



St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in PE



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	3 & 4 Years Make healthy choices about food, drink, activity and toothbrushing.	Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after different physical activities.	Recognise and describe the effects of exercise on the body.	Describe how the body reacts at different times and how this affects performance.	Know and understand the reasons for warming up and cooling down.	Understand the importance of warming up and cooling down.
	Reception - Manage their own needs. - Know and talk about the different factors that support overall health and wellbeing: regular physical activity	Carry and place equipment safely.	Explain what they need to stay healthy.	- Know the importance of strength and flexibility for physical activity. - Explain why it is important to warm-up and cool-down.	- Explain why exercise is good for your health. - Know some reasons for warming up and cooling down.	Explain some safety principles when preparing for and during exercise.	- 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.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games, Incl. Invasion Games	3 & 4 Years - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Start taking part in some group activities which they make up for themselves, or in teams. - Show a preference for a dominant hand. Reception - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	- Use hitting skills in a game. - Practise basic striking, sending and receiving. - Throw underarm and overarm. - Catch and bounce a ball. - Use rolling skills in a game. - Practise accurate throwing and consistent catching - Pass the ball to another player in a game. - Use kicking skills in a game. - Use different ways of travelling in different directions or pathways. - Run at different speeds. - Begin to use space in a game.	- Strike or hit a ball with increasing control. - Learn skills for playing striking and fielding games. - Position the body to strike a ball. - 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. - Know how to pass the ball in different ways. - 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 a game.	- 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. - 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). - Develop a safe and effective overarm bowl. - Pass the ball in two different ways in a game situation with some success.	- Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. - Accurately serve underarm. - Build a rally with a partner. - Use at least two different shots in a game situation. - Use hand-eye coordination to strike a moving and a stationary ball. - Develop different ways of throwing and catching. - Pass the ball with increasing speed, accuracy and success in a game situation. - Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. - Make the best use of space to pass and receive the ball.	- Use different techniques to hit a ball. - Identify and apply techniques for hitting a tennis ball. - Explore when different shots are best used. - Develop a backhand technique and use it in a game. - Practise techniques for all strokes. - Play a tennis game using an overhead serve. - Consolidate different ways of throwing and catching, and know when each is appropriate in a game. - Pass a ball with speed and accuracy using appropriate techniques in a game situation. - Keep and win back possession of the ball effectively in a team game. - Demonstrate an increasing awareness of space.	- Hit a bowled ball over longer distances. - Use good hand-eye coordination to be able to direct a ball when striking or hitting. - Understand how to serve in order to start a game. - Throw and catch accurately and successfully under pressure in a game. - 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. - Keep and win back possession of the ball effectively and in a variety of ways in a team game. - Demonstrate a good awareness of space.



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Ball games/ striking and fielding	3 & 4 Years - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Start taking part in some group activities which they make up for themselves, or in teams. - Show a preference for a dominant hand. Reception - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	- Begin to use the terms attacking and defending. - Use simple defensive skills such as marking a player or defending a space. - Use simple attacking skills such as dodging to get past a defender. - Follow simple rules to play games, including team games - Use simple attacking skills such as dodging to get past a defender. - Use simple defensive skills such as marking a player or defending a space.	- Begin to use and understand the terms attacking and defending. - Use at least one technique to attack or defend to play a game successfully. - Understand the importance of rules in games. - Use at least one technique to attack or defend to play a game successfully.	- Know how to keep and win back possession of the ball in a team game. - Find a useful space and get into it to support teammates. - Use simple attacking and defending skills in a game. - Use fielding skills to stop a ball from travelling past them. - 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.	- 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. - Vary the tactics they use in a game. - Adapt rules to alter games.	- Choose the best tactics for attacking and defending. - Shoot in a game. - Use fielding skills as a team to prevent the opposition from scoring. - Know when to pass and when to dribble in a game. - Devise and adapt rules to create their own game.	- 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. - Follow and create complicated rules to play a game successfully. - Communicate plans to others during a game. - Lead others during a game.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	3 & 4 Years - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. - Continue to develop their movement, balancing, riding and ball skills. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Start taking part in some group activities which they make up for themselves, or in teams. Reception - Revise and refine the fundamental movement skills they have already acquired: - rolling- running - crawling- hopping - walking- skipping - jumping- climbing - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility.	- Vary their pace and speed when running. - Run with a basic technique over different distances. - Show good posture and balance. - Jog in a straight line. - Change direction when jogging. - Sprint in a straight line. - Change direction when sprinting. - Maintain control as they change direction when jogging or sprinting. - 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.	- 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. - Accelerate to pass other competitors. - 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.



