

Abbey Catholic Primary School – Physical Education Progression of Skills

Red = suggestions as to what skills might look like in specific areas

Dance						
	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
Head	<ul style="list-style-type: none"> Select movements that show a clear understanding of the theme/story/idea of the dance. Show confidence to perform in front of others. 	<ul style="list-style-type: none"> Select movements that show a clear understanding of the theme/story/idea of the dance. Show confidence to perform in front of others. 	<ul style="list-style-type: none"> Discuss own, and others work with some awareness of choreography. Describe using appropriate vocabulary, features of dances performed by others. 	<ul style="list-style-type: none"> Demonstrate and discuss performance skills Remember movements and routines from previous weeks. 	<ul style="list-style-type: none"> Confidently takes part in dances from different place in the world. Discuss what non-locomotor is and demonstrate what non-locomotor is 	<ul style="list-style-type: none"> Warm up and cool down independently Interpret different stimuli with imagination and flair. Work imaginatively, creatively on their own, in pairs and in a group, to create a simple dance.
Hand	<p>Respond to a range of stimuli and types of music.</p> <ul style="list-style-type: none"> Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels. <p><u>Skills Covered:</u></p> <ul style="list-style-type: none"> -Exploring storytelling through dance. -Use a theme to create a dance. -Develop actions to express friendship. 	<ul style="list-style-type: none"> Describe and explain how performers can transition movements. Perform basic actions with control and consistency at different speeds and levels. Move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs. <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Dance in solo and duet. -Explore creative footwork. 	<ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance. <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Perform a jazz square. -Perform 2 contrasting characters. -Communicate ideas as part of a group. 	<p>Work to include freeze frames in routines.</p> <ul style="list-style-type: none"> Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Develop dance freeze frames. -Perform a slide and roll. - Replicate a set phrase. 	<ul style="list-style-type: none"> Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. <p><u>Skills:</u></p>	<ul style="list-style-type: none"> Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self-composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using appropriate language & terminology Developing group devices and greater use of teamwork. Demonstrating narrative through contact and relationships Showing tension through pattern and formation <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Explore space in a deeper way in relation to dance.

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	<p>-Dance with start, middle and end. -Perform with feeling. -Perform actions to nursery rhymes. -March in time. -Move and turn as a group. Perform simple cannon and in rounds.</p>	<p>-Discuss how a dance can develop. -Respond to visual stimulus. -Comment on contrasting actions. -Perform 'freestyle' moves. -Perform a motif to music. -Explore movement pathways.</p>	<p>-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>-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 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.</p>	<p>-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.</p>
Heart	<ul style="list-style-type: none"> • Work with a partner to perform repeating motifs in a dance. • Tap into emotions to respond to the feelings in a piece of music by translating it to body movement. 	<ul style="list-style-type: none"> • Create a short, simple dance with a partner. • Attempt to work as part of a group to create a dance. 	<ul style="list-style-type: none"> • Share and create short dance phrases with a partner and in small groups • Work to develop and take part in group/whole class dance. 	<ul style="list-style-type: none"> • Work as part of a group to listen to and give ideas. • Include unison and cannon in the dance sequence 	<ul style="list-style-type: none"> • Recognise and comment on dances and suggest ways to improve. • Adapt a pair dance into a small group dance. 	<ul style="list-style-type: none"> • When working in groups and pairs, take the lead by suggesting ideas and refining the ideas of others • Work sensibly with others during contact and lift work.

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Gymnastics						
	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
Head	<ul style="list-style-type: none"> Use words such as rolling, travelling, jumping, shape and take-off. Can identify risks of working on and around apparatus. 	<ul style="list-style-type: none"> Work safely on own and with others in body management sequences. Refine and develop a routine to improve their performance. 	<ul style="list-style-type: none"> Develop character and maturity to work alongside others. Work with a partner to copy, create and join sequences. 	<ul style="list-style-type: none"> Decide on ways to improve a piece of work using compositional elements and implement changes. Apply a broader range of more challenging skills, executed with precision. 	<ul style="list-style-type: none"> Select a component for improvement and take guidance from others to do so. Take the lead in a group. 	<ul style="list-style-type: none"> Identify strengths and weaknesses of a performance. Explain why dismounting safely is so important.
Hand	<ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry simple apparatus such as mats and benches. To recognise 'like' actions and link them. To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. 	<ul style="list-style-type: none"> Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics 	<ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements. Relate strength and flexibility to the actions and movements. To use basic compositional ideas to improve sequence work. Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work through jumps and leaps. 	<ul style="list-style-type: none"> To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and direction. Develop an increased range of body actions and shapes to include in a sequence. Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, 	<ul style="list-style-type: none"> Create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement. Select a component for improvement. Take responsibility for own warm-up 	<ul style="list-style-type: none"> Lead group warm-up Demonstrate accuracy, consistency, and clarity Work independently and in small groups Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. Perform increasingly complex sequences. Combine own ideas with others Compose and practise actions, relate to music. Show a desire to improve <p style="text-align: right;"><i>Skills:</i> -Prepare for vaulting.</p>

