



Skills Progression

Subject area: PE

Key Stage 1 Statutory Requirements	<p align="center"><u>Games / Athletics</u></p> <p><i>Master basic movements including running, jumping, throwing and catching. Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Participate in team games, developing simple tactics for attacking and defending. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p>	<p align="center"><u>Dance</u></p> <p><i>Perform dances using simple movement patterns. Develop fundamental movement skills. Become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others.</i></p>	<p align="center"><u>Gymnastics</u></p> <p><i>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p>
Year 1	<ul style="list-style-type: none"> • Show control when rolling a ball (benchball, dodgeball). • Hit a ball with control, using appropriate equipment (tennis). • Run with control (athletics). • Jump with control (athletics). • Catch a ball / moving object (benchball, dodgeball). • Kick with control (football, kickball). 	<ul style="list-style-type: none"> • Move with control and co-ordination. • Link two or more actions in a sequence. 	<ul style="list-style-type: none"> • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (eg: small / tall, straight / curved, wide / narrow). • Climb safely on low level equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with some control and balance.
Year 2	<ul style="list-style-type: none"> • Understand the terms 'opponent' and 'team mate' (football, hockey, volleyball). • Develop basic tactics for small team games (football, hockey, volleyball). • Lead others in small game situations (football, hockey). • Set yourself targets to improve performance. (athletics). 	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Choose appropriate movements to communicate mood / feelings / ideas. 	<ul style="list-style-type: none"> • Copy and remember actions. • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on large equipment. • Stretch and curl to develop increasing flexibility. • Jump in a variety of ways and land with increasing control and balance.

Key Stage 2 Statutory Requirements	<u>Games</u> <i>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.</i> <i>Compare performances with previous ones and demonstrate improvement to achieve personal best.</i>	<u>Dance</u> <i>Perform dances using a range of movement patterns.</i> <i>Compare performances with previous ones and demonstrate improvement to achieve personal best.</i>	<u>Gymnastics</u> <i>Develop flexibility, strength, technique, control and balance.</i> <i>Compare performances with previous ones and demonstrate improvement to achieve personal best.</i>	<u>Athletics</u> <i>Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</i> <i>Compare performances with previous ones and demonstrate improvement to achieve personal best.</i>	<u>Swimming</u>	<u>Outdoor and Adventurous Activities</u> <i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i>
Year 3	<ul style="list-style-type: none"> • Throw and catch various objects/balls with control and accuracy (netball, basketball, cricket). • Follow rules of games and play fairly (tag rugby, netball, basketball). • Maintain possession of a ball (eg: feet, hockey stick, hands). • Pass to teammates when appropriate (volleyball, tag rugby). 	<ul style="list-style-type: none"> • Refine movements into sequences. • Change speed and level within a performance. • Develop suppleness through stretching. 	<ul style="list-style-type: none"> • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Swing and hang from equipment safely using hands. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60m. • Use a range of throwing techniques (underarm/overarm) (cricket, athletics). • Compete with others. • Improve personal best performances. 	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke. • Control leg and arm movements. 	
	<ul style="list-style-type: none"> • Strike a ball and field with control (cricket, rounders). • Choose appropriate tactics to cause problems 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. 	<ul style="list-style-type: none"> • Run over a longer distance, conserving energy to sustain performance. • Throw with accuracy to hit a target or cover a distance 	<ul style="list-style-type: none"> • Swim between 25 and 50m unaided. • Use more than one stroke and co-ordinate breathing. 	<ul style="list-style-type: none"> • Arrive properly equipped for an OAA. • Understand the need to manage risks. • Support others.

Year 4	<ul style="list-style-type: none"> for the opposition (basketball, hockey). Become an effective team member (tag rugby, hockey, basketball). Lead a team effectively (tag rugby, hockey, basketball). 	<ul style="list-style-type: none"> Create dances and movements that convey a clear idea. Develop physical strength by practicing moves. 	<ul style="list-style-type: none"> Travel in a variety of ways (eg: flight) by transferring weight to generate power in movement. Understand centre and gravity and use this to create interesting body shapes. 	<p>(rounders, cricket, athletics).</p> <ul style="list-style-type: none"> Jump in a number of ways, using a run up if appropriate. Compete with others and aim to improve personal best performances. 		<ul style="list-style-type: none"> Seek support when needed. Orientate a map. Lead a team. Be an effective team member. Show resilience when plans do not work. Use initiative to try new ways of working. Use a compass and digital devices to orientate yourself. Remain aware of changing conditions and change plans if necessary.
Year 5	<ul style="list-style-type: none"> Choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking). Work alone or with team mates in order to gain points or possession (basketball, football). Strike a bowled or volleyed ball with some accuracy (tennis, cricket, rounders, football). Choose appropriate tactics for a game (football, basketball). Uphold the spirit of fair play and respect in all competitive situations (football, tag rugby). 	<ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Express an idea in original and imaginative ways. 	<ul style="list-style-type: none"> Create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> - travelling - balances - swinging - bending - stretching - twisting - gestures - linking shapes 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 60m. Throw accurately and refine performance by analysing technique and body shape (cricket, rounders, athletics). Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> Use breaststroke, front crawl and backstroke, ensuring that breathing is correct. 	
Year 6	<ul style="list-style-type: none"> Strike a bowled or volleyed ball with increasing accuracy (cricket, rounders). Use forehand and backhand strokes in racket games (tennis, badminton). Field, defend and attack tactically by anticipating the direction of play (football, tag rugby). Lead others when 	<ul style="list-style-type: none"> Perform expressively and hold a precise and strong body posture. Create and perform complex sequences. Perform with high energy, slow grace or other themes and maintain this throughout a performance. Perform complex moves that combine strength and stamina gained through gymnastics, (eg: 	<ul style="list-style-type: none"> Create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> - springing - flight - vaults - inversions - rotations Hold shapes that are strong, fluent and expressive. Vary speed, direction, level and body rotation 	<ul style="list-style-type: none"> Choose the best place for running over a variety of distances. Show control in take-off and landing when jumping. Compete with others and keep track of personal best performances, setting challenging targets for improvement. 		<ul style="list-style-type: none"> Select appropriate equipment for OAA. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice. Embrace leadership and team roles. Gain the commitment and respect of my team. Remain positive even in the most challenging of circumstances.

	<p>called upon (football, tag rugby).</p> <ul style="list-style-type: none"> • Be a good role model to others (football, tag rugby). 	<p>cartwheels and handstands).</p>	<p>during floor performances. Practice and refine the gymnastic techniques listed above.</p> <ul style="list-style-type: none"> • Use equipment to vault and to swing, remaining upright. 			<ul style="list-style-type: none"> • Show empathy towards others and offer support without being asked. • Seek support from the team and experts if in any doubt. • Use a range of devices in order to orientate yourself. • Quickly assess changing conditions and adapt plans to ensure safety comes first.
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