



## Skills Progression for Physical Education September to July 2019-20

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### NC for P. E

The national curriculum for physical education aims to ensure that all pupils:

- ♣ Develop competence to excel in a broad range of physical activities
- ♣ Are physically active for sustained periods of time
- ♣ Engage in competitive sports and activities
- ♣ Lead healthy, active lives.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PE Gymnastics</b>	<p>Can travel around and through a space.</p> <p>Change pathway to avoid contact with others.</p> <p>Copy a simple action.</p> <p>Link and repeat 2 simple actions.</p> <p>Follow simple instructions.</p>	<p>Travel around and through space, and am able to stop safely.</p> <p>Find and use space safely avoiding the pathways of others.</p> <p>Describe my movements, e.g. travelling, balancing, climbing etc.</p> <p>Choose and link actions to create a simple sequence.</p> <p>Start and finish an action or sequence.</p>	<p>Travel in a range of different ways.</p> <p>Create a simple sequence with a partner.</p> <p>Describe my own and others movements, balances and body shapes.</p> <p>Perform basic actions with control and co-ordination.</p> <p>Perform a longer sequence with a clear beginning, middle and end, showing changes in level and clear shapes.</p>	<p>Perform actions, balances, body shapes and movements with control.</p> <p>Adapt my actions and balances when performing with a partner or in a small group.</p> <p>Identify aspects of my own and others performances that can be improved.</p> <p>Perform a well-structured sequence on my own and with a partner.</p> <p>Plan, perform and repeat longer sequences that include changes in speed, level, direction, clear shapes and quality of movement.</p>	<p>Combine and perform a range of complex actions, balances, body shapes and movements with precision and control.</p> <p>Combine my work with that of others to create complex and varied sequences.</p> <p>Identify and apply clear and appropriate criteria when evaluating my own and others' work.</p>	<p>Plan and perform a complex and well-structured sequence on my own and with a partner.</p> <p>Link my sequences to specific timings.</p>
<b>P.E Games</b>	<p>Throw a ball underarm.</p> <p>Roll a ball along the ground.</p>	<p>Hit a ball with a bat.</p> <p>Intercept and stop a ball.</p>	<p>Throw a ball under and over arm from a range of distances.</p>	<p>Hit a bowled ball with intent and force, while beginning</p>	<p>Bat, bowl and field with control.</p>	<p>Explain complicated rules.</p>

	<p>Use two hands to catch a ball or a small beanbag. .</p>	<p>Throw, kick and hit a ball. Play simple ball games in a small group.</p>	<p>Track, intercept and stop a ball. Take part in team games, tracking and anticipating the movement of the ball.</p> <p>Begin to talk about and develop strategies and tactics to outwit my opponent. Identify and begin to apply rules fairly.</p>	<p>to bowl and field with increasing control. Make good tactical decisions with speed. Recognise and use a range of tactics linked to a range of games, e.g. netball, football etc. Identify my own strengths and suggest ways of improving my performance. Identify and describe features of good game play.</p>	<p>Use a range of tactics for attacking and defending.</p> <p>Plan and adapt individual and team tactics in response to the play.</p> <p>Identify by own and others' strengths and weaknesses and identify ways in which performance can be improved.</p> <p>Identify and explain the key principles of play.</p>	<p>Make a team plan and communicate it to others.</p> <p>Lead others in a game situation</p>
<b>Athletics Running</b>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trailing leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors. Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p>

<b>Jumping</b>	<p>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.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>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.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
<b>Throwing</b>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p>

		Investigate ways to alter their throwing technique to achieve greater distance.	Continue to develop techniques to throw for increased distance		Develop and refine techniques to throw for accuracy	Develop and refine techniques to throw for accuracy
OAA			<p>Orientate themselves with increasing confidence and accuracy around a short trail</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key</p> <p>Begin to choose equipment that is appropriate for an activity</p>	<p>Orientate themselves with accuracy around a short trail</p> <p>Create a short trail for others with a physical challenge</p> <p>Start to recognise features of an orienteering course</p> <p>Communicate clearly with other people in a team and with other teams</p> <p>Have experience of a range of roles within a team and begin to identify the skills required to succeed at each</p> <p>Associate the meaning of a key in the context of the environment</p> <p>Try a range of equipment for creating and completing an activity</p> <p>Make an informed decision on the best equipment to use for an activity</p> <p>Plan and organise a trail that others can follow</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Choose the heat equipment for an outdoor activity</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure</p> <p>Design an orienteering course that is clear to follow and offers challenge to others</p> <p>Use navigation equipment (maps. Compasses) to improve the trail.</p> <p>Use clear communication to effectively complete a particular role in a team</p> <p>Compete in orienteering activities as part of a time and independently</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p> <p>Use a compass for navigation</p>

					<p>Create an outdoor activity that challenge others</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Use a map for an orienteering course.</p> <p>Begin to use a compass.</p>	Organise an event for others.
<b>Athletics Running</b>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trailing leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Use one and two feet to take off and to land with.</p>	<p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p>	<p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance. Perform an effective standing long jump.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors. Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p>
<b>Jumping</b>	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same</p>	<p>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.</p>	<p>Develop an effective take-off for the standing long jump.</p>			

	<p>foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
<b>Dance</b>	<p>Can repeat and copy simple movements, e.g. tap my foot, hop....</p> <p>Move in response to the music, e.g. fast, slow, on tip toe, stamping feet.</p>	<p>Copy and repeat a wide range of body movements and actions.</p> <p>Move different parts of my body simultaneously in response to the music, e.g. march while swinging my arms.</p>	<p>Copy and repeat an increasing range of complex movements and actions.</p> <p>Repeat with accuracy and control short dance phrases and simple dances.</p>	<p>Explore, improvise and combine movement and ideas effectively.</p> <p>Perform showing an awareness of rhythm and dynamics.</p> <p>Improvise freely on my own, developing ideas in response to the</p>	<p>Create repeat and refine a series of complex dance phrases or a short dance.</p> <p>Perform with a partner or in a small group to music or an accompaniment.</p> <p>Improvise freely on my own and with a</p>	<p>Can develop imaginative dances in a specific style.</p> <p>Can choose own music, style and dance</p>

	Copy and repeat a series of 3 simple movements.	Make and join 2 or 3 movements together to create a sequence and repeat.  Describe the movements I make.	Choose and sequence movements that reflect the dance idea, feel or mood of the music.  Talk about the movements I make and give suggestions for improvement.	stimulus, e.g. music, sound, images etc.  Create and link a series of dance phrases.  Talk about and evaluate my work and the work of others.	partner developing ideas in response to the stimulus, e.g. music, sound, images etc  Create increasingly complex phrases and dance sequences.  Describe in detail how a dance is formed and performed.	
<b>P.E Swimming</b>  <b>Must be taught in either KS1 or KS2</b>	Swimming taught in KS2		<p><u>By the end of KS2 all children must be able to...</u></p> <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- Use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>- Perform safe self-rescue in different water-based situations.</li> </ul> <p>I can swim between 25 and 50 metres unaided.</p> <p>I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back.</p> <p>Can swim on the surface and lower myself under water.</p> <p>Takes part in group problem-solving activities on personal survival.</p> <p>Recognises how my body reacts and feels when swimming.</p>			