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	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Carry equipment safely. -Perform magic chair landing. -Explore body tension. -Linking movements. Rock, spin, turn. Move on, off and over. 	<p>elements, e.g., back support and half twist.</p> <ul style="list-style-type: none"> • Attempt to use rhythm while performing a sequence. <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Use start & finish shapes. - Power in jumping. -Levels and speed. -Back & front support. -Rhythm in performing. -Body management in a range of actions. 	<ul style="list-style-type: none"> • Show increasing flexibility in shapes and balances. <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Contrasting shapes, body control when rolling. -Partner unison. Patterns. -Fluency in movement. -Half lever. Bouncing , smooth transitions and extension 	<p>for example, hand and shoulder.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Cartwheel progressions. - Using STEP. -Judging. Changes in speed. -Shoulder roll. Shoulder stand. -Showing flow. -Fitness through tabattas. 	<ul style="list-style-type: none"> • Perform more complex actions, shapes and balances with consistency. • Use information given by others to improve performance. <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Symmetry & Asymmetry. -Perform counterbalances. -Round off progressions. -Linking cartwheels & round offs. -Performing pathways. 	<ul style="list-style-type: none"> -Dismounting from height. -Flight in unison & cannon. -Use music to make group patterns. Use stimuli such as ribbons and hoops.
Heart	<ul style="list-style-type: none"> • Create a basic travelling sequence on feet, jumping, rolling and showing shape. • Value others' efforts when they perform; watch and listen 	<ul style="list-style-type: none"> • Develop character and show maturity to work with others. • Work with a partner to copy, create and join sequences. 	<ul style="list-style-type: none"> • Work as a group to create a basic sequence. • Can suggest how developing strength and flexibility helps in maintain a healthy, active lifestyle. 	<ul style="list-style-type: none"> • Adapt actions and sequences to work with partners and small groups. • Work as a group to combine sequences. • Judge other performances using appropriate communication. 	<ul style="list-style-type: none"> • Work responsibly in trust exercises and when counterbalancing. • Perform symmetry and asymmetry individually, in pairs and in small groups • Compare performances and judge strengths and areas for improvement 	<ul style="list-style-type: none"> • Lead a warm-up, demonstrating the importance of strength and flexibility. • Show good character when being led as part of a group

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Invasion Games						
	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
<ul style="list-style-type: none"> • Head 	<ul style="list-style-type: none"> • Recognise rules and apply them in competitive and cooperative games • Make decisions about how to defend a target • Discuss changes in the body brought about by exercise • Independently explore creative ways to score points - try something new to score 	<ul style="list-style-type: none"> • Begin to look for space to pass into or run to receive • Recognise you sometimes need to stay within a defined area • Making decisions to send balls to a player in space • Select the most appropriate skill to move forwards to shoot 	<ul style="list-style-type: none"> • Recognise the need to look forward when attacking the goal • Sometimes make good choices about when to pass and when to dribble • Explain why we look to 1) shoot 2) pass, and 3) dribble • Apply contact rules when defending • Use individual strengths to their advantage • Implement some rules in games • Show an understanding of different roles e.g. goal shooter • Explore a range of techniques to avoid being tagged/tackled 	<ul style="list-style-type: none"> • Explain the travel violation rules • Explain how to apply pressure to an opponent in a game • Have discussions on the benefits and weaknesses of both types of marking • Sometimes make decisions on the best time to tackle • Play in a game with recognition of more rules • Recognise and explain why marking is important • Decide on ways to improve a piece of teamplay • Identify when to run and when to pass 	<ul style="list-style-type: none"> • Explain the need for different tactics and attempt these in a game situation • Make appropriate choices on when to pass, shoot or dribble# • Select an appropriate conclusion to run, e.g. shoot, pass, dribble further • Play in a formation • Play in formations and execute 'set plays' in game situations • Explain the need for different tactics and attempt these in a game situation • Introduce set plays and be able to explain the aim of the set play 	<ul style="list-style-type: none"> • Implement a range of strategies to attack and defend, such as restricting attackers' space • Appraise own skill level and choose the distance for a free throw • Play with rules recognising when they have committed a foul/penalty • Devise a drill that develops a particular skill • Explain why certain areas of the goal are better to shoot at • Can say why you need to get 'free' to receive the ball • Recognise when a rule has been broken and explain the repercussions

