

Overton Progression of skills: PHYSICAL EDUCATION							
	Year R (ELGs)	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Dance	<p>ELG 04 Moving and handling: Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to their maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating</p>

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Gym	<p>ELG 04 Moving and handling: Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Can perform different body shapes with more control.</p> <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Beginning to link ideas with some control over the transition</p> <p>Explores changes in level with good timing to music</p> <p>Link movements together to create a sequence</p> <p>Can link 2-3 simple movements with different combinations of travel</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Explore different jumps & use in a variety of ways</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing,</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Explore the use of symmetry in a variety of ways.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of</p>

				using equipment etc		<p>flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences with a partner and in small groups</p>	<p>movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
Games	<p>ELG 04 Moving and handling: Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and</p>

				<p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>what resources can be used to differentiate a game.</p> <p>Can work together, cooperating and communicating to begin to improve tactical success</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Can work together, cooperating and communicating to improve tactical success</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
Athletics	<p>ELG 04 Moving and handling: Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in</p>	<p>Can perform a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Can record peers performances, and evaluate these giving constructive feedback.</p> <p>Demonstrates</p>

					using correct vocabulary. Can use equipment safely and with good control.	throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	accuracy and confidence in a variety of throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Outdoor Adventurous Activities	<p>Understand that a diagram/map is a bird's eye representation of the ground</p> <p>Understand what a legend/key is and its importance Transfer information on a diagram/map into reality, using basic symbols and matching equipment</p> <p>Follow & give verbal & written commands to move forwards, backwards, up, down, left and right</p> <p>Understand how the directions forwards, backwards, up, down, left and right can change depending on which way a person is facing</p> <p>Follow & give verbal & written commands to move north, south, east and west</p> <p>Understand that the directions north, south, east and west do not change, regardless of which way a person is facing</p> <p>Recognise & identify the real-life representation of a basic diagram/map through colour combinations</p> <p>Use a basic diagram/map to navigate to a single point in reality</p> <p>Use a basic diagram/map to navigate to up to 4 different points in reality</p> <p>Use a basic diagram/map to navigate to up to 4 different points, avoiding obstacles</p> <p>Use a basic diagram/map to follow a specific route with up to 4 different points</p> <p>Use a basic diagram/map to follow a specific route with up to 4 different points, avoiding obstacles</p>	<p>Transfer information on a diagram into reality, using unfamiliar symbols, following a set order</p> <p>Understand & carry out the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map</p> <p>Identify basic orienteering symbols and colours using the legend [map key]</p> <p>Follow & give verbal & written commands to move north, south, east, west and north-east, south-east, south-west and north-west</p> <p>Understand that the directions north, south, east, west and north-east, south-east, south-west and north-west do not change, regardless of which way a person is facing</p> <p>Using basic diagrams/maps [e.g. count the cones], orientate and set the map, maintaining this whilst travelling a route involving more than 4 points</p> <p>Using more complex diagrams/maps [e.g. netball court maps], orientate and set the map, maintaining this whilst travelling a route involving more than 4 points</p> <p>Using basic diagrams/maps, draw their own routes for others to follow</p> <p>Using the whole school orienteering map, orientate and set the map using known features, to travel to and from control points allocated by a teacher or coach</p> <p>Use the whole school orienteering map, orientate and set the map using known features, to travel to and from control points chosen independently by the pupil</p> <p>Make tactical decisions to travel the orienteering course in the quickest and most efficient manner, ensuring the rules are followed for the event</p> <p>Make tactical decisions to travel the orienteering course to meet a different purpose such as "developing stamina" or "develop clear and concise communication"</p> <p>Work individually, in pairs and in larger teams, planning and co-operating</p>					

	<p>Compete in competitive games following specific instructions and rules</p> <p>Make decisions and solve problems whilst being physically active</p> <p>Listen to other pupils and communicate with other pupils to complete a task</p> <p>Gain strategies to check accuracy e.g., speaking aloud, counting aloud, revisiting, clarifying with a partner etc-</p>	<p>effectively and allocating roles</p> <p>Work individually, in pairs and in larger teams to review and evaluate performance, on-the-go, and adapt quickly to improve including changing roles</p> <p>Recognise and discuss the dangers of OAA tasks and how to keep themselves and others safe</p> <p>Organise and plan an event which requires adventure and map reading skills using editable templates, maps, questions, and prompts for up to 30 people to take part in</p> <p>Using the whole school orienteering map, orientate and set the map using a mechanical or electronic compass, aligning it with their position on the map and the North lines</p> <p>Use a compass to identify which way is North to assist travelling in all 8 compass point directions</p> <p>Take part in competitive orienteering-style challenges</p> <p>Sustain physical activity in orienteering-style challenges for at least 30 minutes</p> <p>Explain the benefits of OAA and orienteering-style activities</p>					
Swimming							<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>
Evaluation		<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>		<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	

<p>Healthy Lifestyles</p>	<p>ELG 05 Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body in more detail</p> <p>Can explain the importance of exercise and a healthy lifestyle and understand its impact</p> <p>Understands the need to warm up and cool down & can lead a small group of children</p>
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