



Progression of Skills

PHYSICAL EDUCATION

|  |  |  |  |  |  |  |
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * **National Curriculum**
 | * National Curriculum:
* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
* participate in team games, developing simple tactics for attacking and defending
* perform dances using simple movement patterns.
 | * National Curriculum:
* use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* perform dances using a range of movement patterns
* take part in outdoor and adventurous activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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| * **Gymnastics and Movement**
 | * make body curled, tense, stretched and relaxed
* control body when travelling and balancing
* copy sequences and repeat them
* roll, curl, travel and balance in different ways
 | * plan and perform a sequence of movements
* improve sequence based on feedback
* think of more than one way to create a sequence which follows some ‘rules’
 | * adapt sequences to suit different types of apparatus and criteria
* explain how strength and suppleness affect performance
 | * move in a controlled way
* include change of speed and direction in a sequence
* work with a partner to create, repeat and improve a sequence with at least three phases
 | * make complex extended sequences
* combine action, balance and shape
* perform consistently to different audiences
 | * combine own work with
* that of others
* sequences to specific
* timings
* Teach a routine or
* sequence to other
* children explaining roles
* within the group
 |
| * **Basic Movement and Team Games. (KS1)**
* **Competitive**
* **Games (KS2)**
 | * throw underarm
* throw and kick in different ways
* Aiming at targets
* Using power & accuracy
 | * use hitting, kicking and/or rolling in a game
* decide the best space to be in during a game
* use a tactic in a game
* follow rules
* Understand the objective of individual team sports/games
 | * be aware of space and use it to support team-mates and to cause problems for the opposition
* know and use rules fairly
* Know the different principles of attack & defence.
 | * throw and catch accurately with one hand
* hit a ball accurately with control
* vary tactics and adapt skills depending on what is happening in a game
* Hit/strike a ball power
* Understand specific positions / roles in a game situation
 | * gain possession by working as a team and pass in different ways
* choose a specific tactic for defending and attacking
* use a number of techniques to pass, dribble and shoot
* Understand when to use power or accuracy in a game situation
 | * agree and explain rules
* to others
* work as a team and
* communicate a plan
* lead others in a game
* situation when the
* need arises
 |
| * **Dance**
 | * perform own dance moves
* copy or make up a short dance
* move safely in a space
 | * change rhythm, speed, level and direction in dance
* make a sequence by linking sections together
* use dance to show a mood or feeling
 | * improvise freely and translate ideas from a stimulus into movement
* share and create phrases with a partner and small group
* remember and repeat dance perform phrases
 | * take the lead when working with a partner or group
* use dance to communicate an idea
 | * compose own dances in a creative way
* perform dance to an accompaniment
* dance shows clarity, fluency, accuracy and consistency
 | * develop sequences in a
* specific style
* choose own music and
* style
 |
| * **Athletics**
 | * Use different speeds to run short distances and for a longer period
* Combining running and jumping whilst moving as quick as possible
* Throw different objects (beanbags, javelins, frisbees
 | * Run for longer periods of time keeping a consistent speed
* Look at technique of sprinting and how to speed up
* Throwing using different techniques looking at accuracy and distance.
 | * run at fast, medium and slow speeds; changing speed and direction
* take part in a relay, remembering when to run and what to do
 | * sprint over a short distance and show stamina when running over a long distance understanding the distance of the race
* jump in different ways
* throw in different ways and hit a target, when needed
 | * controlled when taking off and landing
* throw with increasing accuracy
* combine running and jumping at speed with control
 | * demonstrate stamina
* and increase strength
* Understand tactics of
* races
 |
| * **Outdoor and Adventurous Activity.**
 | * Introduce maps with simple instruction and tasks to follow in groups
* Problem solving in groups
* Following clues & instructions
 | * Work in small groups/individually to follow a simple map
* Problem solve individually to help the team complete task
 | * follow a map in a familiar context
* use clues to follow a route
* follow a route safely
 | * follow a map in a (more demanding) familiar context
* follow a route within a time limit
 | * follow a map into an unknown location
* use clues and a compass to navigate a route
* change route to overcome a problem
* use new information to change route
 | * plan a route and a series of clues for someone else
* plan with others, taking account of safety and danger
 |
| * **Evaluate**
 |  |  | * compare and contrast gymnastic sequences
* recognise own improvement in ball games
 | * provide support and advice to others in gymnastics and dance
* be prepared to listen to the ideas of others
 | * identify something a partner does well and also on something that can be improved
* know why own
* performance was better or not as good as their last
 | * know which sports they are good at and find out how to improve further
 |
| * **Swimming**
 |  |  |  |  |  | * By the end of Key Stage 2, every child should be able to:
* Swim competently and
* confidently over a
* distance of 25m.
* Use a range of strokes
* effectively.
* Perform safe self-rescue in different water-based situations
 |
| * **Vocabulary**
 | * Direction Strike
* Speed Land
* Stretch Take Off
* Spring Shoot
* Balance Pass
* Aim Control
* Target Team
* Dribble Warm Up/Cool down
* Overarm
* Underarm
 | * Goals Flow
* Points Repeat
* Possession Pattern
* Marking Attack
* Supporting Team Defend
* Creating Space Evaluate
* Distance Improve
* Stamina
* Combination
* Sequence
 | * Transition Tactics
* Width Synchronize
* Shield Improve
* Protect Assess
* Innings Elements
* Create Variation
* Solve Improvisation
* Position Exploration
* Stroke Reaction
* Breathing
* Safety
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Progression of Skills

EARLY YEARS PHYSICAL EDUCATION

**Gross Motor Skills**

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| **Expectations for 2-3 Year Olds**  | **Expectations for Pre- School**  | **Expectations for Reception**  | **ELG**  |
| page1image276385920Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.  | Continue to develop movement, balancing, riding (scooters, trikes and bikes)  | Agility and Spatial Awareness – directions, movement & finding space  | **Negotiate space and obstacles safely, with consideration for themselves and others** **Demonstrate strength, balance and coordination when playing** **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing**  |
| Enjoy starting to kick, throw and catch large balls.  | Continue to develop ball skills.  | page1image275157104Sending & Receiving – throwing, bouncing, rolling, pushing, bowling and striking  | Co-ordination – hand eye & foot co- ordination  |
| page1image275172560Build independently with a range of appropriate resources page1image275179760 | Collaborate with others to manage large items  | Travelling & shapes – creative movement, travelling individually/ with others  |
| Skip, hop, stand on one leg and hold a pose for a game like musical statues.  | Balance – different types of balances, group work & individual  |
| page1image275213664Walk, run, jump and climb – and start to use the stairs independently.  | Go up steps and stairs, or climb up apparatus, using alternate feet.  | Jumping – jumping & landing  |
|  Use large-muscle movements to wave flags and streamers, paint and make marks.  |  |  |