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			<ul style="list-style-type: none"> Employ tactics to put opponents under pressure 		<ul style="list-style-type: none"> Explain the techniques for different passes Know and apply the rules consistently in game situations Recognise the principles of defence 	<ul style="list-style-type: none"> Make appropriate pass choices Umpire a game, explaining decisions where necessary Use STEP principle to suggest, plan and lead a warm-up to complement the lesson objectives Recognise the difference between attacking and defensive tactics
Hand	<p>To practice basic movements including running, jumping, throwing and catching.</p> <ul style="list-style-type: none"> To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. 	<p>Can send a ball using feet and can receive a ball using feet.</p> <ul style="list-style-type: none"> Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. Recognise good quality in self and others. To work with others to build basic attacking play. 	<p>To perform some basic invasion games skills, throwing, catching, kicking and dribbling.</p> <ul style="list-style-type: none"> To build attacking/offensive play. Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. Able to implement basic rules of modified games e.g. basketball. 	<p>Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting</p> <ul style="list-style-type: none"> Develop a wider range of ball handling skills Use footwork rules in a game situation and explore basic marking. Passing over longer distance. Moving towards the ball to receive the pass. 	<p>Use strength, agility and coordination when defending.</p> <ul style="list-style-type: none"> Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques and play with consistency. To play effectively in a variety of positions and formations on the pitch. Relate a greater number of attacking and defensive tactics to gameplay 	<p>Apply aspects of fitness to the game such as power, strength, agility and coordination.</p> <ul style="list-style-type: none"> Choose and implement a wider range of strategies to play defensively and offensively. Grasp more technical aspects of the game. Observe, recognise and analyse good individual and team performances. Suggest, plan and lead simple drills for given skills.

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<p>• Preparing for, and explaining the reasons why we enjoy exercise.</p>	<ul style="list-style-type: none"> • 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. <p>Play goalkeeper.</p>	<ul style="list-style-type: none"> • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team. <p>General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, and dribble theory.</p> <p>Basketball – Jump Ball, 2 handed shot. Defensive body position. Football – Using inside and outside of foot, trapping.</p> <p>Hockey – Using flat side of stick. Close control, preparing to tackle.</p> <p>Handball – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip.</p> <p>Lacrosse – Underarm and overarm throw. Groundball</p>	<ul style="list-style-type: none"> • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during game play. • Evaluating skills, tactics and teamwork to aid improvement. <p>General – Passing over longer distances, use some marking technique and introduce some defending principles.</p> <p>Basketball - Use footwork rules, explore basic marking, crossover dribble, bounce pass, jump shot, and triple threat position.</p> <p>Football – Dribbling in different directions, defensive tackling, front of player and goal side marking.</p> <p>Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball</p>	<ul style="list-style-type: none"> • Become more skilful when performing movements at speed. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role. <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.</p> <p>Football – Turning with the ball, running with ball, keeping possession, step over.</p> <p>Hockey – Block tackle, passing in the D, sweep shot, dragging the ball.</p> <p>Handball – Jump shot, closing angles, pivoting to pass, set plays.</p> <p>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</p>	<ul style="list-style-type: none"> • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack. <p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation.</p> <p>Basketball – Block, forward pivot, forward pass, push pass, boxing out.</p> <p>Football – Turning with the ball, running with ball, keeping possession, step over.</p> <p>Hockey – Block tackle, passing in the D, sweep shot, dragging the ball.</p> <p>Handball – Jump shot, closing angles, pivoting to pass, set plays.</p> <p>Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.</p>
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Compete in a basic tournament 2v2

