

PE Progression of Skills

The document below has been designed to show how we will cover all of the relevant PE knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.

Year Group							
1	<u>Gymnastics</u>	<u>Dance</u>	<u>Multi-Skills</u>	<u>Ball Skills</u>	<u>Throwing and Catching (field games)</u>	<u>Active Athletics</u>	<u>OAA</u>
	<p>To explore movement actions with control and link them together with flow.</p> <p>To explore gymnastic actions and shapes.</p> <p>To explore travelling on benches.</p> <p>To explore movement actions with control and to link them together with flow.</p> <p>To choose and use simple compositional ideas by creating and performing sequences.</p> <p>To repeat and link combinations of gymnastic actions.</p> <p>To link combinations of movements in shapes with control</p>	<p>To change direction during travelling moves.</p> <p>To link travelling moves that change direction and level.</p> <p>To link moves together.</p> <p>To use a variety of moves.</p> <p>To explore basic body patterns and movements to music.</p> <p>To use a variety of moves that change speed and direction.</p> <p>To link together dance moves with gestures and changing direction in time to the music.</p> <p>To practice taking off from different positions.</p>	<p>To explore static balancing and understand the concept of bases.</p> <p>To combine a number of coordinated drills using upper and lower body movements.</p> <p>To aim at a variety of balls and equipment accurately.</p> <p>To time running to stop or intercept the path of a ball.</p> <p>To travel in different ways, showing clear transitions between movements.</p> <p>To travel in different directions with control and fluency.</p> <p>To practice ABC (agility, balance and coordination) at circuit stations.</p>	<p>To master basic sending and receiving techniques.</p> <p>To develop balance, agility and coordination.</p> <p>To master basic sending and receiving skills.</p> <p>To master basic sending and receiving as well as developing balance, agility and coordination.</p> <p>To make use of coordination, accuracy and weight transfer.</p> <p>To develop receiving skills.</p> <p>To use ball skills in game-based activities.</p>	<p>To learn skills for striking and fielding games.</p> <p>To practise basic striking, sending and receiving.</p> <p>To use throwing and catching skills in a game.</p> <p>To practise accuracy of throwing and consistent catching.</p> <p>To strike with a racket or bat.</p> <p>To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a game.</p>	<p>To use varying speeds when running.</p> <p>To explore footwork patterns.</p> <p>To explore are mobility.</p> <p>To explore different methods of throwing.</p> <p>To practise short distance running.</p>	<p>To identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>To begin to work and behave safely when working co-operatively with others</p>

Year Group							
2	<u>Gymnastics</u>	<u>Dance</u>	<u>Swimming</u>	<u>Ball Skills</u>	<u>Throwing and Catching (field games)</u>	<u>Active Athletics</u>	<u>OAA</u>
	<p>To remember and repeat simple gymnastic actions.</p> <p>To balance on isolated parts of the body using the floor and hold balance.</p> <p>To develop a range of gymnastic moves, particularly balancing.</p> <p>To link together a number of gymnastic actions into a sequence.</p> <p>To explore ways of travelling on large apparatus.</p> <p>To choose and use a variety of gymnastic actions to make a sequence.</p>	<p>To explore different levels of speeds of movement.</p> <p>To compose and perform simple dance phrases.</p> <p>To show contrasts in simple dances with good body shape and position.</p> <p>To develop a range of dance movements and improve timing.</p> <p>To work to music, creating movements that show rhythm and control.</p>	N/A	<p>To use hand and eye coordination to control a ball.</p> <p>To catch a variety of objects.</p> <p>To vary types of throw.</p> <p>To kick and move with a ball.</p> <p>To develop catching and dribbling skills.</p> <p>To use ball skills in a mini festival.</p>	<p>To learn skills for playing striking and fielding games.</p> <p>To position the body to strike a ball.</p> <p>To develop catching skills.</p> <p>To throw a ball for distance.</p> <p>To practice throwing skills in a circuit.</p> <p>To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a game.</p>	<p>To run with agility and confidence.</p> <p>To learn the best jumping techniques for distance.</p> <p>To throw different objects in a variety of ways.</p> <p>To hurdle an obstacle and maintain effective running style.</p> <p>To run for distance.</p> <p>To complete an obstacle course with control and agility.</p>	<p>To use simple maps and diagrams to follow a trail</p> <p>To work with friends to plan and share ideas</p> <p>To comment on how they went about tackling a task</p> <p>Discuss how to follow trails and solve problems</p> <p>Work with friends to select appropriate equipment for the task</p>

