

## PE – Progression and Skills Overview – Dance

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Fitness</b>						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
<b>Dance Skills</b>						
To move freely with confidence in a range of ways e.g. slithering, shuffling, crawling, rolling. To begin to change the speed of actions. To create a short movement phrase that demonstrate their own ideas	Copy and repeat actions. Put a sequence of actions together to create a routine. Vary the speed of their moves. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.

## PE – Progression and Skills Overview – Dance

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others	<b>Compete/Perform</b>			
			Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
			<b>Evaluate</b>			
Talk about what they have done. Talk about what others have done	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

## PE – Progression and Skills Overview – Athletics

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Fitness</b>						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
<b>Running</b>						
To be able to run safely on whole foot in a variety of ways for a variety of different purposes.	Vary pace and speed when running. Run with a basic technique over different distances. To be able to change direction when running at different speeds	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

## PE – Progression and Skills Overview – Athletics

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
			<b>Jumping</b>			
Jump in a range of ways landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
			<b>Throwing</b>			
Roll equipment in different ways. Throw underarm. Throw an object at a target	Throw underarm and overarm. Throw an object towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws
			<b>Compete/Perform</b>			
Control their body when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in a range of athletic competitions	Take part in a range of athletic competition

## PE – Progression and Skills Overview – Athletics

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about what they have done. Talk about what others have done.</p>	<p>Watch and describe performances. Begin to say how they could improve</p>	<p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p><b>Evaluation</b></p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result</p>	<p>Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>

## PE – Progression and Skills Overview – Games

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Fitness</b>						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
<b>Striking and Hitting a Ball</b>						
To be able to hit a ball with a bat or a racquet	Use hitting skills in a game. Practise basic striking, sending and receiving	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball with accuracy and control. Accurately serve underarm. Perform forehand shots and begin to develop backhand shots. Build a rally with a partner. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball. Explore when different shots are best used. Practise techniques for all strokes.	Hit a bowled ball. Use good hand-eye coordination to be able to direct a ball when striking. Understand how to serve in order to start a game. Identify and apply techniques for hitting a tennis ball. Develop a backhand technique and use it in a game. Develop a range of shots in a game effectively.
<b>Throwing and Catching a Ball</b>						
Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Begin to use a bowling technique.	Develop different ways of throwing and catching	Use different ways of throwing and catching, and know when each is appropriate in a game	Throw and catch accurately and successfully under pressure in a game.

## PE – Progression and Skills Overview – Games

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
			<b>Travelling with a Ball</b>			
Move a ball in different ways, including bouncing and kicking. Control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
			<b>Passing a Ball</b>			
To be able to kick a ball.	Pass the ball to another person. Use kicking skills to a partner.	Know how to pass the ball in different ways	Pass the ball in two different ways in a game situation with some success	Pass the ball with increasing speed, accuracy and success in a game situation	Pass a ball with speed and accuracy using appropriate techniques in a game situation	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move
			<b>Possession</b>			
			Know how to keep and win back possession of the ball in a team game	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
			<b>Using Space</b>			
To negotiate space successfully, adjusting speed or direction to avoid obstacles. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions to create space. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in the game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.

## PE – Progression and Skills Overview – Games

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Attacking and Defending</b>						
Play a range of chasing games.	Use simple skills such as marking a player. Use simple skills such as dodging to get past a defender.	Begin to understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
<b>Tactics and Rules</b>						
Follow simple rules.	Follow simple rules to play games, including team games.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game.	Know when to pass and when to dribble in a game.	Follow complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
<b>Compete/Perform</b>						
Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a good understanding of tactics.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics.
<b>Evaluation</b>						
Talk about what they have learnt. Talk about what others have done.	Watch and describe performances of others. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting appropriate improvements.

## PE – Progression and Skills Overview – Gymnastics

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Fitness</b>						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
<b>Acquiring and Developing Skills</b>						
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways. Including: from one space to another with control and off an object landing appropriately.</p> <p>Begin to balance with control including being able to stand on one foot.</p> <p>To be able to travel in different ways. Including moving around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>To introduce fundamental movement skills e.g. Travel in different ways, changing direction and speed.</p> <p>To develop agility, balance and co-ordination.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>To introduce the safe use of apparatus.</p> <p>Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence. Travel in a variety of ways, including rolling.</p> <p>To master basic fundamental movement skills including agility, co-ordination and balance. e.g. Whilst balancing on different points of the body hold still.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p> <p>To develop the safe use of apparatus appropriate for age.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movement.</p> <p>To safely use the apparatus, age appropriately.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression. showing changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Begin to use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences</p>	<p>Create their own complex sequences involving the full range of actions and movements.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performance.</p>

## PE – Progression and Skills Overview – Outdoor Adventurous Activities

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Progression of Skills Within the Area of OAA</b>						
<p>To begin to participate in outside games within a team and individually.</p> <p>To develop fine and gross motor skills through woodland craft.</p>	<p>To be able to take part in outside games within a team and individually.</p> <p>To introduce scavenger hunts as a team and individually.</p>	<p>To confidently take part in outside games within a team and individually.</p> <p>To introduce small scale structure building.</p>	<p>To introduce rules and boundaries through group and individual activities.</p> <p>To build small shelters. E.g bug homes.</p> <p>To take part in a range of nature activities individually and as a team.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>To communicate with others</p> <p>To begin to choose equipment that is appropriate for an activity.</p>	<p>To build larger shelters/dens.</p> <p>To develop gross motor skills through dead hedging and willow weaving.</p> <p>To develop fine motor skills through knot tying</p> <p>To communicate clearly with other people in a team, and with other teams.</p> <p>Clearly communicate with others.</p> <p>Work as part of a team.</p> <p>Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for the activity.</p>	<p>To introduce the use of tools.</p> <p>To develop motor skills to be able to use the tools successfully to create items.</p> <p>To make small wooden crafts using tools individually and as part of a team.</p> <p>To communicate with others clearly and effectively.</p> <p>To work effectively as part of a team.</p> <p>To choose the best equipment for an activity.</p>	<p>To apply shelter building skills to design and create their own shelters as part of a team or individually. To work effectively as part of a team, demonstrating leadership when necessary.</p> <p>To apply knowledge and skills of tools to use them appropriately for the appropriate job.</p>
<b>Evaluation</b>						
<p>To talk about what they have done.</p> <p>To begin to offer an evaluation of personal performances and activities.</p> <p>To talk about what others have done.</p>	<p>To describe what they have done and what others have done.</p> <p>Begin to say they could improve</p>	<p>Talk about the differences between theirs and others outcomes.</p> <p>Suggest improvements of their own and others work.</p>	<p>Describe how their work has improved over time.</p>	<p>Describe and evaluate the effectiveness of work giving ideas for improvement.</p> <p>Modify their use of skills or techniques to achieve better results</p>	<p>Choose and use criteria to evaluate own and others work.</p> <p>Explain why they have used particular skills or techniques, and how effective they have been.</p>	<p>Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p>

## PE – Progression and Skills Overview – Swimming

Reception	Year One	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Fitness</b>						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
<b>Progression of skills within area of Swimming</b>						
		Introduce basic strokes. To perform safe self-rescue.	To begin to use a range of strokes.	To develop a range of strokes.	To use a range of strokes effectively. To swim confidently over a short distance.	To be able to competently and confidently over 25 meters.