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			<p>collection. Shot, pass and run.</p> <p>Netball – Chest, shoulder and bounce pass. Dodging to get free.</p> <p>Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol</p>	<p>Handball – Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw.</p> <p>Lacrosse – Following your pass, maintain unopposed possession, short range shooting, receive and turn.</p> <p>Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules.</p> <p>Tag Rugby – Picking up and running with ball, correct ball carrying position, keeping possession.</p>	<p>opposition, pop pass, magic diamond formation, 3 step and pass technique.</p>	<p>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>
Heart	<ul style="list-style-type: none"> • Work in collaboration with others to attack and score points • Show motivation to improve and attempt more difficult challenges • Cooperate to perform a range of challenges using skills such as gesture/signalling • Identify the things that they 	<ul style="list-style-type: none"> • Can play in a variety of positions in both defence and attack • Show awareness of teammates and opponents in games 	<ul style="list-style-type: none"> • Work hard in a game and recognise the physical effects on you and your teammates. • Assist teammates to shoot • Take on the role of referee • Show support, encouragement and good sportsmanship 	<ul style="list-style-type: none"> • Help someone to improve a particular skill • As a team, force attackers to make mistakes • Work hard in a game and recognise the physical effects on yourself and your teammates • Evaluate which skills and tactics you applied well, and which need improvements 	<ul style="list-style-type: none"> • Use individual skills to keep possession, explain how this helps the teams • Use appropriate language to describe attacking and defensive play • Build an offence as a team • Apply knowledge of personal fouls in a competition setting • Explain how a team's passage of 	<ul style="list-style-type: none"> • Counterattack with team using the fast break • Develop confidence to drive to the basket/goal • Collaborate with a partner to implement simple defensive techniques • Work as a team to attack and defend, implementing a variety of skills

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	<p>like about exercise both in and outside of school</p>		<ul style="list-style-type: none"> • Work as part of a team to attack towards a goal • Help team to create chances to score 	<ul style="list-style-type: none"> • Build an attack as a team • Show characteristics of a good team player • Work as part of a team to ensure all players are marked • Recognise how playing as a team can improve your communication skills • Work as part of a team to attack and score in a defined area 	<p>play was successful</p> <ul style="list-style-type: none"> • Use verbal and non-verbal communication to show teammates where you want the ball • As a team, maintain possession • Mark an opponent as an individual whilst communicating as a team 	<ul style="list-style-type: none"> • Work as part of a team to switch from defensive to attacking play • As a team, decide tactics to implement into the game • Play in a competition • Play in squad rotations keeping track of who is where and where you are rotating to next • Suggest ways to improve set plays • Offer suggestions for improvements on other's warm-up activities
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Net/Wall						
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Head	<ul style="list-style-type: none"> • Can describe how they worked with their partner to send and receive • Confident to explore different actions such as hitting other types of targets • Identify space to send a ball into • Identify tactics to outwit an opponent, such as hitting to space 	<ul style="list-style-type: none"> • Decide on and play with the dominant hand • Begin to recognise when a ball has landed 'in' and 'out' of the boundaries • Develop tactics to outwit your opponent, so they cannot return the ball • Describe what an attacking shot is 	<ul style="list-style-type: none"> • Play with court boundaries • Discuss the different types of shots that can be used in a variety of situations • Keep count/score of a game • Describe different types of shots using the terms short, long etc • Attempt to perform 3 contacts 	<ul style="list-style-type: none"> • Know and use different tactics to make the shuttle/ball difficult to return for an opponent • Know how to keep and record points scored in a game/event • Use different defensive tactics to defend the court • Play the role of the umpire to keep score • Use the service rules correctly • Communicate as a pair to consistently perform 3 contact 	<ul style="list-style-type: none"> • Recognise how reaction time can impact on play • Umpire a game • Cooperate and collaborate with others to play in a sportsmanlike way • Play in a game adhering to modified doubles rules • Recognise where to stand on the court when playing on their own and with others 	<ul style="list-style-type: none"> • Make appropriate choices in games about the best shot to use • Explain some of the tactics used
Hand	<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects 	<ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some consistency 	<ul style="list-style-type: none"> • Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. 	<ul style="list-style-type: none"> • Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. 	<ul style="list-style-type: none"> • Use different types of serves in-game and new shots. • Play with others to score in competitive games. 	<ul style="list-style-type: none"> • Develop a wider range of shots. • Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.