Year Group							
3	<u>Gymnastics</u>	<u>Dance</u>	<u>Swimming</u>	<u>Ball Skills</u>	<u>Throwing and Catching (field games)</u>	<u>Active Athletics</u>	<u>OAA</u>
	<p>To explore jumping techniques and link them to other gymnastic actions.</p> <p>To select and adapt gymnastic actions to meet the task.</p> <p>To work with a partner or a small group to create a sequence that develops jumping skills.</p> <p>To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</p>	<p>To explore dance movements and create patterns of movement.</p> <p>To work with a partner to create dance patterns.</p> <p>To perform a dance with rhythm and expression.</p> <p>To use knowledge of dance to create a story in a small group.</p> <p>To develop precision of movement.</p> <p>To work cooperatively with a group to create a dance piece.</p> <p>To perform in front of others with confidence.</p>	N/A	<p>To be aware of others when playing games.</p> <p>To choose the correct skills to meet a challenge.</p> <p>To perform a range of actions, maintaining control of the ball.</p> <p>To perform a range of catching and gathering skills with control.</p> <p>To master the basic catching and throwing techniques with increasing control and accuracy.</p> <p>To throw and hit a ball in different ways.</p> <p>To apply skills and tactics in small sided games.</p> <p>To identify and follow the rules of a game.</p> <p>To choose and use simple tactics to suit different situations.</p> <p>To react to situations in ways that make it difficult for the opponent to win.</p>	<p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To develop and investigate different ways of throwing and to know when it is appropriate to use them.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practice the correct technique for catching a ball and use it in a game.</p> <p>To practice the correct batting and fielding techniques and use them in a game situation.</p> <p>To consolidate the throwing, catching and batting skills already learned and apply them with increased accuracy.</p> <p>To know how to play striking and fielding games competitively and fairly.</p>	<p>To run in different directions and speeds, using a good technique.</p> <p>To reinforce jumping techniques.</p> <p>To understand the relay and passing of the baton.</p> <p>To choose and understand appropriate running techniques</p> <p>To compete in mini-competitions, recording scores.</p>	<p>To orientate simple maps and plans</p> <p>To mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)</p> <p>To find their way back to a base point</p> <p>To co-operate to share roles within a group</p> <p>To listen to each other's ideas when planning a task</p> <p>To change ideas if they are not working</p> <p>To take responsibility for a role within the group</p> <p>To recognise that some outdoor adventurous activities can be dangerous</p> <p>To follow rules to keep self and others safe</p> <p>To select appropriate equipment/route/people to solve a problem successfully</p> <p>To choose effective strategies and change ideas if not working</p>

Year Group								
4	<u>Gymnastics</u>	<u>Dance</u>	<u>Swimming</u>	<u>Invasion (Football/Hockey)</u>	<u>Striking and Fielding (Cricket/Rounder's)</u>	<u>Nimble Nets (Soft Tennis)</u>	<u>Young Olympians (Athletics)</u>	<u>OAA</u>
	<p>To identify and practice body shapes.</p> <p>To identify and practice symmetrical and asymmetrical body shapes.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To perform movements in canon and in unison.</p> <p>To perform and evaluate own and others sequences.</p>	<p>To identify and practice patterns and actions of chosen dance style.</p> <p>To demonstrate and awareness of the music's rhythm and phrasing when improvising,</p> <p>To create and individual dance that reflects the chosen dancing style.</p> <p>To create partnered dances that reflects the dancing style and apply the key components of dance.</p> <p>To perform dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	<p>To develop basic pool safety skills and confidence in the water.</p> <p>To develop travel in vertical and horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control, introduce deeper water.</p> <p>Treading water.</p>	<p>To keep possession of a ball.</p> <p>To use ABC (agility, balance, coordination) techniques to keep control of a ball in a competitive situation.</p> <p>To use passing and dribbling in a game.</p> <p>To identify and apply ways to move the ball towards an opponent's goal.</p> <p>To learn concepts of attack and defence.</p> <p>To play in mini competitions.</p>	<p>To develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use ABC to field a ball well, and to move into good positions for catching and apply it in a game situation.</p> <p>To use hand-eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p> <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>	<p>To become familiar with balls and short tennis rackets.</p> <p>To get the ball into play.</p> <p>To accurately serve underarm.</p> <p>To build up a rally.</p> <p>To build a rally, focusing on accuracy of strokes.</p> <p>To play a variety of shots in a game situation and to explore when different shots should be played.</p> <p>LO: to play a competitive tennis game.</p>	<p>To select and maintain a running pace for different distances.</p> <p>To practice throwing with power and accuracy.</p> <p>To throw safely and with understanding.</p> <p>To demonstrate good running techniques in a competitive situation.</p> <p>To explore different footwork patterns when jumping.</p> <p>To utilize all skills learned in this unit in a competitive situation.</p>	<p>To orientate simple maps and plans.</p> <p>To mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)</p> <p>To find their way back to a base point</p> <p>To co-operate to share roles within a group</p> <p>To listen to each other's ideas when planning a task</p> <p>To change ideas if they are not working</p> <p>To take responsibility for a role within the group</p> <p>To recognise that some outdoor adventurous activities can be dangerous</p> <p>To follow rules to keep self and others safe</p> <p>To select appropriate equipment/route/people to solve a problem successfully</p> <p>To choose effective strategies and change ideas if not working</p>

