

Physical Education

Skills Progression

Pupils will be taught to:

- Develop their confidence to excel in a broad range of physical activities
- They will be physically active for a sustained period of time
- Engage in competitive sports and competition
- Aim to lead healthy, active lifestyles with an understanding of the importance of physical activity, PE and school sport.

Key Stage Expectations

Key Stage 1

- Pupils should aim to develop Fundamental movement skills, become increasingly confident and competent across a broad range of opportunities to extend their agility, balance and co-ordination individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching as well as developing balance, co-ordination and agility 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

Key Stage 2

- Pupils should continue to develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping and catching in isolation and as a combination
- Play a range of competitive games, modified when needed. For example: basketball, handball, rugby, cricket, football, hockey, netball, dodgeball, rounders or tennis.
- Develop their flexibility, strength, technique, control, and balance. For example: through athletics or gymnastics.
- Perform dances using a wide range of movement patterns both as a group and individually
- Take part in OAA activities both individually and as part of a team
- Can compare their performances with previous ones and demonstrate improvement to achieve their personal best

Fundamental Movement Skills		
EYFS/Reception	Year 1	Year 2
<p>To introduce locomotor Skills - These involve transporting your body from A - B. This includes running, jumping and hopping.</p> <p>To introduce body management skills - this includes balancing actions.</p> <p>To introduce manipulative skills - this involves imparting force with or on an external object. This includes rolling/underarm throw and catching.</p> <p>Gymnastics - To introduce the basic skills of travelling, rolling and jumping.</p> <p>Dance - To explore and experiment with different creative movement actions in response to a theme.</p>	<p>FMS A</p> <p>To develop locomotor Skills - These involve transporting your body from A - B. This includes running, jumping, skipping, hopping and side stepping.</p> <p>To develop body Management Skills - This includes balancing actions.</p>	<p>FMS A</p> <p>To develop locomotor Skills - These involve transporting your body from A - B. This includes running, jumping, skipping, hopping and side stepping.</p> <p>To develop body Management Skills - This includes balancing actions.</p>
	<p>FMS B</p> <p>To develop manipulative Skills -this involves imparting force with or on an external object. These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching.</p>	<p>FMS B</p> <p>To develop manipulative Skills -this involves imparting force with or on an external object. These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching.</p>

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce basic skills of travelling.</p> <p>Introduce basic skills of rolling.</p> <p>Introduce basic skills of jumping.</p>	<p>Develop the basic skills of travelling.</p> <p>Develop basic skills of rolling.</p> <p>Develop basic skills of jumping.</p> <p>Perform basic skills with straight and tuck shapes.</p> <p>To link movements together.</p> <p>Link travel, roll and jump with two different shapes.</p> <p>Create a sequence on the floor and adapt to apparatus.</p>	<p>Improve their travelling, jumping and rolling.</p> <p>Develop simple balancing skills individually and with a partner.</p> <p>Remember and repeat simple sequences and perform them on the floor and apparatus.</p> <p>Set up apparatus safely.</p>	<p>Develop ways of travelling on hands and feet.</p> <p>Improve balance on small and large body parts.</p> <p>Create a sequence of travelling and balancing actions.</p> <p>To develop more challenging rolls.</p> <p>Develop Jump-Shape-Landing.</p> <p>Create a sequence of gymnastic actions.</p> <p>Recognise and evaluate their own and others success.</p> <p>Perform gym actions using apparatus.</p>	<p>To develop ways of travelling on feet and hands and feet.</p> <p>To develop balance on small body parts.</p> <p>To develop a range of jumping actions</p> <p>To develop balance on large body parts.</p> <p>To create a gymnastic sequence of travelling and balancing.</p> <p>To explore different ways of rolling.</p> <p>To perform rolling actions and link these with other actions to create a sequence.</p> <p>To explore different ways of balancing, jumping and rolling that meet a set of conditions.</p> <p>To make simple judgements about the quality of performances.</p> <p>To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions</p>	<p>To perform partner balances (matched and mirrored).</p> <p>To perform counter balance.</p> <p>To perform Counter tension balances.</p> <p>To evaluate and recognise their own success.</p> <p>To create a gymnastic sequence with a partner.</p> <p>To perform the core task "Acrobatic gymnastics".</p> <p>To evaluate and recognise their success.</p> <p>To develop a sequence onto apparatus.</p>	<p>To perform matched and mirrored paired balances</p> <p>To perform counter balance and counter tension paired balances.</p> <p>To perform a group counter balance.</p> <p>To create a gymnastic sequence with counter balances and counter tension in a group.</p> <p>To evaluate success of group and paired balances.</p>

Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To explore and perform different travelling actions. Experiment with different creative movements. Start to move using different pathways.</p>	<p>Explore different ways of travelling and using space. Create travelling patterns using a stimulus. Create pathways using a stimulus. Develop simple dance phrases. Change speed and direction. Explore basic body patterns.</p>	<p>Create ideas adding expressions and develop ways to improve our work. Create effective travelling pathways individually and in a group. Perform a whole class performance. Understand unison and cannon. Improve timings. Work to music.</p>	<p>Create movement using a stimulus. To explore dance movements and patterns. To work with a partner to create dance patterns. Show rhythm and expression. Precision in movement. To work co-operatively. Perform in front of others.</p>	<p>Identify and practise patterns and actions of dance style. Demo an awareness of the music's beat and rhythm. Create an individual dance and partner dance that reflects the theme. To dance using a range of movements Evaluate own work.</p>	<p>Identify and practise the patterns and actions of the chosen dance theme. Produce a dance phrase in response to the music. Apply key components of dance: Travel, Jump, Stillness, Gesture and Turn. To create a group dance with creative ideas. Evaluate own and others work.</p>	<p>To practise patterns and actions in the Haka style. Demo an awareness of music's rhythm when improvising. Show strong gesture and dynamics throughout. To create a dance that represents a haka style. To perform and analyse own and other performance.</p>

