



Physical Education Progression of Skills



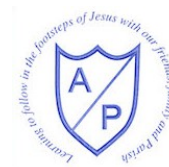
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum/ EYFS aims	Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin 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 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: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a 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 personal best 			

EYFS PE curriculum – Early Learning Goals

Gymnastics	<ul style="list-style-type: none"> - Revise and refine fundamental movement skills they have already acquired: rolling, crawling - Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including gymnastics - Use a range of large and small apparatus indoors, alone and in groups
Dance	<ul style="list-style-type: none"> - Progress towards a more fluent style of moving, with developing control and grace - Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance - Combine different movements with ease and fluency
Speed, Agility, Travel	<ul style="list-style-type: none"> - Revise and refine fundamental movement skills they have already acquired: running, hopping, climbing, skipping, jumping, walking - Develop overall body-strength, balance, coordination and agility



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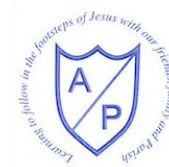
Body Management	<ul style="list-style-type: none">- Progress towards a more fluent style of moving, with developing control and grace- Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines
Manipulation and coordination (ball skills)	<ul style="list-style-type: none">- Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including sports- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
Cooperate and Problem Solve	<ul style="list-style-type: none">- Use talk to help work out problems and organise thinking and activities

Swimming

Swimming	<p>Swimming lessons take place in Year 1, 5 and 6 to support children achieving the National Curriculum requirements for swimming and water safety.</p> <p>Lessons are taught by a qualified swimming instructor.</p>
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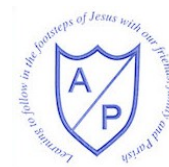


PE Hub Unit – Gymnastics Unit 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<ul style="list-style-type: none"> To perform 'like' actions in a sequence To carry and set up apparatus safely To perform shapes on large and small body parts. To take off and land and use shape in our jumps To travel on our feet, showing good body tension To understand how we can create different levels in our performance. 	<ul style="list-style-type: none"> To combine 4 elements into a floor sequence. To create power in a variety of different jumps. To take weight on our hands and move in different ways. To use our flexibility in a bridge and japaana gymnastic shape. To perform the point balance arabesque. To perform a teddy roll. 	<ul style="list-style-type: none"> To show full extension during a balance. To move in and out of contrasting shapes with fluency. To perform a sequence using different types of rolls. To perform powerful jumps from low apparatus. To perform in unison with a partner. To create a group performance using contrasting actions. 	<ul style="list-style-type: none"> To perform a 6-element sequence that uses changes in speed and direction. To use the STEP principle to create and perform a partner sequence. To take weight on our hands, showing control. To develop a sequence using compositional ideas e.g. pathways. To co-operate as a group to refine a short sequence. To compare and judge sequences. 	<ul style="list-style-type: none"> Understand the key steps to perform a round-off. To create and perform a partner sequence using symmetry. To create and perform a partner sequence using asymmetry. To perform a counter-balance with a partner. To perform smooth transitions between counter-balances using different levels. To evaluate each other's work. 	<ul style="list-style-type: none"> To use controlled flight onto high apparatus. Understand what a base and a flyer are in partner balances and learning to perform both roles. To perform more advanced partner balances and evaluate others' work To incorporate equipment such as hoops and balls into a sequence. To incorporate musicality and timing into a group sequence. To combine our skills in partner balances and rhythmic gymnastics in a team performance.



