



P.E Progression of Skills 2020-21

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills	<p>Games Can hold a ball or piece of equipment with a preferred hand.</p> <p>Can practise using a range of balls/equipment Be able to push, pat, strike, throw, catch and kick an object.</p>	<p>Games Can drop and catch a ball with consistency.</p> <p>Can aim using a variety of equipment, e.g. Bean bags, large balls, small balls at a target.</p> <p>Can throw for distance using overarm and underarm actions.</p> <p>Catch a ball at different heights using two hands and one hand. Begin to roll a variety of equipment in a controlled way e.g., large balls, small balls, quoits, hoops</p> <p>Bounce a ball accurately standing still.</p>	<p>Games Can bounce a ball on the spot with consistency.</p> <p>Bounce the ball while travelling using one hand then the other.</p> <p>Can develop throwing and catching a range of equipment (e.g. A bean bag, large ball, small ball etc) underarm and overarm with increased accuracy.</p> <p>Chest pass to a partner using a large ball.</p> <p>Bounce pass to a partner. Roll a ball, hoop, quoit with increased accuracy to a partner.</p> <p>Hit a ball using a racket/bat with some accuracy</p>	<p>Games Can travel whilst bouncing a ball, showing control using preferred and non-preferred hand.</p> <p>Throw a ball underarm or overarm with increased accuracy.</p> <p>Develop different passing – chest pass, shoulder pass, bounce pass- using large balls.</p> <p>Correctly pass and receive a rugby ball.</p> <p>Throw and catch on the move using a variety of balls (small/ large balls, rugby balls). Roll a small ball/large ball at different speeds and with increased accuracy.</p> <p>Kick a ball using both feet, stopping</p>	<p>Games Can travel whilst bouncing a ball, showing good control when dribbling.</p> <p>Throw a ball underarm and overarm with increased accuracy.</p> <p>Develop chest pass, shoulder pass and bounce passing to increase speed and accuracy.</p> <p>Run and dodge with a rugby ball.</p> <p>Use both preferred and non-preferred hands to roll, bounce, throw and catch a variety of balls.</p> <p>Kick a ball with both feet, stopping it first and then straight from a rebound.</p>	<p>Games Using either hand can dribble showing changes of speed and direction.</p> <p>Begin to competently use a range of netball passes – chest, shoulder, bounce.</p> <p>Balance when stopping and changing direction (football, netball, hockey, tennis etc) Develop losing a marker.</p> <p>Develop dodging, weaving, twisting and turning.</p> <p>Pass a rugby ball to a player, on the move, to the side and behind.</p> <p>Dribble the ball using both sides of the foot.</p>	<p>Games Can dribble effectively in and out of obstacle courses using preferred and non-preferred hand.</p> <p>Pupils can use running, jumping, throwing and catching in isolation and in small/large groups.</p> <p>Competently use a range of netball passes – chest, shoulder, bounce.</p> <p>Pass a rugby ball to a player on the move - to the side and behind accurately.</p> <p>Dribble a ball using both sides of the foot under control, stop and pass.</p> <p>Strike a ball with speed and accuracy (tennis/hockey)</p>

