

National Curriculum PE— Skills ladder

Breadth of study	R	Y1	Y2	Y3	Y4	Y5	Y6
Acquiring and developing skills	Move with confidence, imagination and in safety. Move with control and co-ordination. Travel around, under, over and through balancing and climbing equipment.	Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination.	Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co-ordination.	Pupils select and use skills, action and ideas appropriately, applying them with co-ordination and control.	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency.	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
Selecting and applying skills, tactics and compositional ideas	Use their imagination in, dance. Express and communicate their ideas, thought and feelings through movement.	They start to link these skills and actions in ways that suit the activities.	They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas.	They show that they understand tactics and composition by starting to vary how they respond.	Their performance shows that they understand tactics and composition.	When performing, they draw on what they know about strategy, tactics and composition.	When performing, they draw on what they know about strategy, tactics and composition.
Evaluating and improving performance	Show awareness of space, of themselves and of others.	They describe and comment on their own and others' actions.	They talk about differences between their own and others' performance and suggest improvements.	They can see how their work is similar to and different from others' work and use this understanding to improve their own performance.	They compare and comment on skills, techniques and ideas used in their own and others' work, and use their understanding to improve their performance.	They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.	They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.
Knowledge and understanding of fitness and health	Use a range of small and large equipment. Importance of keeping healthy and those things which contribute. Recognise the changes that happen to their bodies when they are active.	They talk about how to exercise safely, and how their bodies feel during an activity.	They understand how to exercise safely, and describe how their bodies feel during different activities.	They give reasons why warming up before and activity is important, and why physical activity is good for their health.	They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.	They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.	They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.