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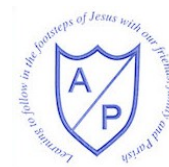


PE Hub Unit – Gymnastics Unit 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<ul style="list-style-type: none"> To move on, off and over apparatus and use the 'Magic Chair' landing. To rock on different parts of our body and rock using shape. To perform specific point balances such as 'h' and 'y' balance. To perform actions at the same time as others (unison) To perform actions one person after the other (canon). To turn and jump and quarter and half turn.. 	<ul style="list-style-type: none"> To use a relevé walk in a sequence. To perform a dish and arch shape moving smoothly from one to the other. To develop our strength in back support and crab. To frog jump and leapfrog. To hold an L-sit with a straight back. To bring rhythm and flow to our sequence. 	<ul style="list-style-type: none"> To perform Japana To use bounces and broad jumps in a sequence. To attempt a half-lever. To transition from a Japana to another shape with control. Use stretches while moving and when we are still to increase our flexibility. To show strength, flexibility and control in our sequence. 	<ul style="list-style-type: none"> To perform a weighted bunny hop showing control and balance. Perform an arabesque balance and over-the-shoulder roll. To identify and engage core muscles for stability. To smoothly transition from a front support to side support. To perform a shoulder stand with control. To combine all elements of this unit, showing smooth transitions. 	<ul style="list-style-type: none"> To use space creatively along an L-shaped pathway. To refine our round-off technique. To refine over-the-shoulder roll and attempt a handstand finish. To smoothly link two cartwheels to perform a double cartwheel. To transition into a bridge with control. To develop a 6-element partner sequence incorporating asymmetry. 	<ul style="list-style-type: none"> To perform a 10-element sequence using both floor and apparatus. To perform with equipment and respond creatively to music. To create judging criteria and assess performances against it. To create and perform interesting patterns as part of a group. To select and apply the appropriate walk and presentation to start a sequence. To perform a 10-element sequence



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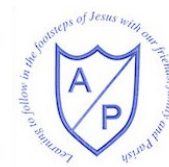


PE Hub Unit – Dance Unit 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> To show moods and feelings we would experience in the jungle. To move as if we were living in the jungle. To create and perform movements which show friendship. To perform leading and following movements. To perform a short dance with a clear start, middle and end. To use repeated actions in our dance 	<ul style="list-style-type: none"> To use penguin images to inspire our dance. To show feelings of abandonment through dance. To create movements that show friendship between two characters. To create a solo dance with changes of direction and speed. To match our movements to music. To choose a formation for our dance and explain our choice. 	<ul style="list-style-type: none"> To perform a jazz square and use it in our dance. To perform a dance showing two contrasting characters. To develop movements using improvisation. To use props in our dance sequence. To use facial expressions to bring life and emotion to our dance. To take on the role of director to help others improve their dance. 	<ul style="list-style-type: none"> To use freeze frame in our dances. To perform a slide and roll confidently To use a variety of formations when performing To extend our 'mission dance' phrases using canon. To sequence our dance actions to show good flow. To create a 5 action dance routine showing good 'stage' entry. 	<ul style="list-style-type: none"> Understand what a non-locomotor movement is and using it in our dance. To perform both non-locomotor and locomotor movements together. To create new and exciting group patterns. Perform a simple Line Dance routine. To create our own 3-step line dance with a partner. To work collaboratively within our group to improve our performance. 	<ul style="list-style-type: none"> Understand the technique of the stag leap and rebound jump. To explore relationships through dance and perform partner lifts. To compose a dance with a sports theme. To choose and use suitable dynamics for our sports dance. To link freeze frames to street dance style to create a short movement phrase. To perform a Top Rock and Slide Step and perform confidently with a partner.



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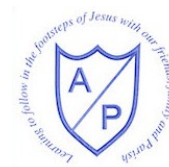