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	<p>such as balloons and beach balls.</p> <ul style="list-style-type: none"> • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition. <p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> -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. -Feeding the ball -Track balls. -Develop core strength to send objects from a sitting, kneeling, and standing position. 	<ul style="list-style-type: none"> • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game. <p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> • Play with some understanding of modified court boundaries. <p style="text-align: center;"><u>Skills:</u></p> <p>Badminton:</p> <ul style="list-style-type: none"> -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. <p>Tennis:</p> <ul style="list-style-type: none"> -Ready position. -Hit to different areas of court. -Perform a forehand shot. -Move towards the ball to return. -Serve with some accuracy to targets 	<ul style="list-style-type: none"> • Work to return the serve. • Demonstrate different court positions in gameplay <p style="text-align: center;"><u>Skills:</u></p> <p>Badminton:</p> <ul style="list-style-type: none"> - Underarm forehand shot. -Overhead/clearance shot. -Introducing backhand. -Practice racquet handling skills with trick shots. -Explain different scoring scenarios. -Developing singles play. <p>Tennis:</p> <ul style="list-style-type: none"> -Correct position to return balls. -Consistently send forehand to targets. -Introduce backhand. -Work cooperatively to score points in simple doubles play. 	<ul style="list-style-type: none"> • Move confidently around the playing area using footwork techniques. • Develop further ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots. • Explore Tennis service rules. <p style="text-align: center;"><u>Skills:</u></p> <p>Badminton:</p> <ul style="list-style-type: none"> -Moving opposition around court. -Perform forehand long and short serves. - Use close control. - Develop reaction time. <p>Tennis:</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems • Continue developing doubles play and tactics to improve. <p style="text-align: center;"><u>Skills:</u></p> <p>Badminton:</p> <ul style="list-style-type: none"> -Drop and smash shot. -Drop shot and recover. -Use quick reactions for confident net play. -Offensive court positioning. -Defensive formations for doubles. <p>Tennis:</p> <ul style="list-style-type: none"> -Introduce the lob. -Communication in doubles play. -Two handed backhand. -Use full rules for modified tennis games. -Use doubles tactics
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Abbey Catholic Primary School – Physical Education Progression of Skills

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<p>Heart</p>	<ul style="list-style-type: none"> • Work with a partner to send and return an object and play in a simple rally Recognise your actions impact others • Play cooperatively in a game situation Keep active during lesson even when tired or out of breath 	<ul style="list-style-type: none"> • Play in modified games with others to send and return the ball over a line/net Work cooperatively with a partner to practice sending and receiving skills • Work with a partner to play a simple rally Work as a team to get the ball over the net to win points 	<ul style="list-style-type: none"> • Take part in a rally with a partner Show sportsmanlike play in competitive situations • Play against an opponent • Play in cooperative team rallies with some success in keeping the ball in play 	<ul style="list-style-type: none"> • Recognise and work on which skills need to be improved Play competitively with others and against others • Take part in a doubles game Play competitively with others and against others in modified games • Work as a team to build an attack against opposition 	<ul style="list-style-type: none"> • Play with others with some flow to the game, keeping track of their scores Apply some control when returning the shuttle/ball, including foot placement, shot selection and aim • Play with others with some flow to the game, keeping track of their scores Suggest and lead warm-ups that prepare the body appropriately for tennis/badminton 	<ul style="list-style-type: none"> • Develop doubles play further and implement basic positioning tactics Use speaking and listening skills to umpire and play with peers without dispute • Use forehand, backhand and overhead shots with more confidence in games • Develop doubles play further and implement basic positioning tactics
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Striking and Fielding

Sport	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
<p>Head</p>	<ul style="list-style-type: none"> • Identify when a point has been scored and keep track of the score 	<ul style="list-style-type: none"> • Make choices about where to hit the ball 	<ul style="list-style-type: none"> • Adhere to some basic striking and fielding rules 	<ul style="list-style-type: none"> • With increasing consistency, choose where to direct a hit from a bowled ball 	<ul style="list-style-type: none"> • Recognise in a game when to play a defensive shot 	<ul style="list-style-type: none"> • Apply with consistency standard rules of modified game