Striking & Fielding			
Year 3	Year 4	Year 5	Year 6
<p>To send a ball in a striking and fielding game. To receive a ball in a striking and fielding game. To evaluate success. To strike a ball in a striking and fielding game. Use simple tactics in a game.</p>	<p>To strike a ball a striking and fielding game. To use simple tactics in a striking and fielding game. To evaluate tactics used in a striking and fielding game.</p>	<p>To bowl underarm with accuracy. To catch a ball when fielding. To run with a bat between wickets. To bowl overarm with accuracy. To strike a ball with a cricket bat. To learn how to field a ball.</p>	<p>To bowl underarm / overarm with accuracy in a game. To bowl underarm / overarm with accuracy in a pairs cricket. To play a modified competitive cricket game. To evaluate what was successful in a game.</p>

Athletics			
Year 3	Year 4	Year 5	Year 6
<p>Run, throw, jump.</p> <p>To perform the pull throwing action.</p> <p>To explore different running techniques.</p> <p>To perform the sling throw.</p> <p>To develop jumping actions.</p> <p>Select an appropriate running technique for distance.</p> <p>To perform a push throw.</p>	<p>To perform a start in a sprint type race.</p> <p>To throw for distance using three different throws.</p> <p>To perform a hop, step and jump.</p> <p>To pass a baton successfully in a race.</p> <p>To perform 5 different jumps.</p> <p>To perform in athletic type competitive events (run, jump and throw).</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills.</p> <p>To evaluate their own success.</p> <p>To explore ways of combining jumping actions.</p> <p>To develop throwing skills in an athletic type activity.</p> <p>To develop jumping actions in combination.</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills in an athletic type activity.</p> <p>To develop running, jumping and throwing skills in an athletic type activity.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

OAA			
Year 3	Year 4	Year 5	Year 6
<p>To describe how to use simple maps within a lesson.</p> <p>To develop map work and orientation of the school site.</p> <p>To work in collaboration to solve tasks and problems.</p> <p>To warm up and prepare appropriately for different OAA activities.</p> <p>To work in small groups with minimal support from teacher.</p> <p>To describe the short term and beneficial effects of different OAA activities on the body.</p>	<p>To describe how we can work in small groups to support plans.</p> <p>To embed map work and orientation of the school site.</p> <p>To use and create routes for each other using simple plans.</p> <p>To support and assist in group problem solving tasks.</p> <p>To consolidate map work and orientation.</p> <p>To talk about what they have done, using appropriate vocabulary with support.</p> <p>To talk about exercising, safety and short term exercise.</p>	<p>To describe how collaboration is required during OAA.</p> <p>To consolidate map work and orientation.</p> <p>To set up courses for others to navigate.</p> <p>To work in small groups with minimal support from teacher.</p> <p>To explain how working in teams and having good sportsmanship supports the development of skills, playing fairly and respectfully in all competitive situations.</p> <p>To safely perform teacher led warm-ups.</p>	<p>To describe how to create a course/map.</p> <p>To set up courses for others with confidence.</p> <p>To warm up and prepare appropriately for different OAA activities.</p> <p>Can recognise hazards.</p> <p>To develop more advanced Orienteering techniques.</p> <p>Can feedback the importance of team work and communication.</p> <p>To talk about exercising, safety and short term effects of exercise.</p>

Invasion Games			
Year 3	Year 4	Year 5	Year 6
<p>Send and receive a ball.</p> <p>Send a ball and move into space</p> <p>Send and receive in a simple game.</p> <p>Use more than one simple tactic.</p> <p>Evaluate success.</p>	<p>To send and receive a ball.</p> <p>To travel with a ball.</p> <p>Travel with a ball with control.</p> <p>Use various simple tactics to outwit an opponent.</p> <p>Apply basic principles of attack.</p> <p>Travel with a ball with control in a game.</p> <p>Evaluate success.</p>	<p>To develop the skill of passing and catching a netball.</p> <p>Develop the skill of a shoulder pass.</p> <p>Develop the skill of shooting in netball/Handball/Basketball.</p> <p>Select appropriate strategies for attack.</p> <p>Evaluate work and suggest ways to improve.</p> <p>Choose and apply netball/handball/basketball based skills consistently in a game situation.</p>	<p>Develop the skill of running with a rugby ball in two hands.</p> <p>Develop the skill of passing a catching a ball.</p> <p>To be able to score .</p> <p>Develop an understanding of when to run and when to pass the ball.</p> <p>Apply basic strategic and tactical principles of attack.</p> <p>Apply basic strategic and tactical principles of defence.</p> <p>Use skills and tactics for an invasion typed game.</p> <p>Evaluate their own and others success and suggest ways to improve.</p> <p>Understand basic principles of a warm up that will lead to invasion based activities.</p>