



**Skills Progression Document
PE**

	EYFS	Year 1 and 2	Years 3, 4, 5 and 6
<p>Games: Developing Skills</p>	<p>Kick a large ball.</p> <p>Catch a large ball.</p> <p>Show increasing control of an object when pushing, patting, throwing, catching or kicking.</p> <p>Run safely on whole foot.</p> <p>Vary pace depending on distance.</p> <p>Show basic jumping and hopping</p> <p>Negotiate space successfully in racing and chasing games with others.</p> <p>Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Travelling Running, hopping, skipping, galloping. Change direction easily i.e. dodging and swerving. Travelling with an object i.e. beanbag, ball, bat and ball.</p> <p>Sending Roll a ball underarm. Throw an object underarm (beanbag). Throw an object overarm (beanbag, ball). Kick a ball. Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). Striking a ball with a bat.</p> <p>Receiving Trap a ball with feet. Catching a ball. Catching a ball at different heights</p>	<p>Travelling Change speed and direction easily i.e. dodging and swerving. Travelling with an object i.e. running or dribbling a ball With/without equipment. Sending and Receiving – Invasion Games Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</p> <p>Scoring Skills Shoot and score accurately in a range of ways. Shot from a distance and from close range.</p> <p>Net Wall Games Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. Keep a rally going that is not cooperative.</p> <p>Striking Fielding Games Hit a ball off a tee. Different ways of striking a ball using different equipment (e.g. rounders, cricket). Catch a small ball with two hands. Stop a ball and throw it back to partner, bowler or wicket keeper Bowl underarm and overarm with increasing accuracy and speed. Retrieve, intercept and stop a ball when fielding.</p>

Games: Attacking and Defending Strategies (Games)

Recognise and use space in a game.

Understand the concept of aiming and the need for accuracy.

Use a feint to try and win a net type game.

Throw or hit an object into space to make it more difficult for their opponents.

Invasion type game – understand to pass the ball to a person in space (Y2).

Net and striking and fielding games – look for space to throw, hit or run into to help them score.

Understand why they need to throw or hit into space

Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.

Choose when to pass or dribble, so they keep possession and make progress towards the goal. Use a range of tactics to keep possession of the ball and get into positions to shoot or score.

Defending Skills

Know how to mark and defend their goal(s).

Ways of keeping the ball away from defenders.

How to mark a player and space.

Intercept and tackle to get the ball back.

Position themselves well on court.

Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.

Choose and use batting or throwing skills to make the game hard for their opponents.

Strike the ball accurately into spaces and different parts of the playing area.