PE Hub Unit – Dance Unit 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> To perform actions to well-known nursery rhymes. To march in time to the beat and turn while marching. To march in time as a group. To perform actions in canon (one after the other). To perform a short dance using canon. To perform in rounds in different groups. 	<ul style="list-style-type: none"> To develop a dance that shows different emotions To dance with rhythm following a clockwork pattern. To work on our own to create a short movement phrase. To watch, copy and repeat actions to create a 'motif'. To perform our motif in different formations. To use different movement pathways in our dance. 	<ul style="list-style-type: none"> To perform a dance phrase inspired by the ocean's depths. To use improvisation to create a longer movement phrase. To use dynamics in a short group dance to show travelling on the ocean. To perform as a class to show the damage that can be caused to the ocean. To work as a group to develop a dance representing the ocean. To prepare our group dance for the final performance. 	<ul style="list-style-type: none"> To communicate the theme of a snake through our dance actions. To use dynamics and formations in our dance to help us tell a story. To use space, travel and floor patterns to enhance the dance. To develop our choreography skills. To work in a small group to create contact movements. To use peer evaluation to improve each other's work. 	<ul style="list-style-type: none"> To communicate the theme of heroes through our dance. To manipulate and develop actions using a range of devices. To create interesting and varied dance actions as a group using levels. To use jumps to bring power and energy to our dance phrase. To show the theme of an attack, performing at a low level. To work with others to improve movement quality and performance. 	<ul style="list-style-type: none"> To portray the theme of gangs through our movements and gestures. To use devices such as contrast and variation in a group dance. To use formations to demonstrate tension in relationships between performers. To use claps, stamps and slaps to perform a live aural setting. To dance as opposing gangs attacking each other. To show performance qualities in our gang dance and evaluate our work.



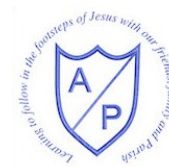
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	KS1 - Send and Return	
	Year 1	Year 2
Send and Return	<p>Send and Return - Unit 1</p> <ul style="list-style-type: none"> • To slide a beanbag to a target. • To hit a ball in different ways with our hands. • To move towards a ball to return it. • To work with a partner to stop and return a beanbag. • Understand what a rally is and rallying with a partner. • To send a ball into space to make it harder for our opponent. • <p>Unit 2</p> <ul style="list-style-type: none"> • To send the ball over a net to our partner. • To track and stop a moving object using both hands. • Understand why different muscles are important when playing games. • To send balls accurately from different positions, e.g. kneeling or sitting. • To spot space in the playing area and hit the ball there. • To play a game with a partner. 	<p>Send and Return – Unit 1</p> <ul style="list-style-type: none"> • To feed a ball to our partner with consistency. • To send the ball to different parts of the court. • To throw and catch in a seated position. • To accurately serve the ball to different parts of the court. • To use overarm attacking shots in a game. • To manage what we should be doing within the competition. • <p>Unit 2</p> <ul style="list-style-type: none"> • To feed a ball to our partner with consistency. • To send the ball to different parts of the court. • To throw and catch in a seated position. • To accurately serve the ball to different parts of the court. • To use overarm attacking shots in a game. • To manage what we should be doing within the competition.



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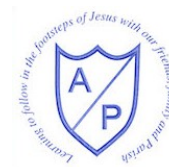


KS2 - Tennis

	Year 3	Year 4	Year 5	Year 6
Tennis		<ul style="list-style-type: none">• To return to the middle of the court after playing a shot.• To accurately use the forehand in game situations to score points.• To play a backhand shot with some control.• To combine ready position and court movement to consistently return the serve.• To work with a partner to score points in a game.• To use forehand and backhand shots to score points in a competitive situation.	<ul style="list-style-type: none">• To recap and perform a range of different shots with accuracy and control.• To move quickly to the ball to perform a volley.• To play an overhead shot and know when you might use this.• To use different court formations during doubles play.• To refine court movement to hit the ball before the second bounce.• To perform a diagonal serve to begin a game in competitive situations.	