Athletics		• Perform a short jumping sequence. • Jump as high as possible. • Jump as far as possible. • Land safely and with control. • Work with a partner to develop the control of their jumps • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power.	• Perform and compare 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. • 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. • 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.	• 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. • 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.	• 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. • Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance.	• 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. • 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.	• 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. • Perform a heave throw. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Develop and refine techniques to throw for accuracy.
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Gymnastics	3 & 4 Years - Continue to develop their movement, balancing, - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Reception - Revise and refine the fundamental movement skills they have already acquired: <i>rolling- running</i> <i>crawling- hopping</i> <i>walking- skipping</i> <i>jumping- climbing</i> - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility.	- Create and perform a movement sequence. - Copy actions and movement sequences with a beginning, middle and end. - Link two actions to make a sequence. - Recognise and copy contrasting actions (small/tall, narrow/wide). - Travel in different ways, changing direction and speed. - Hold still shapes and simple balances. - Carry out simple stretches. - Carry out a range of simple jumps, landing safely. - Move around, under, over, and through different objects and equipment. - Begin to move with control and care.	- Copy, explore and remember actions and movements to create their own sequence. - Link actions to make a sequence. - Travel in a variety of ways, including rolling. - Hold a still shape whilst balancing on different points of the body. - Jump in a variety of ways and land with increasing control and balance. - Climb onto and jump off the equipment safely. - Move with increasing control and care.	- Choose ideas to compose a movement sequence independently and with others. - Link combinations of actions with increasing confidence, including changes of direction, speed or level. - Develop the quality of their actions, shapes and balances. - Move with coordination, control and care. - Use turns whilst travelling in a variety of ways. - Use a range of jumps in their sequences. - Begin to use equipment to vault. - Create interesting body shapes while holding balances with control and confidence. - Begin to show flexibility in movements	- Create a sequence of actions that fit a theme. - Use an increasing range of actions, directions and levels in their sequences. - Move with clarity, fluency and expression. - Show changes of direction, speed and level during a performance. - Travel in different ways, including using flight. - Improve the placement and alignment of body parts in balances. - Use equipment to vault in a variety of ways. - Carry out balances, recognising the position of their centre of gravity and how this affects the balance. - Begin to develop good technique when travelling, balancing and using equipment. - Develop strength, technique and flexibility throughout performances.	- Select ideas to compose specific sequences of movements, shapes and balances. - Adapt their sequences to fit new criteria or suggestions. - 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. - Confidently use equipment to vault in a variety of ways. - Apply skills and techniques consistently. - Develop strength, technique and flexibility throughout performances. - Combine equipment with movement to create sequences.	- Create their own complex sequences involving the full range of actions and movements: - travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. - Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. - Apply skills and techniques consistently, showing precision and control. - Develop strength, technique and flexibility throughout performances.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics Roll and Jumps	- Curled side roll (egg roll) - Log roll (pencil roll) - Teddy bear roll Straight jump Tuck jump Jumping Jack Half turn jump	- Log roll (controlled) - Curled side roll (egg roll) (controlled) - Teddy bear roll (controlled) Straight jump Tuck jump Jumping jack Half turn jump	- Log roll (controlled) - Curled side roll (egg roll) (controlled) - Teddy bear roll (controlled) - Rocking for forward roll - Crouched forward roll Straight jump Tuck jump Jumping jack Half turn jump	- Crouched forward roll - Forward roll from standing - Tucked backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn	- Forward roll from standing - Straddle forward roll - Tucked backward roll - Backward roll to straddle Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn	- Forward roll from standing - Straddle forward roll - Pike forward roll - Tucked backward roll - Backward roll to straddle - Backward roll to standing pike - Pike backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Split leap Stag leap	- Forward roll from standing - Straddle forward roll - Pike forward roll - Dive forward roll - Tucked backward roll - Backward roll to straddle - Backward roll to standing pike - Pike backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Split leap Stag leap



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics Movement and Balances	- Bunny hop - Tiptoe, step, jump and hop Standing balances	- Bunny hop - Front support wheelbarrow with partner - Tiptoe, step, jump and hop - Hopscotch - Skipping - Gallop Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	- Bunny hop - Front support wheelbarrow with partner - Scissor kick - Tiptoe, step, jump and hop - Hopscotch - Skipping - Gallop - Straight jump half-turn Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	- Handstand - Lunge into handstand - Cartwheel - Tiptoe, step, jump and hop - Hopscotch - Skipping - Chassis steps - Straight jump half turn - Cat leap Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	- Lunge into handstand - Lunge into cartwheel - Tiptoe, step, jump and hop - Hopscotch - Skipping - Chassis steps - Straight jump half turn - Straight jump full turn - Cat leap - Cat leap half turn - Pivot 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	- Lunge into handstand - Lunge into cartwheel - Lunge into round-off - Tiptoe, step, jump and hop - Hopscotch - Skipping - Chassis steps - Straight jump half turn - Straight jump full turn - Cat leap - Cat leap half turn - Pivot 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	- Lunge into cartwheel - Lunge into round-off - Hurdle step - Hurdle step into cartwheel - Hurdle step into round-off - Tiptoe, step, jump and hop - Hopscotch - Skipping - Chassis steps - Straight jump half turn - Straight jump full turn - Cat leap - Cat leap half turn - Cat leap full turn - Pivot 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support



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Dance	3 & 4 Years - Continue to develop their movement, balancing. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. - Respond to what they have heard, expressing their thoughts and feelings. Reception - Revise and refine the fundamental movement skills they have already acquired: - rolling- running - crawling- hopping - walking- skipping - jumping- climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.	- Copy and repeat actions. - Put a sequence of actions together to create a motif. - Vary the speed of their actions. - Use simple choreographic devices such as unison, canon and mirroring. - 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. - Demonstrate consistent precision when performing dance sequences. - Modify some elements of a sequence as a result of self and peer evaluation. - Use complex dance vocabulary to compare and improve work.



St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in PE



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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		



St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in PE



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compete and Perform	Reception - Create collaboratively, sharing ideas, resources and skills. - Explore and engage in music making and dance, performing solo or in groups.	- 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. - Perform and create sequences with fluency and expression. - Perform and apply skills and techniques with control and accuracy.	- Consistently perform and apply skills and techniques with accuracy and control. - Take part in competitive games with a strong understanding of tactics and composition. - Perform own longer, more complex sequences in time to music. - Consistently perform and apply skills and techniques with accuracy and control.	- 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 and composition. - 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.
Evaluate	- 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' 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 thoughtful and appropriate improvements.