Direct the ball away from fielders using different angles and

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<p>Games: Evaluating Success</p>		<p>Not statutory at this stage but advisable in terms of supporting children's learning.</p> <p>Examples include: Describing what they have done or seen others doing. i.e. opposite foot forward to throwing arm.</p> <p>Copying actions and ideas and use the information they collect to improve their skills</p>	<p>Explain how to keep possession and describe how they and others have achieved it.</p> <p>Identify what they do best and what they find difficult.</p> <p>Explain the tactics and skills that they are confident with and use well in games.</p> <p>Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</p> <p>Explain why a performance is good.</p> <p>Recognise and describe the best points in an individuals and a team's performance.</p> <p>Identify aspects of their own and others performances that needs improving.</p>
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<p>Gymnastic Activities: Developing Skills</p>	<p>Squat with steadiness to rest or play with an object on the ground.</p> <p>Rise to feet without using hands.</p> <p>Climb confidently and begin to pull themselves up on equipment.</p> <p>Mount stairs, steps or climbing equipment using alternate feet. Stand on one foot.</p> <p>Jump off an object and land appropriately.</p> <p>Show basic jumping and hopping</p> <p>Travel with confidence and skill around, under and over balancing and climbing equipment.</p>	<p>Travelling – feet Jog, skip, gallop, hop, walk forwards, backwards</p> <p>Travelling – hands and feet Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</p> <p>Shape Wide, thin, tuck, dish, arch.</p> <p>Rolling Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, and forward roll.</p> <p>Balance ▪ Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder.</p> <p>Jumping ▪ 2 feet to 2 feet, 2 to 1 and 1 to 2. ▪ 2 feet to 2 feet for height with shape</p> <p>Handle small and large apparatus Mats, benches, tables.</p>	<p>Travelling Focus on developing quality of travelling actions both on feet and hands and feet.</p> <p>Shape As KS 1 and pike and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.</p> <p>Explore a range of symmetrical and asymmetrical actions.</p> <p>Perform movements that are mirrored and/or matched.</p> <p>Balance Focus on developing balances on 1,2,3 or 4 points and large body parts.</p> <p>Counter balance with a partner.</p> <p>Counter tension with a partner.</p> <p>Rolling Focus on developing quality in all the different rolling actions from KS1.</p> <p>Jumping Focus on developing quality of jumping actions 2: :2, 2:1, 1:2, 1:1. Jump with shapes in the air.</p> <p>½ turn jump.</p> <p>Handle apparatus Use all actions above on the floor and over, through, across and along apparatus.</p> <p>Perform different combinations of actions and perform these with a change of speed, level or direction.</p>
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<p>Gymnastic Activities: Linking actions and sequences of movements</p>		<p>Applying and Linking skills Create and link simple combinations of 2/3 actions / skills e.g. travel and balance.</p> <p>To link “like” movements with a beginning, middle and end</p> <p>To copy a partner’s sequence. Remember and repeat simple linked sequences Link simple combinations of 3 / 4 actions / skills e.g. jump, travel, roll, balance.</p> <p>Devise short sequence, clear begin, middle, and end.</p> <p>Adapt sequence to include partner or apparatus.</p> <p>Remember and repeat accurately, devised sequences.</p>	<p>Develop tension, extension and transfer of weight in their actions</p> <p>Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.</p> <p>Gradually increase their length of sequence.</p> <p>Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement</p> <p>Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner.</p> <p>Make up longer sequences and perform them with fluency and clarity of movement.</p> <p>Vary direction, levels and pathways to improve the look of a sequence.</p> <p>Use planned variations and contrasts in actions and speed in their sequences.</p> <p>Perform actions on the floor then from floor to apparatus,</p>
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<p>Gymnastic Activities: Evaluating Success</p>		<p>Not statutory at this stage but advisable in terms of supporting children's learning.</p> <p>Observe and describe sequences using appropriate vocabulary.</p> <p>Observe and copy a partner's sequence. Comment on one a sequence and say how to improve it.</p>	<p>Explain the difference between two performances.</p> <p>Make simple assessments of performance based on simple criteria given by the teacher.</p> <ul style="list-style-type: none"> ▪ Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight. <p>Suggest improvements to speed, direction and level in the composition.</p> <p>Watch performance and use criteria to make judgements and suggest improvements.</p> <p>Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances</p>
<p>Dance Activities: Composing (KS1 – Developing Skills)</p>	<p>Move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping.</p> <p>Experiment with different ways of moving.</p>	<p>Body Actions Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins Travel - waddle, slide Turn - spin Gesture - bob, flap Stillness – freeze</p> <p>Copy simple movement patterns i.e. waddling, huddle and flap wings.</p> <p>Show and tell using body actions to explore moods, ideas and feelings.</p> <p>Vary speed, strength, energy and tension of their movements</p>	<p>To create movement using a stimulus.</p> <p>To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>To create and link dance phrases using a simple dance structure or motif.</p> <p>To use simple choreographic principles to create motifs.</p> <p>To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.</p> <p>To explore, improvise and combine movement ideas fluently and effectively.</p>

<p>Dance Activities: Performing KS1 – Applying and Linking skills</p>		<p>Applying and Linking skills</p> <p>Choose movements to make own simple dance phrase with beginning, middle and ending.</p> <p>Practise and repeat these movements so they can be performed in a controlled way.</p> <p>Choose and link actions that express a mood, idea or feeling</p> <p>Remember and repeat movements showing greater control, coordination and spatial awareness.</p>	<p>To perform dances expressively, using a range of performance skills.</p> <p>To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>To perform more complex dance phrases that communicate character and narrative.</p> <p>Perform in a whole class performance</p>
<p>Dance Activities: Appreciating (KS1 – Evaluating Success)</p>		<p>Use simple dance vocabulary to describe movement. i.e. describe what body actions they see.</p> <p>Describe why they think particular actions have been chosen.</p> <p>Describe how a dance makes them feel</p>	<p>To talk about how they might improve their dances</p> <p>To describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>To understand how a dance is formed and performed.</p> <p>To evaluate, refine and develop their own and others' work</p>
<p>OAA: Trails</p>		<p>N/A</p>	<p>To improve communication skills.</p> <p>To improve ability to work with and trust others.</p> <p>To undertake an adventure trail to develop communication skills.</p> <p>To work safely with a partner in an adventurous environment.</p> <p>To complete a Trail within the school grounds.</p> <p>To increase confidence in decision making.</p> <p>To know how to use a control card.</p>

OAA: Problem Solving

N/A

Take part in outdoor and adventurous activity challenges

Develop communication and collaboration skills

Evaluate their own success

To take responsibility for self and others

Take part in activities that involve working with and trusting others

To work effectively as part of a team