			<p>up/down at different heights. (e.g. Tennis)</p>	<p>it first, and then straight from a rebound.</p> <p>Hit a small ball using a bat/racket (tennis) beginning to use a forehand and backhand stroke.</p> <p>Push, stop and dribble a hockey ball showing control.</p>	<p>Dribble a ball in and out of objects using the inside and outside of the foot, to gain more accuracy, increasing control and speed when able.</p> <p>Head a ball and develop force and accuracy.</p> <p>Develop tennis skills - hit a ball from hands and from a throw.</p> <p>Hit a ball to a partner with one bounce or without a bounce (volley)</p>	<p>Dribble the ball under control, stop and pass.</p> <p>Pass in a conditioned game with opposition. Shoot the ball using preferred and non-preferred foot from various angles.</p> <p>Strike a still/moving ball.</p> <p>Dribble a hockey ball under control and be able to tap the ball forward.</p> <p>Push, pass and stop a hockey ball accurately.</p> <p>Hit and stop a hockey ball competently.</p> <p>Hit a tennis ball up and down confidently.</p> <p>Develop a tennis rally with a partner using a range of forehands, backhands and volleys.</p> <p>Hit a cricket ball accurately, with increased confidence</p>	<p>Dribble, stop, push a hockey ball with increased accuracy and control.</p> <p>Competently use forehand and backhand tennis strokes in a rally.</p> <p>Bowl a cricket ball overarm accurately.</p> <p>Bowl a rounders ball underarm accurately to a batter.</p>
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	<p>Gymnastics Can use floor work, small and large apparatus.</p> <p>Can jump off an object and land appropriately.</p> <p>Can travel with confidence and skill around, under, over and through - balancing and climbing.</p>	<p>Gymnastics Is aware of a variety of rolling actions and can perform them appropriately.</p> <p>Can demonstrate ways of moving on hands/feet on the floor/using apparatus safely.</p> <p>Know what makes a good landing (springy knees).</p>	<p>Gymnastics Can experiment and perform a basic log, shoulder and forward roll.</p> <p>Practise a variety of different jumps.</p> <p>Travel on their feet in a variety of different ways.</p> <p>Use apparatus to demonstrate different ways of moving. Know what forehand and backhand are.</p>	<p>Gymnastics Can perform a competent forward roll, log roll, shoulder roll, curled roll. Progress to backward roll.</p> <p>Use different pathways (i.e. curved, straight, zig-zag) and in different directions (i.e. forwards, backwards, sideways, turning).</p> <p>Transfer weight using the 5 Basic jumps - 2:2, 2:1, 1:2, 1 to the other (step), 1 to the same (hop).</p> <p>Travel over/under/through apparatus using different body parts. Take weight on different body parts.</p> <p>Show wide/narrow shapes in the air and land in control.</p>	<p>Gymnastics Can perform a competent forward roll, log roll, shoulder roll, curled roll. Progress to backward roll.</p> <p>Take weight on a variety of <i>points</i> (elbows, hands, fingers, feet, heels, knees, head, toes) and <i>patches</i> (bottom, chest, thighs, sides, hips, back, shoulder).</p> <p>Balance on a variety of points and patches.</p> <p>Run and turn, in control. (e.g. Attempt a bunny hop, cartwheel). Move over the floor using wide shapes.</p>	<p>Gymnastics Can perform a range of rolls consistently, including a backward roll.</p> <p>Run and jump making either a symmetrical or asymmetrical shape, knowing the difference between the two.</p> <p>Practise the five basic jumps, linking three of them together.</p> <p>Use apparatus to develop a series of different balances.</p> <p>Practise a headstand.</p>	<p>Gymnastics Can perform a range of rolls showing varying entrances and exits with increasing control.</p> <p>Pupils will develop flexibility, strength, technique, control and balance.</p> <p>Run and leap using the five basic jumps.</p> <p>Control landings from height or length.</p>
	<p>Dance Can copy, repeat and explore simple skills and actions in response to teacher led stimuli.</p>	<p>Dance Can copy, repeat and explore simple skills and actions in response to teacher led stimuli with basic control and co-ordination.</p>	<p>Dance Responds imaginatively with control and co-ordination using different body parts. Can vary dynamics, speed,</p>	<p>Dance Improvises freely, individually and with a partner, translating ideas from a stimulus into movement</p>	<p>Dance Improvises freely, individually and with a partner, translating ideas from a stimulus into movement showing some</p>	<p>Dance Responds imaginatively to a variety of stimuli demonstrating a wide range of actions with precision, control and fluency.</p>	<p>Dance Can perform and create movement motifs in a variety of dance styles with accuracy and consistency.</p>

			direction and level of movements.		control and fluency.	Can incorporate different dynamics and develop new actions with a partner and in a group.	
	<p>OAA Can begin to follow simple routes and trails, orienteering them successfully.</p>	<p>OAA Follow simple routes and trails, orienteering them successfully.</p>	<p>OAA Follow simple routes and trails, orienteering them successfully.</p> <p>To recognise where symbols are in a plan or diagram.</p>	<p>OAA Map colours and common basic symbols</p> <p>Use maps and diagrams to orientate themselves and successfully navigate around a simple course</p> <p>Undertake simple orienteering exercises both indoors and in the school grounds</p> <p>Apply the safety considerations required when participating in a particular activity</p> <p>Participate in a range of activities which involve working with and trusting others.</p>	<p>OAA Read a map using more complex keys and symbols to complete a variety of orienteering exercises.</p> <p>Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc.</p> <p>Construct a basic shelter in a safe environment</p>	<p>OAA Plan and organise a simple orienteering trail using a variety of map reading and compass skills.</p> <p>Make more complex route choices.</p>	<p>OAA Show increasing control when performing more advanced survival skills</p> <p>Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings</p> <p>Plan and undertake a journey in the outdoors</p> <p>Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering.</p>