Abbey Catholic Primary School – Physical Education Progression of Skills

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	<ul style="list-style-type: none"> • Show understanding of techniques used to track a ball • Can choose where to send the ball to maximise the chance to score • Can make choices where to stand in the field to restrict runs scored 	<ul style="list-style-type: none"> • Make tactical decisions about where to position themselves in the field • Judge and change pace in a variety of running activities 	<ul style="list-style-type: none"> • Explain how fielders work together to restrict batters runs • Explain the importance of being ready in the field 	<ul style="list-style-type: none"> • Use and apply the basic rules of the game • Choose where to direct a hit from a bowled ball • Play in a game using a scoring system 	<ul style="list-style-type: none"> • Bowl with some awareness of grip technique • Describe what the on and off side of the field means • Apply the backwards hitting rule Apply tactics when setting the field 	<ul style="list-style-type: none"> • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder • Demonstrate urgency when in the field
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Abbey Catholic Primary School – Physical Education Progression of Skills

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<p>Hand</p>	<ul style="list-style-type: none"> • Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics. <p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> -Use a range of throwing and rolling skills. -Return a ball to a base/zone. -Work with others to stop players scoring runs. -Self-feed and hit a ball. -Run between bases to score points 	<ul style="list-style-type: none"> • To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop. <p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> -Hit with bats (some still hitting with hands). -Use kicking to send a ball and score points. -Use underarm bowling. -Play as part of a team. Run to 'safety'. -Outwit bowler and hot to space. -Move in line to stop ball. 	<ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks. <p style="text-align: center;"><u>Skills:</u></p> <p>General:</p> <ul style="list-style-type: none"> -Bowl with some accuracy and consistency. -Use the long barrier to collect a rolling ball / collect and return a moving ball. <p>Cricket:</p> <ul style="list-style-type: none"> -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>Rounders:</p>	<ul style="list-style-type: none"> • To develop the range of striking and fielding skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction. <p style="text-align: center;"><u>Skills:</u></p> <p>General:</p> <ul style="list-style-type: none"> -Directing hit to score runs. -Attempt to stop a bouncing ground ball with some success. <p>Cricket:</p> <ul style="list-style-type: none"> -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>Rounders:</p> <ul style="list-style-type: none"> -Run at speed to avoid being stumped. -Play backstop in small game. 	<ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball. <p style="text-align: center;"><u>Skills:</u></p> <p>General</p> <ul style="list-style-type: none"> -Throw for accuracy over short distances. -Recognise where to play. <p>Cricket</p> <ul style="list-style-type: none"> -Calling for runs with partner. -Start to keep wicket. -Attempt a bowling with a run up. -Forward defensive shot. Setting a field. <p>Rounders</p> <ul style="list-style-type: none"> -Body position to catch a ball to stump players out. -Apply backwards hit rule, -Distinguish between deep and close fielding. 	<ul style="list-style-type: none"> • Apply with consistency standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. <p style="text-align: center;"><u>Skills:</u></p> <p>General</p> <ul style="list-style-type: none"> -Demonstrate urgency when acquiring runs/rounders. - Track and catch high balls. -Work in pairs to field a long ball. <p>Cricket</p> <ul style="list-style-type: none"> -Fielding positions, slip, short leg and cover. -Bowling short. -On and off drive. <p>Rounders</p> <ul style="list-style-type: none"> -Play using standard rounders pitch layout. -Bowling fast ball. -Play tactically to avoid overtaking teammates
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Abbey Catholic Primary School – Physical Education Progression of Skills

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			<ul style="list-style-type: none">-Consistently hot one handed.-Use underarm bowling action to bowl a 'good' ball.	<ul style="list-style-type: none">-Use scoring system.-Explain bowling rules.		
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Abbey Catholic Primary School – Physical Education Progression of Skills

