

PE CURRICULUM PROGRESSION OF SKILLS



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General Activity	<ul style="list-style-type: none"> Describe how the body feels before and after exercise. Respond to instruction. Carry and place equipment safely. Carry out simple stretches. Recognise and copy actions. Talk about and comment on their own and others' actions. 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Describe differences between their own and others performances and suggest improvements. 	<ul style="list-style-type: none"> Pupils begin to understand why they warm up and why physical activity is important for good health. Pupils can talk about similarities and differences to and from the work of others. 	<ul style="list-style-type: none"> Pupils compare and comment on skills, techniques and ideas used in own and others' work and use this understanding to improve their performance. 	<ul style="list-style-type: none"> Describe the effects exercise has on their own bodies and how it is valuable to their own health and fitness. Analyse and comment on skills techniques and ideas and how these are applied in their own and others' work. 	<ul style="list-style-type: none"> Explain how their body reacts during different types of exercise. Warm up and cool down in ways that suit the activity. Explain why regular safe exercise is good for their fitness and health. Modify and refine skills and techniques to improve their performance.
Gymnastics / Athletics	<ul style="list-style-type: none"> Move in different ways (skip, gallop and egg roll). Perform jumps (straight jump, half jump, star jump). Move around, under, over and through equipment. Move at different speeds. Hold shapes. Balance with some control. Safely climb certain apparatus. Balance on a piece of apparatus. Link 2 movements with single transition. 	<ul style="list-style-type: none"> Develop on moving in different ways with control (teddy bear roll). Perform jumps (cat spring). Change speed and direction whilst running. Hold shapes and balance with increasing control. Build on balances including balances with a partner. Safely climb and jump from certain apparatus. 	<ul style="list-style-type: none"> Develop on travels (chassis step, crouched forward roll, tucked backward roll). Develop on jumps (straddle, pike). Perform other movements (handstand, cartwheel). Use turns whilst moving in a variety of different ways. Copy, explore and remember a variety of movements to create a sequence. Hold balances including contrasting partner balances. Begin to show flexibility in movements. Use equipment safely and with good control. Run consistently for 3 minutes. 	<ul style="list-style-type: none"> Build on jumps and balances including balancing with a partner, balancing on apparatus and 1, 2, 3 and 4 point balances (tuck, straddle, pike jump from vault, standing forward roll) Use an increasing range of actions, directions, speeds and levels in a sequence. Combine equipment with movement to create sequences. Move with fluency, clarity and expression. Run consistently for 4 minutes. Demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay focusing on hand over technique. 	<ul style="list-style-type: none"> Build on jumps and balances (straddle, pike forward roll, tucked backward roll), backward roll to straddle). Perform other movements (lunge into handstand, cartwheel, round-off). Apply combined skills accurately and consistently showing control and fluency. Demonstrate mirroring and contrasting movements during a sequence. Run consistently for 6 minutes. Use running, jumping and throwing in isolation and combination. Demonstrate accuracy in throwing activities. 	<ul style="list-style-type: none"> Adapt sequences to include partner or small group. Increase the length of sequences. Plan and perform with precision, control and fluency a movement sequence with a wide range of actions. Run consistently for 8 minutes.

			<ul style="list-style-type: none"> Begin to run at speeds appropriate for the distance. Begin to apply running to jumping over hurdles. Work on arm and leg technique for running. Use one and two feet technique for take off and landing. Perform a variety of throws with different equipment. 	<ul style="list-style-type: none"> Know how to combine a hop, skip and jump to perform triple jump. <p><u>Swimming</u></p> <ul style="list-style-type: none"> Put face in water and blow bubbles. Fully submerge under water. Be able to swim 20 metres across the pool without support. To swim 10 metres front crawl and back stroke. 		
<p>Games - including OAA in KS2.</p>	<ul style="list-style-type: none"> Use hands and feet to control a ball with increasing accuracy. Catch a ball with two hands. Roll a ball to an end target. Kick a ball to an end target. Throw a beanbag into a given target. Begin to throw under and over arm. Dribble a ball. Balance a ball on a racket. Perform a two handed strike. Develop spatial awareness. Participate in a game with an opposing side. Be able to play a game following a set of rules. 	<ul style="list-style-type: none"> Use both hands and both feet in order to control a ball. Catch with more control. Dribble a ball in and out of a set of obstacles. Dribble with hands and feet. Position the body to strike a ball. Hit a ball with some accuracy using a racket or bat. Throw different equipment. Throw a ball for distance. Be able to control a ball within a game setting. Play as part of a team. Cooperate with team mates. Work as a team in order to score goals. Begin to learn skills for striking and fielding. Begin to understand attacking and defending. 	<ul style="list-style-type: none"> Throw a ball in different ways (slow, fast, high, low). Throw and catch a ball with more accuracy. Practise the correct throwing technique (under, over arm). Dribble with more control using hands and feet. Pass the ball in a variety of ways (chest, bounce pass). Strike a ball for distance. Know how to keep and win back possession. Develop fielding skills. <p><u>OAA</u></p> <ul style="list-style-type: none"> Orientate themselves with confidence on a short trail. Use effective communication to begin to work as a team. Complete activities in a set time. 	<ul style="list-style-type: none"> Develop different ways to throw and catch a ball. Pass the ball with increasing speed. Use at least 2 different passes in a game. Dribble the ball with control and fluency. Make good use of space to pass and receive the ball. Use a range of attacking and defending skills. Know how to vary tactics in a game. <p><u>OAA</u></p> <ul style="list-style-type: none"> Plan and create short trails for others. Know symbols and features of a course. Change roles within a team. 	<ul style="list-style-type: none"> Vary skills, actions and ideas in a way which suits the game. Link various ball skills together. Use skills with coordination, control and fluency. <p><u>OAA</u></p> <ul style="list-style-type: none"> Start to use navigation equipment including a compass and map Design a trail that offers some challenge Complete a trail individually or as part of a team 	<ul style="list-style-type: none"> Show strong understanding of tactics in a game situation. Make suggestions for how to differentiate a game (STEP). Demonstrate strong communication skills. <p><u>OAA</u></p> <ul style="list-style-type: none"> Orientate themselves under pressure Identify quickest routes
<p>Dance</p>	<ul style="list-style-type: none"> Copy and repeat basic actions. Link 2 or more dance movements together. Move at different speeds. Remember simple movements and dance steps. Link movements to sounds and music. Use movements to communicate feelings. 	<ul style="list-style-type: none"> Copy movements with clear control. Vary levels of movements. Use counts to stay in time to the music. Link a short series of dance movements together. Start to show confidence in performance. 	<ul style="list-style-type: none"> Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. 	<ul style="list-style-type: none"> Compose and perform longer routines. Demonstrate rhythm. Apply basic compositional ideas to create dance phrases with a partner and in a small group. 	<ul style="list-style-type: none"> Begin to exaggerate movements through expression. Dance with fluency Begin to evaluate sequences. 	<ul style="list-style-type: none"> Compare, develop and adapt movement motifs to create longer dances. Refine own performance in response to others and self-analysis.