	<p>Judo Co-ordination, Flexibility Balance, Timing, Health and fitness</p>	<p>Judo Co-ordination, Flexibility Balance, Timing, Health and fitness</p>	<p>Judo Co-ordination, Flexibility Balance, Timing, Health and fitness</p>	<p>Judo Co-ordination, Flexibility Balance, Timing, Health and fitness</p>	<p>Judo Co-ordination, Flexibility Balance, Timing, Health and fitness</p>	<p>Judo Co-ordination, Flexibility Balance, Timing, Health and fitness</p>	<p>Judo Co-ordination, Flexibility Balance, Timing, Health and fitness</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Applying and Selecting Skills</p>	<p>Games In pairs, play throwing, rolling, fetching, receiving games.</p> <p>Understands the importance of playing in a safe environment and following basic rules</p>	<p>Games In pairs, play a 'roll-receive' rallying game.</p> <p>Push/dribble a ball using parts of the foot.</p> <p>Pass a ball to partner with some accuracy.</p> <p>Practise how to skip with a rope.</p>	<p>Games In pairs, play a 'throw-catch' rallying game.</p> <p>Can develop through a throwing game, co-operation and competition in a small group.</p> <p>Throw and catch a ball on the move accurately.</p> <p>Vary heights when throwing and catching balls.</p> <p>Kick the ball using different parts of the foot and with both feet.</p> <p>Dribble the ball under good control.</p> <p>Begin to develop correct methods of kicking the ball with accuracy.</p>	<p>Games In pairs, make up and play a simple rallying game.</p> <p>Use competition to enhance skills already learnt.</p> <p>Co-operate in a competitive team game.</p> <p>Be able to intercept a ball in a competitive situation.</p> <p>Develop a tennis type rally.</p>	<p>Games In pairs, make up and play a simple rallying game.</p> <p>Add variants/different rules to extend the game to make it easier/harder as necessary.</p> <p>Use group games/competition to enhance passing/receiving skills.</p> <p>Choose the correct method to catch (e.g. Upward/downward cradle).</p> <p>Run and catch a ball - anticipating where it is going to land.</p> <p>Use competitive partner and group games to develop</p>	<p>Games Effectively play a competitive game, modified where appropriate.</p> <p>Play recognised version of a variety of games showing tactical awareness and knowledge of rules and scoring (e.g. football, netball, hockey, tag-rugby, cricket, rounders, tennis).</p> <p>Through competition develop an awareness of games skills.</p> <p>Through competition develop an awareness of game skills.</p> <p>Use a competitive game to develop spacial awareness and passing skills.</p> <p>Develop push, pass, stop and dribble against an opponent (hockey).</p>	<p>Games Play recognised version of a variety of games showing tactical awareness and knowledge of rules and scoring (e.g. football, netball, hockey, tag-rugby, cricket, rounders, tennis).</p> <p>Through competition develop an awareness of games skills.</p> <p>Use co-operative team games to enhance passing skills.</p> <p>Use a competitive game to develop spacial awareness.</p> <p>Be able to feint and dodge to lose a marker.</p>

			<p>Hit a ball thrown by a partner and return it accurately to him/her. (e.g. Tennis hit)</p> <p>Develop a sequence with a partner of hit, bounce, hit.</p>		<p>throwing, bouncing and catching practise.</p> <p>Know when to hit a ball (tennis) either letting it bounce once or volleying it to a partner.</p> <p>Develop simple games to enhance decision making against a partner – co-operatively and competitively in a range of invasion games.</p>		<p>Use a competitive activity to increase accuracy and speed of a pass in a range of games.</p> <p>Use shooting skills in a competitive game – both preferred and non-preferred foot.</p> <p>Develop both attacking and defending skills within a game situation.</p>
	<p>Gymnastics Can control the body when performing a sequence of movements.</p> <p>Can participate in simple games.</p>	<p>Gymnastics Perform a basic roll, then a jump, then a balance, with appropriate, controlled actions.</p> <p>Demonstrate different body shapes – e.g. stretched, curled, star.</p> <p>Take weight on 3 body parts.</p> <p>Find different ways of travelling across apparatus using large and small body parts.</p>	<p>Gymnastics Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. (e.g. jump, roll and balance on one foot).</p> <p>Demonstrate curled and stretched body shapes on apparatus.</p> <p>Show a variety of actions on contrasting large and small body parts. Be able to take weight on hands (e.g. bunny hop).</p>	<p>Gymnastics Plan and perform a movement sequence showing contrasts in speed, level and direction. (e.g. Jumps, rolls)</p> <p>Develop sequences to show a variety of jumps, balances and rolls emphasizing fluency and control.</p>	<p>Gymnastics Plan and perform a movement sequence showing contrasts in speed, level and direction. Teach a simple sequence to a partner.</p> <p>Develop a sequence of movements on points and patches using apparatus.</p> <p>Use the 5 Basic jumps on the floor and apparatus. (2:2, 2:1, 1 :2, 1 to the other (step), 1 to the same (hop).</p> <p>With a partner, link weight bearing</p>	<p>Gymnastics Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Develop sequences of symmetrical/asymmetrical movements on the apparatus including balances.</p> <p>Link a jump, roll and a balance a) using asymmetry b) using symmetry</p>	<p>Gymnastics Plan and perform with precision, control and fluency a movement sequence showing a wide range of actions including variations in levels, speed and directions.</p> <p>Develop a sequence of jumping, landing and rolling on both floor and apparatus.</p> <p>Jump onto apparatus and show a turn or twist in the air – land and roll.</p>

