

Progression of Skills – Physical Education

Physical Education is taught by a specialist teacher covering several different games and many transferable skills such as communication, team work, problem solving and development of specific vocabulary. Each child receives Physical Education lessons on a weekly basis which are carefully planned and mapped out to ensure a broad and full range of skills and activities. Swimming is taught over Year 3 at a local swimming Pool where they are taught to swim competently, confidently and proficiently over a distance of 25m using a range of strokes, with additional catch up swimming sessions for those who need them in other KS2 classes. In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs.

Aims of Physical Education within the Primary National Curriculum:

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

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gym	<ul style="list-style-type: none"> • Create a short sequence of movements. • Roll in different ways with control. • Travel in different ways. • Stretch in different ways. • Jump in a range of ways from one space to another with control. • Begin to balance with control. • Move around, under, over, and • through different objects and equipment 	<ul style="list-style-type: none"> • Copies and explores basic movements with some control and coordination. • Can perform different body shapes Performs at different levels • Can perform 2 footed jump • Can use equipment safely Balances with some control • Can link 2-3 simple movements 	<ul style="list-style-type: none"> • Explores and creates different pathways and patterns. • Uses equipment in a variety of ways to create a sequence • Link movements together to create a sequence 	<ul style="list-style-type: none"> • Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary. • Beginning to notice similarities and differences between sequences. • Uses turns whilst travelling in a variety of ways. • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc 	<ul style="list-style-type: none"> • Links skills with control, technique, coordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances • Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. 	<ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances.

Athletics

<ul style="list-style-type: none"> Describe how the body feels when still and when exercising. Run in different ways for a variety of purposes Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm. Throw an object at a target. Control their body when performing a sequence of movements. Participate in simple games 	<ul style="list-style-type: none"> Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control. 	<ul style="list-style-type: none"> Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. 	<ul style="list-style-type: none"> Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary Can use equipment safely and with good control. 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safe
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<p style="text-align: center;">Ball Skills</p>	<ul style="list-style-type: none"> I can travel confidently in a range of ways I can control a ball and move it round my body I can move a ball in a range of ways. I can pat a large ball making it bounce I can kick a range of objects towards a target I can control an object when it is coming towards me I can co-ordinate my movements when using small equipment. 	<ul style="list-style-type: none"> To master basic sending and receiving techniques. To develop balance, agility and co-ordination To master basic sending and receiving skills To develop balance, agility and co-ordination To master basic sending and receiving techniques To develop balance, agility and co-ordination To master basic sending and receiving as well as developing balance agility and co-ordination To make use of coordination, accuracy and weight transfer To develop receiving skills To use ball skills in game-based activities 	<ul style="list-style-type: none"> To use hand-eye coordination to control a ball To catch a variety of objects To vary types of throw. To kick and move with a ball To develop catching and dribbling skills To use ball skills in a mini festival. 	<ul style="list-style-type: none"> To be aware of others when playing games To choose the correct skills to meet a challenge To perform a range of actions, maintaining control of the ball To perform a range of catching and gathering skills with control To master the basic catching technique To catch with increasing control and accuracy To master the basic throwing technique To throw and hit a ball in different ways (e.g. high, low, fast or slow). To apply skills and tactics in small-sided games To identify and follow the rules of games To choose and use simple tactics to suit different situations To react to situations in ways that make it difficult for opponents to win. 	<ul style="list-style-type: none"> To keep possession of a ball To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation To use accurate passing and dribbling in a game To identify and apply ways to move the ball towards an opponent's goal To learn concepts of attack and defence To play in a mini competition. 	<ul style="list-style-type: none"> To demonstrate basic passing and receiving skills To use good hand/eye co-ordination to pass and receive a ball successfully To understand how to make space by moving away and coming back and by dodging. To be able to demonstrate a range of defending skills and understand how to mark an opponent To understand how to intercept a pass To learn how to shoot To develop skills in batting and fielding To choose fielding techniques To run between the wickets To run, throw and catch To develop a safe and effective overarm throw To learn batting control To use all the skills learned by playing in a mini tournament 	<ul style="list-style-type: none"> To work as a team, using ball-handling skills To pass and carry a ball using balance and coordination To apply rules and skills learned to a game 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 team, using tactics in order to beat another team To play in a tournament and work as team, using tactics in order to beat another team.
	<p style="text-align: center;">Swimming</p>	<ul style="list-style-type: none"> Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations. 					