

**Progression of Skills**

**Subject:** Physical Education

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| **EYFS** | | | **KS1** | | | | **KS2** | | |
| **Early Learning Goals**  Personal, Social and Emotional Development ELG:   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge * Explain the reasons for rules, know right from wrong and try to behave accordingly * Work and play co-operatively and take turns with others * Show sensitivity to their own and to others’ needs   Physical Development ELG:   * Negotiate space and obstacles safely, with consideration for themselves and others * Demonstrate strength, balance and coordination when playing * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | | **National Curriculum**  Pupils should develop fundamental movement  Skills, become increasingly competent and  Confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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:   * 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 | | | | **National Curriculum**  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:   * + 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, rounder’s 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** | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** | |
| **Dance** | **Introduction to PE**  **Unit 1**  Copy basic body actions and rhythms.  Choose and use travelling actions, shapes and balances.  Travel in different pathways using the space around them,  Begin to use dynamics and expression with guidance.  Begin to count to music. | Copy, remember and repeat actions,  Choose actions for an ideas.  Use changes of direction, speeds and levels with guidance.  Show some sense of dynamic and expressive qualities.  Begin to use counts. | | Copy, remember and repeat a series of actions.  Select from a wider range of actions in relation to a stimulus.  Use pathways, levels, shapes, directions, speeds and timing with guidance.  Use mirroring and unison when completing actions with a partner.  Show a character through actions, dynamics and expression.  Use counts with help to stay in time with the music. | Copy, remember and perform a dance phrase.  Create short dance phrases that communicate an idea.  Use canon, unison and formation to represent an idea.  Match dynamic and expressive qualities to a range of ideas.  Use counts to keep in time with a partner and group. | Copy, remember and adapt set choreography.  Choreograph considering structure individually, with a partner and in a group.  Use action and reaction to represent an idea.  Change dynamics to express changes in character or narrative.  Use counts when choreographing short phrases. | | Accurately copy and repeat set in choreography in different styles of dance showing a good sense of timing.  Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.  Confidently perform choosing appropriate dynamics to represent an idea.  Use counts accurately when choreographing to perform in time with others and the music. | Perform dances confidently and fluently with accuracy and good timing.  Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.  Improvise and combine dynamics demonstrating an awareness of the impact on performance.  Use counts when choreographing and performing to improve the quality of work. | |
| **Gymnastics** | **Introduction to PE**  **Unit 2**  Create shapes showing a basic level of stillness using different parts of their bodies.  Begin to take weight on different body parts.  Show shapes and actions that stretch their bodies.  Copy and link simple actions together. | Perform balances making their body tense, stretched and curled.  Take body weight on hands for short periods of time.  Take body weight on hands for short periods of time.  Remember, repeat and link simple actions together. | | Perform balances on different body parts with some control and balance.  ake body weight on different body parts, with and without apparatus.  Show increased awareness of extension and flexibility in actions.  Copy, remember, repeat and plan linking simple actions with some control and technique. | Complete balances with increasing stability, control and technique.  Demonstrate some strength and control when taking weight on different body parts for longer periods of time.  Demonstrate increased flexibility and extension in their actions.  Demonstrate increased flexibility and extension in their actions. | Use body tension to perform balances both individually and with a partner.  Use body tension to perform balances both individually and with a partner.  Use body tension to perform balances both individually and with a partner.  Use body tension to perform balances both individually and with a partner. | | Use body tension to perform balances both individually and with a partner.  Use body tension to perform balances both individually and with a partner.  Use body tension to perform balances both individually and with a partner.  Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. | Combine and perform more complex balances with control, technique and fluency.  Demonstrate more complex actions with a good level of strength and technique.  Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.  Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. | |
|  | **EYFS** | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** | |