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<p>Heart</p>	<ul style="list-style-type: none"> • Work collaboratively to score runs, show encouragement and support • Resilient in the face of challenges shows the will to keep trying • Decide as a team the best positioning to intercept balls • Show awareness of teammates fielding positions to restrict run scoring 	<ul style="list-style-type: none"> • Display sportsmanship when competing against others • Work as a team to score runs/points • Work in small groups to field and bat 	<ul style="list-style-type: none"> • Field as a team to return the ball to the bowler/base effectively • As a team, apply simple tactics to choose where to hit the ball • Identify how to improve own, and others work and be tactful 	<ul style="list-style-type: none"> • Show fair play • Work with a partner to anticipate when to run • Identify and describe some successful play • Work as a team to return balls in the field 	<ul style="list-style-type: none"> • Communicate with your partner to maximise runs • Show perseverance during the game and commitment to team • Work collaboratively with others to both score runs in the field to restrict runs 	<ul style="list-style-type: none"> • Work as a pair to field long balls Identify ways you can support your batting partner • Understand teammates perspective & motivation when accumulating runs/rounders • Work with a partner/team to field longer balls • Apply simple tactics to ensure all runners make it about bases
<p>Outdoor Adventurous Activities</p>						
	<p>Year 1 (KS1 Skills)</p>	<p>Year 2 (KS1 Skills)</p>	<p>Year 3 (Lower KS2 Skills)</p>	<p>Year 4 (Lower KS2 Skills)</p>	<p>Year 5 (Upper KS2 Skills)</p>	<p>Year 6 (Upper KS2 Skills)</p>

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<p>Head</p>	<ul style="list-style-type: none"> • Follow simple instructions • Find and record items on a list • Identify and select equipment based on a symbol • Comprehend that one thing can represent another. 	<ul style="list-style-type: none"> • Confidently follow a basic map • Create a simple map • Make good choices when leading others 	<ul style="list-style-type: none"> • Use acquired skills to create maps and directions. • Describe their work and use different strategies to solve problems. • Independently identify skills needed to solve a task • Use acquired skills to create maps and directions 	<ul style="list-style-type: none"> • Plan and refine strategies to solve problems. • Identify what they do well and suggest what they could do to improve. • Work out answers from clues and work independently from the class teacher 	<ul style="list-style-type: none"> • Recall and remember symbols, items and objects during the task as an individual and team • Play a role in problem-solving • Communicate using code 	<ul style="list-style-type: none"> • Use knowledge of games in PE to suggest adaptations and variations to games/activities • Follow instructions accurately
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Abbey Catholic Primary School – Physical Education Progression of Skills

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<p>Hand</p>	<ul style="list-style-type: none"> • Use thinking skills to follow multi step instructions. • Solve more challenging problems as an individual. • Take part in activities with increasing challenge to build confidence. <p><i>Skills:</i></p> <ul style="list-style-type: none"> - Perform physically challenging actions. - Follow a movement pattern with others. - Undertake simple speed stack arrangements. 	<ul style="list-style-type: none"> • Use searching skills to find given items from clues and pictures. • Work as a pair to navigate space. • Use and explore unusual equipment to develop coordination, problem-solving and motor skills. <p><i>Skills:</i></p> <ul style="list-style-type: none"> - Use equipment in unconventional ways. - Build on speed stack skills. - Compose a small group movement pattern. - Participate in blindfold activities. - Introduce the principle of map keys and use in a simple way. 	<ul style="list-style-type: none"> • Identify and use symbols on a map to navigate • Play competitively, considering the rules <p><i>Skills:</i></p> <ul style="list-style-type: none"> - Use non-verbal communication effectively. - Develop further simple map reading skill. - Plan on route map. 	<ul style="list-style-type: none"> • Use maps, symbols and compass confidently to navigate • Confidently undertake tasks with time limits and other restrictions • Remember and recall map symbols and additional relevant key information <p><i>Skills:</i></p> <ul style="list-style-type: none"> - Recognise compass points. - Use a compass. Follow a course. - Work cooperatively with a partner to follow a map and solve problems. - Recognise a range of standard map symbols. - Evaluate their own success. 	<ul style="list-style-type: none"> • Explore ways of communicating in a range of challenging activities. • Navigate and solve problems from memory. • Develop and use trust to complete the task and perform under pressure. • Work at a high intensity for a sustained period of time whilst completing a task • Evidence results and keep score Compete against others and perform under pressure <p><i>Skills:</i></p> <ul style="list-style-type: none"> - Use memory and recall skills. - Work at maximum physical capacity e.g., when running. - Use control cards. - Perform under pressure. 	<ul style="list-style-type: none"> • Use written description to identify objects • Use speed at appropriate times to complete a task quicker • Refine and adapt ideas in a group task and work collaboratively. <p><i>Skills:</i></p> <ul style="list-style-type: none"> - Follow and orient a map. - Identify objects in a scavenger hunt. - Perform complex group pyramid balances. - Tie a reef knot.
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					<ul style="list-style-type: none">-Perform safely and with control.-Classify and interpret simple morse code.	
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Heart	<ul style="list-style-type: none"> • Complete simple instructions as a group • Motivated to play their part in the team • Work with a partner to meet challenges 	<ul style="list-style-type: none"> • Show sensitivity and respect when working with a blindfolded partner • Stay motivated during challenges such as searching and seeking tasks 	<ul style="list-style-type: none"> • Work with others to solve problems. • Lead others and be led 	<ul style="list-style-type: none"> • Work well in a team or group within defined and understood roles. • Listen and be directed by others 	<ul style="list-style-type: none"> • Explore and refine ways of communicating to best complete a set task • Put trust in others and demonstrate trustworthy behaviour 	<ul style="list-style-type: none"> • Use information given by others to complete a task and work collaboratively • Work collaboratively to perform a more complex task • Takes responsibility for a role in a task
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Swimming Progression of Skills