Year Group								
5	<u>Gymnastics</u>	<u>Dance</u>	<u>Swimming</u>	<u>Invasion (Netball)</u>	<u>Striking and fielding (Cricket)</u>	<u>Nets (Tennis)</u>	<u>Athletics</u>	<u>OAA</u>
	<p>To identify and practice body shapes and balances.</p> <p>To identify and practice symmetrical and asymmetrical body shapes.</p> <p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>To develop skills for movement including rolling, bridging and dynamic movement.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To perform movements in canon and in unison.</p> <p>To perform and evaluate own and others performance.</p>	<p>To identify and practice patterns and actions of chosen dance style.</p> <p>To demonstrate and awareness of the music's rhythm and phrasing when improvising,</p> <p>To create and individual dance that reflects the chosen dancing style.</p> <p>To create partnered and group dances that reflects the dancing style and apply the key components of dance.</p> <p>To perform dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	N/A	<p>To demonstrate basic passing and receiving skills using a netball.</p> <p>To develop an understanding and knowledge of the basic footwork and rules of netball.</p> <p>To use good hand/eye coordination to pass and receive a ball successfully.</p> <p>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</p> <p>To understand the importance of getting free in order to receive a pass.</p> <p>To understand how to make space by</p>	<p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets.</p> <p>To run, throw and catch with increasing accuracy.</p> <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>To use all the skills learned by playing in a mini tournament.</p>	<p>To identify and apply techniques for hitting a tennis ball.</p> <p>To develop the techniques for groundstrokes and volleys.</p> <p>To develop a backhand technique and use it in a game.</p> <p>To practice techniques for all strokes and use them in a game. (Scoring)</p>	<p>To use correct techniques to run at speed.</p> <p>To develop the ability to run for distance.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>To demonstrate good techniques in a competitive situation.</p>	<p>To draw their own maps and plans and set trails for others to follow</p> <p>To use the eight points of the compass to orientate themselves.</p> <p>To plan before starting an orienteering challenge</p> <p>To plan and share roles within the group based on each other's strengths.</p> <p>To work increasingly well in groups where roles and responsibilities are understood</p>

				<p>moving away and coming back and by dodging. To demonstrate a range of defending skills and know how to mark an opponent. To understand how to intercept a pass. To learn how to shoot</p>				<p>To change roles or ideas if they are not working To recognise own and others' feelings To recognise and talk about the dangers of tasks To recognise how to keep themselves and others safe To plan strategies to solve problems/plan routes/follow trails/build shelters etc. To implement and refine strategies To recognise what went well and why, what you would do differently next time</p>
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Year Group								
6	<u>Gymnastics</u>	<u>Dance</u>	<u>Swimming</u>	<u>Invasion (Rugby)</u>	<u>Striking and Fielding (Rounders)</u>	<u>Net/Wall Tennis</u>	<u>Athletics</u>	<u>OAA</u>

	<p>To identify and practice body shapes and balances. To identify and practice symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others performance.</p>	<p>To identify and practice the patterns and actions in a street dance style. To demonstrate an awareness of music's rhythm and phrasing when improvising. To create a dance that represents a street dance style. To create a dance as a group using any street dance moves. To perform and analyse own and others performance.</p>	<p>To develop basic pool safety skills and confidence in the water. To develop travel in vertical and horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control, introduce deeper water. Treading water.</p>	<p>To understand the basic rules of tag rugby. To work as a team using ball handling skills. To pass and carry a ball using balance and coordination. To apply the skills learned to a game situation. To play mini-tag rugby against other teams.</p>	<p>To throw and catch under pressure. To use fielding skills to stop the ball effectively. To learn batting control. To learn the role of backstop. To play in a tournament and work as a team, using tactics in order to beat another team.</p>	<p>To demonstrate and use the correct grip of a racket and understand how to get into a ready position. To use good hand/eye co-ordination to be able to contact the ball with the racket. To learn and use a basic serve. To develop a range of shots to be able to beat an opponent. To score in a game.</p>	<p>To investigate running styles and change of speed. To practice throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running techniques in competitive situations. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. To utilize all the skills learned in this unit in competitive situations.</p>	<p>To draw their own maps and plans and set trails for others to follow To use the eight points of the compass to orientate themselves To plan before starting an orienteering challenge To plan and share roles within the group based on each other's strengths To work increasingly well in groups where roles and responsibilities are understood To change roles or ideas if they are not working To recognise own and others' feelings To recognise and talk about the dangers of tasks To recognise how to keep themselves and others safe To plan strategies to solve problems/plan routes/follow trails/build shelters etc. To implement and refine strategies To recognise what went well and why, what you would do</p>
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