To move, stop and be still, with a basic level of balance and clarity of movement and shape.	To move, stop and be still, sometimes showing a good level of balance and clarity of movement and shape.	To move, stop and remain still, regularly showing a good level of balance and clarity of movement and shape.	To move, stop and remain still with a secure level of control, composure, good body shape, tension and more rapid changes in speed and effort.	To consistently move, stop and remain still with a high level of control, composure, good body shape, tension and more rapid changes in speed and effort.
Agility, balance and co-ordination.	To copy and repeat some simple movement combinations.	To repeat and co-ordinate simple movement combinations so that they link together.	To repeat some simple combinations of basic skills and actions, showing some coordination and agility.	To repeat simple combinations of skills and actions showing good coordination and some agility.	To combine some skills and actions with a basic level of fluency and some agility.	To combine a variety skills and actions with a more accurate level of fluency and agility.	To consistently combine a wide variety of different skills and actions with a high level of fluency and agility.
Technique and use of equipment.	To use some simple equipment with very basic control.	To use simple equipment with purpose and basic control.	To use a few different skills that make use of equipment with a basic level of consistency and accuracy.	To use a range of different skills that make use of equipment with an increasing level of consistency and accuracy.	To use a wider range of specific skills/techniques, using equipment with a good level of consistent control.	To use a greater range of specific skills/techniques using equipment with a high level of consistent control.	To use a vast range of specific skills/techniques using equipment with a very high level of consistent control.
Tactic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safety and tactical awareness.	To find and use a space and show an awareness of others and a very basic understanding of	To find and use spaces well, showing an increasing awareness of others and basic	To find and use spaces well, showing a good awareness of safety for both themselves and	To be able to use their own and others' ideas for movements, tactics, compositing and	To be able to use their own and others' ideas to create and use movements, tactics and	To create and use tactics and compositional ideas that suit the situation with a good level of	To create and use a wide variety of different tactics and compositional ideas that suit the situation with a

	personal safety.	personal safety.	others.	exercising.	compositional ideas with some level of success and speed of thought.	success and speed of thought.	consistently high level of success and speed of thought.
Tactic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Problem solving and overcoming challenges.	How to use very simple tactical, compositional and exercising ideas.	How to use simple tactical, compositional and exercising ideas with some consistency.	How to use increasingly challenging tactical, compositional and exercising ideas with a better level of consistency.	To frequently select the most appropriate approaches to the challenge set.	To frequently select the most appropriate approaches to the challenge set and respond more effectively to changes in situations, with some rationale.	To respond well to changes in situations and new challenges and conditions with a good level of rationale.	To respond really well to changes in situations and new challenges and conditions with a high level of rationale.
Tactic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decision making and Performance.	Explore and use a basic tactical, compositional and exercising idea, with significant support.	Explore and use a small range of basic tactical, compositional and exercising ideas with some prompting.	Explore, use and begin to apply a small range of basic tactical, compositional and exercising ideas, without prompting.	Explore and apply a wider range of basic tactical, compositional and exercising ideas with basic understanding.	Explore and apply a wide range of tactical, compositional and exercising ideas with a good level of understanding, and begin to show some individuality in the generation of ideas, decisions and performances.	To show an increasing level of individuality in the generation of ideas, decisions and performances.	To show a consistently high level of individuality in the generation of ideas, decisions and performances.