



## SKILLS LADDER - PE

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	EYFS	Puffin - Year 1/2		Swift Year 3/4		Eagle Year 5/6	
Dance							
Acquiring and developing skills	Negotiate space and obstacles safely, with consideration for themselves and others.	Explore movement ideas and respond imaginatively to a range of stimuli.	Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.	Improvise freely on their own with a partner, translating ideas from a stimulus into movement.	Explore and create characters and narratives in response to a range of stimuli.	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.	Explore, improvise and combine movements and ideas fluently and effectively.
	Demonstrate strength, balance and coordination when playing.						
	Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music.	Move confidently and safely in their own and general space, using changes of speed, level and direction.					
Selecting and applying skills, tactics and compositional ideas	Demonstrate strength, balance and coordination when playing.	Compose and link movement to make simple dances with clear beginnings, middles and ends.	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.	Create and link dance phrases using a simple dance structure or motif.	Use simple choreographic principles to create motifs and narrative.	Compose dances by using adapting and developing steps, formations and patterning from different dance styles.	Create and structure motifs, phrases, sections and whole dances.
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Perform movement phrases using a range of body actions and body parts.		Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.	Perform complex dance phrases and dances that communicate character and narrative.	Perform dances expressively, using a range of performance skills.	Begin to use basic compositional principles when creating their dances.
Knowledge and understanding of fitness and health	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Recognise how their body feels when still and exercising.	Recognise and describe how different dance activities make them feel.	Keep up activity over a period of time and know they need to warm up and cool down for dance.	Know and describe what you need to do to warm up and cool down for dance.	Organise their own warm-up and cool-down activities to suit the dance.	Understand why dance is good for their fitness, health and wellbeing.
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understating the importance of healthy food choices.		Understand the importance of warming up and calling down.			Show an understanding of why it is important to warm up and cool down.	Prepare effectively for dancing.
Evaluating and improving performance	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talk about dance ideas inspired by different stimuli.	Watch and describe dance phrases and dances and use what they learn to improve their own work.	Describe and evaluate some of the compositional features of dances performed with a partner and in a group.	Describe, interpret and evaluate their own and others’ dances, taking account of character and narrative.	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	Understand how a dance is formed and performed.
		Copy, watch and describe dance movement.		Talk about how they might improve their dances.			Evaluate, refine and develop their own and others’ work.

Games							
Acquiring and developing skills	Negotiate space and obstacles safely, with consideration for themselves and others.	Be confident and safe in the spaces used to play games.	Improve the way they coordinate and control their bodies and a range of equipment.	Consolidate and improve the quality of their techniques and their ability to link movements.		Develop a broader range of techniques and skills for attacking and defending.	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.
	Demonstrate strength, balance and coordination when playing.	Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.	Remember, repeat and link combinations of skills.	Develop the range and consistency of their skills in all games.		Develop consistency in their skills.	
Selecting and applying skills, tactics and compositional ideas	Negotiate space and obstacles safely, with consideration for themselves and others.	Choose and use skills effectively for particular games.	Choose, use and vary simple tactics.	Improve their ability to choose and use simple tactics and strategies.	Devise and use rules.	Know and apply the basic strategic and tactical principles of attack, and to adapt them in different situations.	Understand , choose and apply a range of tactics and strategies for defence and attack.
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.			Keep, adapt and make rules for striking and fielding and net games.	Keep, adapt and make rules for striking and fielding and net games.	Choose and apply skills in more consistency in all activities.	Use these tactics and strategies more consistently in similar games.
					Use and adapt tactics in different situations.		
Knowledge and understanding of fitness and health	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Know that being active is good for them and fun.	Recognise and describe what their bodies feel like during different types of activity.	Know and describe the short-term effects of different exercise activities of the body.	Recognise which actives help their speed, strength and stamina and know when they are important in games.	Know and understand the basic principles of warming up, and understand why it is important for good-quality performance.	Understand the need to prepare properly for games.
	Know how to improve stamina.			Recognise how specific activities affect their bodies.	Understand why exercise is good for their fitness, health and wellbeing.		
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understating the importance of healthy food choices.					Begin to understand the importance of warming up.	
Evaluating and improving performance	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Watch, copy and describe what others are doing.	Recognise good quality in performance.	Recognise good performance and identify the parts of a performance that need improving.	Explain their ideas and plans.	Choose and use information to evaluate their own and others’ work.	Develop their ability to evaluate their own and others’ work. and to suggest ways to improve it.
		Describe what they are doing.	Use information to improve their work.	Use what they have learned to improve work.	Recognise aspects of their work that need improving.	Suggest improvements in own and others’ performances.	Know why warming up and cooling down are important.
					Suggest practices to improve their play.		
Gymnastics							
Acquiring and developing skills	Negotiate space and obstacles safely, with consideration for themselves and others.	Explore gymnastics actions and still shapes.	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.	Develop the range of actions, body shapes and balances they include in a performance.	Perform actions, shapes and balances consistently and fluently in specific activities.	Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.
	Demonstrate strength, balance and coordination when playing.	Move confidently and safely in their own and general space, using change of speed and direction.			Perform skills and actions more accurately and consistently.		