Beginners	Intermediate	Advanced
<ul style="list-style-type: none"> Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently. 	<ul style="list-style-type: none"> Swim over greater distances, between 10 & 20 meters with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges. 	<ul style="list-style-type: none"> Bring control and fluency to at least two recognised strokes. Implement good breathing technique to allow for smooth stroke patterns. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke.

Skills covered

Beginners	Intermediate	Advanced
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Jump in from side of pool and submerge. Sink and roll. Front crawl legs. Surface dive. Linking 3 different types of floating technique. Breastroke legs. Somersault in water. Sculling face in water. Kicking while submerged. 	<ul style="list-style-type: none"> Relay change over. Mushroom float. Partner support. Crouching dive. Surface dive. Treading water. Tumble turn/tumble under water. Combining fluent breastroke arm and leg technique. Head out entry to water

Reception Progression of Skills

Gymnastics		Dance		Body Management	
<ul style="list-style-type: none"> To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills 	<ul style="list-style-type: none"> To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions 	<ul style="list-style-type: none"> Recognise that actions can be reproduced in time to music; beat patterns and different speeds Perform a wide variety of dance actions both similar and contrasting Copy, repeat, and perform simple movement patterns 	<ul style="list-style-type: none"> Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group. 	<ul style="list-style-type: none"> Explore balance and managing own body including manipulating small objects Able to stretch, reach, extend in a variety of ways and positions Able to control body and perform specific movements on command 	<ul style="list-style-type: none"> Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet Participate in a variety of small group co-operative activities.
Skills		Skills		Skills	
Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions.	Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.	Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work.	Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.	Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus.	Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.
Speed, Agility, Travel		Manipulation and Coordination		Cooperate and Solve Problems	
<ul style="list-style-type: none"> Travel with some control and coordination Change direction at speed through both choice and instructions Stop, start, pause, prepare for and anticipate movement in a variety of situations 	<ul style="list-style-type: none"> Agility-based activities moving and controlling objects Recognise different actions such as: moving softly, quietly, quickly, powerfully Relate body movements to music and percussion 	<ul style="list-style-type: none"> Send and receive a objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways 	<ul style="list-style-type: none"> Coordinate similar objects in a variety of ways Differentiate ways to manoeuvre objects Skip in isolation and with rope 	<ul style="list-style-type: none"> Organise and match various items, images, colours and symbols Work with a partner to listen, share ideas, question and choose Move confidently and cooperatively in space 	<ul style="list-style-type: none"> Copy and repeat various patterns and actions Show an understanding of own feelings and others Solve more complex tasks using skills learned Work and play cooperate and take turns
Skills		Skills		Skills	
Demo agility in variety of games. Recognise and follow instructions. Experiment with starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions.	Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence.	Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.	Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as and individual. Work cooperatively to form shapes.	Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.