		<p>Show different ways of supporting their weight on apparatus. Practise ways of balancing with feet higher than head.</p>		<p>movements in a sequence. Move over/under/through apparatus, sometimes moving quickly and sometimes slowly, but not stopping.</p>		<p>Work with a partner to copy a sequence both on the floor and using apparatus showing fluency, control, timing and poise. Individually and following a partner, run, jump, make a symmetrical shape in the air, a balanced landing and roll.</p>
<p>Dance Can control the body when performing a sequence of movements.</p>	<p>Dance Begin to choose and link basic actions appropriately.</p>	<p>Dance Choose and link actions to create an expressive dance phrase which shows sensitivity to accompaniment.</p>	<p>Dance Apply basic compositional ideas to create dance phrases with a partner and in a small group</p>	<p>Dance Apply basic compositional ideas to create dance phrases with a partner and in a small group. Show unison and canon in a group dance.</p>	<p>Dance Compare, develop and adopt movement motifs to create longer dances.</p>	<p>Dance Select and use a wider range of compositional skills to demonstrate their dance ideas.</p>
<p>OAA To begin to solve simple challenges and problems successfully</p>	<p>OAA To solve simple challenges and problems successfully.</p>	<p>OAA To understand the purpose of an activity and plan their actions so that they are successful.</p>	<p>OAA Respond to simple challenges and problem-solving tasks in a familiar environment Listen and follow instructions and recognise what is needed to keep themselves safe .</p>	<p>OAA Respond to more varied challenges in different environments Recognise what is needed to keep themselves and others safe The need for and correct use of specialist equipment</p>	<p>OAA Devise appropriate responses to challenges and tasks and adapt to changing circumstances Accept responsibility for personal and group safety.</p>	<p>OAA Plan and respond to more complex challenges in different environments and in unfamiliar circumstances Work with others to identify potential hazards and devise strategies to ensure that safe working practices are followed.</p>
<p>Judo Focus Positive attitude Resilience</p>	<p>Judo Focus Positive attitude Resilience</p>	<p>Judo Focus Positive attitude Resilience</p>	<p>Judo Focus Positive attitude Resilience</p>	<p>Judo Focus Positive attitude Resilience</p>	<p>Judo Focus Positive attitude Resilience</p>	<p>Judo Focus Positive attitude Resilience</p>

	Respect Self-control	Respect Self-control	Respect Self-control	Respect Self-control	Respect Self-control	Respect Self-control	Respect Self-control
Evaluating and Improving Performance	Can talk about what they have done and about what others have done.	Can watch, describe and comment on their own and others' actions.	Can begin to identify differences between their own and others' performance and suggest improvements.	Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.	<p>Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>Begin to refine dances ensuring that accurate timing of movements within dance performances is evident.</p>	<p>From observation of others can you begin to describe constructively how to refine, improve and modify performance?</p> <p>Refine own performance in response to comments of others and self-analysis.</p> <p>Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary</p> <p>Record, view and evaluate their own performances independently</p>	<p>Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.</p> <p>View and appraise their own and others performances with confidence using range of appropriate language.</p>

Knowledge and Understanding of fitness and health	Can describe how the body feels when still and when exercising.	Safely recognise and carry out a teacher led warm up. Be aware/ talk about how to exercise safely and explain how their body feels during exercise.	Understand the need for a warm up and cool down. Can demonstrate safe practice within their PE environment Can understand and describe in simple terms what is happening to the body.	Suggest appropriate warm up ideas. Can work in a responsible and safe manner. Recognise changes in body temperature, heart rate and breathing. Talk about what they and others have done using the appropriate key words. Make suggestions with guidance about how to improve performance Use visual and linguistic prompts effectively to guide discussion and improve performance.	Suggest and accurately demonstrate appropriate warm up ideas to a partner/class. Can work in a responsible and safe manner. Recognise changes in body temperature, heart rate and breathing. Describe what they and others have done using a range of vocabulary in order to improve their performances Make use of ICT to view performances. Swimming: Children will learn to enter the water safely and develop water confidence and competence. They will be introduced to swimming on their front and back, leading to the basic strokes of Front Crawl, Back Crawl and Breaststroke. Some children will increase their water confidence and	Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery. <u>Swimming:</u> Be able to competently, confidently and proficiently swim a distance of at least 25 metres. Use a range of strokes effectively (e.g. Front crawl, back crawl and breaststroke).	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling of equipment, safety of self and others, playing within accepted rules and conventions.

					further develop the strokes of Front Crawl, Back Crawl and Breaststroke.		
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