

Progress in Skills: PE

Updated February 2023



Skills:	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Gym</p> <p>What can I do with my knowledge?</p>	<p>Carry equipment safely. Perform magic chair landing. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over.</p>	<p>Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.</p>	<p>Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.</p>	<p>Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.</p>	<p>Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups.</p>	<p>Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.</p>
<p>Dance</p> <p>What can I do with my knowledge?</p>	<p>Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple cannon and in rounds.</p>	<p>Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.</p>	<p>Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create own floor patterns. Demonstrate stylistic elements of barn dance. Apply feedback to improve own performance.</p>	<p>Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.</p>	<p>Perform locomotor and nonlocomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.</p>	<p>Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting</p>

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<p>Invasion Games</p> <p>What can I do with my knowledge?</p>	<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2</p>	<p>Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Basketball – Jump Ball, 2 handed shot. Defensive body position. Football – Using inside and outside of foot, trapping. Hockey – Using flat side of stick. Close control, preparing to tackle. Handball – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip. Netball – Chest, shoulder and bounce pass. Dodging to get free. Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p>General – Passing over longer distances, use some marking technique and introduce some defending principles. Basketball - Use footwork rules, explore basic marking, cross over dribble, bounce pass, jump shot, triple threat position. Football – Dribbling in different directions, defensive tackling, front of player and goal side marking. Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball. Handball – Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw. Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules. Tag Rugby – Picking up and running with ball, correct ball carrying position, keeping possession.</p>	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation. Basketball – Block, forward pivot, forward pass, push pass, boxing out. Football – Turning with the ball, running with ball, keeping possession, step over. Hockey – Block tackle, passing in the D, sweep shot, dragging the ball. Handball – Jump shot, closing angles, pivoting to pass, set plays. Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting. Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.</p>	<p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly. Basketball – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down. Football – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest. Hockey – Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition. Handball – Screening, organisation around the D, dribbling with precision in game, utilising space. Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. Tag rugby – Set play for attacking, take the distance.</p>

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<p>Striking and Fielding</p> <p>What can I do with my knowledge?</p>	<p>Use a range of throwing and rolling skills.</p> <p>Return a ball to a base/zone.</p> <p>Work with others to stop players scoring runs.</p> <p>Self-feed and hit a ball.</p> <p>Run between bases to score points.</p>	<p>Hit with bats (some still hitting with hands).</p> <p>Use kicking to send a ball and score points.</p> <p>Use underarm bowling. Play as part of a team.</p> <p>Run to 'safety'.</p> <p>Outwit bowler and hot to space.</p> <p>Move in line to stop ball.</p>	<p>General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball.</p> <p>Cricket – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper.</p> <p>Rounders – Consistently hot one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.</p>	<p>General – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success.</p> <p>Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand.</p> <p>Rounders – Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.</p>	<p>General – Throw for accuracy over short distances. Recognise where to play.</p> <p>Cricket – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up. Forward defensive shot. Setting a field.</p> <p>Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.</p>	<p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball.</p> <p>Cricket – Fielding positions, slip, short leg and cover. Bowling short. On and off drive.</p> <p>Rounders – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.</p>
<p>Athletics</p> <p>What can I do with my knowledge?</p>	<p>Starting and stopping at speed.</p> <p>Show power in run, use arms.</p> <p>Take off on two feet.</p> <p>Use leading arm to throw.</p> <p>Compete in relay teams.</p> <p>Perform agile movements.</p> <p>Work for sustained periods of time.</p> <p>Negotiate obstacles. Jumping and bounding.</p> <p>Run from different starting positions.</p>	<p>Aware of others when running in space.</p> <p>Create more power with legs and apply to agility test.</p> <p>Select best throw for conditioned games.</p> <p>Perform some static and dynamic balances.</p> <p>Explore their emotions around different challenges.</p> <p>Attempt more accuracy in throws.</p> <p>Perform under pressure.</p> <p>Explore breathing techniques.</p>	<p>Combination jumps.</p> <p>Recognising and performing different paced runs.</p> <p>Approaching hurdles.</p> <p>Pull action when throwing.</p> <p>Recording scores accurately.</p>	<p>Aiming at targets.</p> <p>Accelerating over short distances.</p> <p>Taking off from run with one foot to increase distance.</p> <p>Sling action when throwing.</p> <p>Perform baton exchanges.</p>	<p>Prepare to run an individual leg.</p> <p>Develop further the principles of pace.</p> <p>Steeplechase and jump for distance.</p> <p>Push action when throwing.</p> <p>Baton exchange within restricted area.</p>	<p>Sprint start techniques.</p> <p>Run up for long jump.</p> <p>Recording data for different types of throws.</p> <p>Use STEP principles.</p> <p>Work collaboratively to judge and record.</p> <p>Take part in specific modified events using laws/rules for each event.</p>

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Net/Wall What can I do with my knowledge?	Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.	Identify dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.	Badminton - Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries. Rally with a partner. Send and return over a net. Serve using the forehand. Tennis – Ready position. Hot to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets	Badminton - Underarm and forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play. Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play.	Badminton – Moving opposition around court. Perform forehand long and short serves. Use close control. Develop reaction time. Tennis – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.	Badminton – Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. Offensive court positioning. Defensive formations for doubles. Tennis - Introduce the lob. Communication in doubles play. Two handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.
OAA What can I do with my knowledge?	Use thinking skills to follow multi step instructions. <ul style="list-style-type: none"> Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence. 	Use searching skills to find given items from clues and pictures. <ul style="list-style-type: none"> Work as a pair to navigate space. Use and explore unusual equipment to develop coordination, problem-solving and motor skills. 	Work with others to solve problems. <ul style="list-style-type: none"> Describe their work and use different strategies to solve problems. Lead others and be led Differentiate between when a task is competitive and when it is collaborative 	Work well in a team or group within defined and understood roles. <ul style="list-style-type: none"> Plan and refine strategies to solve problems. Identify the relevance of and use maps, compass and symbols. Identify what they do well and suggest what they could do to improve. 	Explore ways of communicating in a range of challenging activities. <ul style="list-style-type: none"> Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure 	Use information given by others to complete tasks and work collaboratively. <ul style="list-style-type: none"> Undertake more complex tasks. Take responsibility for a role in a task. Use knowledge of PE and physical activities to suggest design ideas & amendments to games.
Swimming What can I do with my knowledge?	Pulling and pushing. Stabilising – feet upright off the ground. Submerging. Prone float. Supine float. Leg action on back. Push, glide, turn. Doggy paddle. Transition from glide to stroke.		Jump in from side of pool and submerge. Sink and roll. Front crawl legs. Surface dive. Linking 3 different types of floating technique. Breaststroke legs. Somersault in water. Sculling face in water. Kicking while submerged.		Relay change over. Mushroom float. Partner support. Crouching dive. Surface dive. Treading water. Tumble turn/tumble under water. Combining fluent breaststroke arm and leg technique. Head out entry to water	

Key Stage 1 National Curriculum Expectations

Key stage 1 National Curriculum Objectives

Pupils should develop fundamental movement skills, become increasingly competent and confident and access broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and 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, Agility and co-ordination and being 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 National Curriculum Expectations

Key stage 2 National Curriculum Objectives

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to 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.

Pupils should be taught to

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (Athletics/ Gym)
- Perform dances using 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 best.