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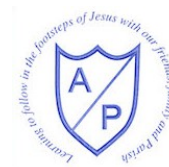


KS1 - Hit, Catch, Run		
	Year 1	Year 2
Hit, Catch, Run	Unit 1 - Cricket <ul style="list-style-type: none"> To select a space to throw or roll a ball into. To track and collect a rolling ball. To catch a ball to stop an opponent from scoring. To use our hands to hit a ball. To run between bases to score points. To work as a team to score points 	Unit 1 – Cricket <ul style="list-style-type: none"> To hit a ball and score points running to cones. To defend a target by kicking. To bowl underarm with control. To hit a ball using different bats and techniques. To throw accurately to a base. To hit a ball into space, away from fielders.
	Unit 2 – Cricket <ul style="list-style-type: none"> To catch a ball over a short distance. To begin to hit a ball with power. To position ourselves in the path of the ball. To field a ball to a base. To catch a high ball. 6. To stop other teams from scoring points. 	Unit 2 – Cricket <ul style="list-style-type: none"> To time our run around the bases to stay safe. To kick a ball into space using different parts of the foot. To respond to how a ball is being bowled when hitting. To learn about the role of the wicketkeeper. To learn about the role of the backstop and its likeness to the wicketkeeper. To bowl underarm in a game with accuracy.

KS2 - Cricket and Rounders				
	Year 3	Year 4	Year 5	Year 6
Cricket	Cricket <ul style="list-style-type: none"> To hit a stationary ball into space using the straight drive. To bowl underarm to a batter with some consistency. To use the correct footwork to strike a bowled ball. To stop a moving ball using the long barrier technique. To throw longer distances overarm. To perform as a wicketkeeper. 			Cricket <ul style="list-style-type: none"> To create pressure on a batter by using a ring field. To track and catch a high ball consistently. To perform a short-pitched bowl to get a batter to hit the ball in the air. To work in a pair to restrict runs scored when fielding. To play an on-drive. To set an attacking field.



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	Year 3	Year 4	Year 5	Year 6
Rounders	Rounders <ul style="list-style-type: none">• To get into the best body position to field a ball.• To bowl with some consistency in a game.• To hit a moving ball with one hand.• To stop a moving ball with the long barrier technique.• To throw longer distances using the overarm technique.• To select and apply new skills in a competition	Rounders <ul style="list-style-type: none">• To hit the ball in different directions.• To run between the posts and avoid getting stumped out.• To intercept the ball using one hand.• To underarm bowl abiding by the rules of bowling.• To play the role of backstop in a small game.• To understand the rounders scoring system and using it in a game.	Rounders <ul style="list-style-type: none">• To judge how far you can run based on the distance of a hit.• To throw over short distances with power and accuracy to get batters out.• To follow the path of the ball to make sure it is fielded consistently.• Understand the backwards hit rule and using it tactically as the backstop.• To hit the ball into gaps to maximise the chance of scoring.• To set a field in a game to limit the scoring of a batter.	Rounders <ul style="list-style-type: none">• Use attacking tactical bowling to make it more difficult for the batter to hit.• To track and catch a high ball.• Understand the difference between attacking and defensive batting.• To work in a pair in the field to restrict scoring.• To apply tactics when running around bases to avoid overtakes.• To apply attacking and defensive tactics in a competitive situation.



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KS1 - Attack, Defend, Shoot		
	Year 1	Year 2
	<p>Attack, defend, shoot Unit 1</p> <ul style="list-style-type: none"> To hit a target. To defend a target. To roll and slide balls and beanbags. To shoot in a game to get points. To work with a partner to score points. To use our attacking and defending skills in a game. <p>Attack, defend, shoot Unit 2</p> <ul style="list-style-type: none"> To find our pulse on our wrists. To move side to side to defend a goal. To bounce a ball with control to ourselves. To aim at different targets. To adapt to a game with changing rules. To play in the best defensive position in a game. 	<p>Attack, defend, shoot Unit 1</p> <ul style="list-style-type: none"> To kick the ball over long and short distances To stop a ball with control using the foot. To work as a team to keep the ball. To bounce a ball with my partner. To bounce the ball while we are moving (dribbling). To pass the ball forward in a game. <p>Attack, defend, shoot Unit 2</p> <ul style="list-style-type: none"> To throw different types of equipment. To move to space after passing the ball. To pass and move forward to a target with a partner. To position ourselves as a goalkeeper. To intercept a ball from a person on the other team. To use the skills we have developed in a competition.