Selecting and applying skills, tactics and compositional ideas	Demonstrate strength, balance and coordination when playing.	Copy or create link movement phrases with beginnings, middles and ends.	Choose, use and vary simple compositional ideas in the sequences they create and perform.	Improve their ability to select appropriate actions and use simple compositional ideas.	Create gymnastic sequences that meet a theme or set of conditions.	Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.
		Perform movement phrases using a range of body actions and body parts.			Use compositional devices when creating their sequences, such as changes in speed, level and direction.		
Knowledge and understanding of fitness and health	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Know how to carry and place apparatus.	Lift, move and place equipment safely.	Recognise and describe the short term effects of exercise on the body during different activities.	Describe how the body reacts during different types of activity and how this affects the way they perform.	Know and understand the basic principles of warming up and why it is important for good quality performance.	Understand why warming-up and cooling-down are important.
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understating the importance of healthy food choices.	Recognise how their body feels when still and when exercising.	Recognise and describe what their bodies feel like during different types of activity.	Know the importance of suppleness and strength.		Understand why physical activity is good for their health.	Understand why exercise is good for their health, fitness and wellbeing and how to become healthier themselves.
Evaluating and improving performance	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Watch, copy and describe what they and others have done.	Improve their work using information they have gained by watching, listening and investigating.	Describe and evaluate the effectiveness and quality of a performance.	Describe they own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.	Choose and use information and basic criteria to evaluate their own and others' work.	Evaluate their own and others' work.
				Recognise how their own performance has improved.			Suggest ways of making improvements.
Adventurous Activity							
Acquiring and developing skills	Negotiate space and obstacles safely, with consideration for themselves and others.	Recognise their own space.		Develop the range and consistency of their skills and work with others to solve challenges.		Develop and refine orienteering and problem-solving skills when working in groups and on their own.	
	Demonstrate strength, balance and coordination when playing.	Explore finding different places.					
Selecting and applying skills, tactics and compositional ideas	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Follow simple routes and trials, orientating themselves successfully.		Choose and apply strategies and skills to meet the requirements of a task or challenge.		Decide what approach to use to meet the challenge set.	
		Solve simple challenges and problems successfully.				Adapt their skills and understanding as they move from familiar to unfamiliar environments.	
Knowledge and understanding of fitness and health	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understating the importance of healthy food choices.	Recognise and describe how their body feels during exercise.		Recognise the effect of different activities on the body and to prepare for them physically.		Understand how the challenge of outdoor and adventurous activities can help their fitness, health and well-being.	
				Work safely.			
Evaluating and improving performance	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Observe what they and others have done and use their observations to improve their performance.		Describe and evaluate their own and others' performances, and identify areas that need improving.		See the importance of a group or team plan, and the value of pooling ideas.	
						Improve their performance by changing or adapting their approaches as needed.	

Athletics						
Acquiring and developing skills	Negotiate space and obstacles safely, with consideration for themselves and others.	Remember, repeat and link combinations of actions.		Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.	Develop the consistency of their actions in a number of events.	
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Use their bodies and a variety of equipment with greater control and coordination.			Increase the number of techniques they use.	
Selecting and applying skills, tactics and compositional ideas	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Use their bodies and a variety of equipment with greater control and coordination.		Develop their ability to choose and use simple tactics and strategies in different situations.	Choose appropriate techniques for specific events.	
Knowledge and understanding of fitness and health	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Recognise and describe what their bodies feel like during different types of activity.		Know, measure and describe the short-term effects of exercise on the body.	Understand the basic principles of warming-up.	
	Describe how the body reacts to different types of activity.			Understand why exercise is good for fitness, health and wellbeing.		
Evaluating and improving performance	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Watch, copy and describe what they and others have done.		Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.	Evaluate their own and others' work and suggest ways to improve it.	
Swimming						
Swimming				Swim competently, confidently and proficiently over a distance of at least 25 metres.		
				Use a range of strokes effectively (for example; front crawl, backstroke and breaststroke)		
				Perform safe self-rescue in different water-based situations.		