KS2 - Invasion Games (Football, Basketball, Netball, Tag Rugby)				
	Year 3	Year 4	Year 5	Year 6
Football	<ul style="list-style-type: none"> To use the inside of the foot to pass the ball. To trap a ball that is moving along the ground with control. To pass the ball accurately into space over short distances. To identify and move into space to receive the ball. To use the outside of the foot to control the ball and dribble. To cushion the ball when receiving. 		<ul style="list-style-type: none"> To turn with the ball. To travel quickly and effectively when running with the ball. To combine running with the ball and sending it into space. To maintain position when attacking to create space. To perform a step over to beat a defender. To control a bouncing ball, keeping it close to the body. 	<ul style="list-style-type: none"> To set up a shooting opportunity for a teammate. To restrict an opponent's space by defending with my partner. To perform a penalty kick with power and accuracy. To attack and shoot as a pair. To perform the role of cover defender to stop the opposition's attack. To use close control to keep possession of the ball under pressure.



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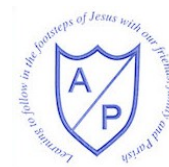


	Year 3	Year 4	Year 5	Year 6
Basketball	<ul style="list-style-type: none"> To keep possession when dribbling To work as a pair to move forward and attack. To use a defensive body position. To perform a two-handed shot to score. To use a jump ball to restart a game. Understand when to move to space to receive the ball 	<ul style="list-style-type: none"> To apply pressure on an attacker to force a mistake. To change direction quickly using a crossover dribble. To use man-to-man marking to stop the ball handler. To perform a bounce pass to outwit an opponent. To perform a jump shot. To perform passing and moving with a teammate. 	<ul style="list-style-type: none"> To use blocking to stop an opponent from shooting. Understand the front pivot and trying to use it in a game. To use a forward pass and wing play to build an attack as a team. To perform a one-handed push pass under pressure. To create space using the box-out technique to recover rebounds. To catch the ball under pressure into the triple-threat position. 	<ul style="list-style-type: none"> Understand how to counterattack using the fast break. Use the retreat dribble to maintain possession. To perform a free throw with consistency. To use speed and agility to perform a v-cut to get free from a defender. To drive to the basket using strength and coordination. Use the three-point shot and how different points are awarded.

	Year 3	Year 4	Year 5	Year 6
Tag Rugby	<ul style="list-style-type: none"> To use speed to run past defenders. Understand how to use a short pass in a game. To use agility to evade being tagged To understand and apply the tag protocol in game situations. To close down an attacker's space as a defender. To perform a backward pass to continue an attack. 	<ul style="list-style-type: none"> To use accurate passes to create an attack as a team. To pick the ball up from the floor & run with it to start an attack. To keep possession of the ball and build an attack. To evade being tagged. To use changes of speed to create gaps to run into. To create attacking opportunities in competitive game. 	<ul style="list-style-type: none"> To use defensive positions to mark and tag an attacker. To pass a ball accurately and consistently while on the move. To defend as part of a team to deny space to the attacking team. To use a pop pass over short distances to create an explosive run. To move the ball quickly using the 'magic diamond' formation. To use the 3 step and pass rule with some confidence. 	<ul style="list-style-type: none"> To create attacking continuity by supporting the player with the ball. To use set plays in attack to create space for the ball carrier. To develop the 3-step rule, compare and contrasting to the 3-second pass option To attack the space as a ball carrier to create scoring opportunities. To change from an attacking to a defensive formation when your team loses possession. To observe and analyse our classmate's performance.



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	Year 3	Year 4	Year 5	Year 6
Netball		<ul style="list-style-type: none"> To protect the ball once we have caught it. To use basic shooting techniques in a game. To use one-to-one marking. To pivot once we have caught the ball. To use quick feet. To use preliminary moves. 		<ul style="list-style-type: none"> To understand ways to improve coordination. To mark the pass or the shot. To show organisation in and around the semi-circle. To compete to win the rebounding ball. To stay active to intercept a pass. To stay onside in games depending on the position being played.



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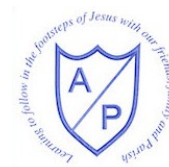


	KS1 – Run, Jump, Throw	
	Year 1	Year 2
	Run, Jump, Throw Unit 1 <ul style="list-style-type: none"> To start and stop moving at speed. To use our arms when running at different speeds. To take off on two feet to jump at distance. To use the correct technique to throw different objects for distance. To show improvement in our throwing. To take part in a competition using running, jumping and throwing skills. 	Run, Jump, Throw Unit 1 <ul style="list-style-type: none"> To move quickly whilst being aware of others around. To create power with our legs to turn at speed. To move through an obstacle course with speed and control. To choose the best throw for different situations. To use quick feet whilst sprinting. To perform static and dynamic balances.

	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> To complete jumping and hopping sequences. To run at different speeds. To approach and jump hurdles. To throw a javelin using the pull-throw technique. To use a variety of skipping techniques. To keep score accurately over a range of events. 	<ul style="list-style-type: none"> To challenge ourselves in running, jumping and throwing tasks To accelerate over short distances. To run and jump using one-footed take-off. To use a sling action to throw a discus. To run on a curve and exchange a baton in our team To apply the skills we have developed in a competitive way. 	<ul style="list-style-type: none"> To run for speed & distance on our own and as part of a team. To use pacing our run over longer distances. To use different jumping styles and exploring which ones we can jump further with To use the push-throw technique. To exchange a baton within a restricted area. To design a running, jumping or throwing activity for others using the STEP principle. 	<ul style="list-style-type: none"> To perform a sprint start technique to increase our running speed. To understand the three phrases of triple jump. To understand the heave throw technique and what it is used for. To assess our own ability to play our role in parlauff. To understand the scissor jump technique and when it would be used in athletics. To record and relay results over a range of track and field events



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OAA

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA	<ul style="list-style-type: none"> To follow simple instructions to complete a trail. To find matching symbols. To copy and create a hoop dance. To work with a partner to complete a hoop challenge. To recognise a drawn symbol as a real object, e.g. square = ball. To use decision-making skills to hide equipment 	<ul style="list-style-type: none"> To work as a team to complete a task. To use problem-solving skills to complete a simple treasure hunt. To copy and then create a simple movement pattern. To give clues to guide a blindfolded person safely. To improve performance through repetition. To use a key on a map to re-create a map with accuracy. 	<ul style="list-style-type: none"> To use clear communication, strength and flexibility to complete a task. To work with others to complete map-reading tasks. To draw and create a clear route on a map for others to follow. To work with others and identify what went well and what we could do to improve. To use the outside of the foot to control the ball and dribble. To safely take part in trust-based activities. 	<ul style="list-style-type: none"> To work collaboratively to complete a problem-solving task. To work collaboratively to create shapes whilst blindfolded. To name and recognise the cardinal points of the compass. To complete an orienteering task calmly under time pressure. To work with a partner to use a map to follow a course. To recognise and recall common map symbols from a key. 	<ul style="list-style-type: none"> To explore different ways of communicating with a blindfolded partner. To follow a designated route at maximum speed and complete a task safely. To use memory methods to recall different objects whilst navigating. To use clear communication to recreate a shape as a team. To use imagination and creative thinking to create the tallest marshmallow tower. To send and interpret messages using Morse code. 	<ul style="list-style-type: none"> To work with a partner to successfully orient and follow a map. To identify objects for a scavenger hunt from a written description. To safely perform a pyramid balance in a small group. To work efficiently as part of a team to complete a range of tasks. To create a fun and challenging game for others to complete. To listen to others to refine and adapt ideas to complete a complex task.