| **Games** | Drop and catch with two hands.  Move a ball with feet.  Throw and roll a variety of beanbags and larger balls to space.  Stop a beanbag or large ball sent to them using hands.  Attempt to stop a beanbag or large ball sent to them using feet.  Hit a ball with hands.  Run and stop when instructed.  Move around showing limited awareness of others.  Make simple decisions in response to a situation. | Drop and catch a ball  after one bounce on  the move  Move a ball using different parts of the foot.  Move a ball using different parts of the foot.  Kick towards a stationary target.  Catch a beanbag and a medium-sized ball  Attempt to track balls  and other equipment  sent to them.  Strike a stationary ball  using a racket.  Run, stop and change  direction with some  balance and control.  Recognise space in relation to others  Begin to use simple tactics with guidance. | | Dribble a ball with  two hands on the  move.  Dibble a ball with some success, stopping it when required.  Throw and roll towards a target using varying techniques with some success.  Show balance when kicking towards a target.  Catch an object passed to them, with and without a bounce.  Move to track a ball and stop it using feet with limited success.  Strike a ball using a racket.  Run, stop and change direction with balance and control.  Move to space to help score goals or limit others scoring.  Use simple tactics. | Dribble the ball with one hand with some control in game situations.  Dribble a ball with feet with some control in game situations.  Use a variety of throwing techniques in game situations.  Kick towards a partner in game situations.  Catch a ball passed to them using one and two hands with some success.  Receive a ball sent to them using different parts of the foot.  Strike a ball with varying techniques.  Change direction with increasing speed in game situations.  Use space with some success in game situations.  Use simple tactics individually and within a team. | Link dribbling the ball with other actions with increasing control.  Change direction when dribbling with feet with some control in game situations.  Use a variety of throwing techniques with increasing success in game situations.  Kick with increasing success in game situations.  Catch a ball passed to them using one and two hands with increasing success.  Receive a ball using different parts of the foot under pressure.  Strike a ball using varying techniques with increasing accuracy.  Change direction to lose  an opponent with some  success.  Create and use space with some success in game situations.  Use simple tactics to help their team score or gain possession. | | Change the direction of play with some control under pressure.  Dribble with feet with some control under increasing pressure.  Use a variety of throwing techniques with some control under increasing pressure.  Use a variety of kicking techniques with some control under increasing pressure.  Catch and intercept a ball using one and two hands with some success in game situations.  Receive a ball using different parts of the foot under pressure with increasing control.  Strike a ball using a wider range of skills. Apply these with some success under pressure.  Use a variety of techniques to change direction to lose an opponent.  Create and use space for self and others with some success.  Understand the need for tactics and can identify when to use them in different situations | Use dribbling to change the direction of play with control under pressure.  Use a variety of dribbling techniques to maintain possession under pressure.  Use a variety of throwing techniques including fake passes to outwit an opponent.  Select and apply the appropriate kicking technique with control.  Catch and intercept a ball using one and two hands with increasing success in game situations  Receive a ball with consideration to the next move.  Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.  Confidently change  direction to successfully  outwit an opponent.  Effectively create and use space for self and others to outwit an opponent.  Work collaboratively to create tactics within their team and evaluate the effectiveness of these. | |
|  | **EYFS** | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** | |
| **Athletics** | Run and stop with some control.  Explore skipping as a travelling action.  Jump and hop with bent knees.  Throw larger balls and beanbags.  Balance whilst stationary and on the move.  Change direction at a slow pace.  Explore moving different body parts together. | Attempt to run at different speeds showing an awareness of technique.  Begin to link running and jumping movements with some control.  Jump, leap and hop and choosing which allows them to jump furthest.  Throw towards a target.  Show some control and balance when travelling at different speeds.  Begin to show balance and co-ordination when changing direction.  Use co-ordination with and without equipment. | | Show balance and co-ordination when running at different speeds.  Link running and jumping movements with some control and balance.  Change technique to throw for distance.  Show control and balance when travelling at different speeds.  Demonstrate balance and co-ordination when changing direction.  Perform actions with increased control when co-ordinating their body with and without equipment. | Show balance, co-ordination and technique when running at different speeds, stopping with control.  Link running, hopping and jumping actions using different take offs and landing.  Jump for distance and height with an awareness of technique.  Throw a variety of objects, changing action for accuracy and distance.  Demonstrate balance when performing other fundamental skills.  Show balance when changing direction in combination with other skills.  Can co-ordinate their bodies with increased consistency in a variety of activities. | Demonstrate how and when to speed up and slow down when running.  Link hopping and jumping actions with some control.  Throw with some accuracy and power towards a target area.  Demonstrate good balance when performing other fundamental skills.  Show balance when changing direction at speed in combination with other skills.  Begin to co-ordinate their body at speed in response to a task. | | Run at the appropriate speed over longer distances or for longer periods of time.  Show control at take-off and landing in more complex jumping activities.  Perform a range of more complex jumps showing some technique.  Show accuracy and power when throwing for distance.  Demonstrate good balance and control when performing other fundamental skills.  Demonstrate improved body posture and speed when changing direction.  Can co-ordinate a range of body parts at increased speed. | Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.  Link running, jumping and hopping actions with greater control and con-ordination.  Perform jumps for height and distance using good technique.  Show accuracy and good technique when throwing for distance.  Show fluency and control when travelling, landing, stopping and changing direction.  Change direction with a fluent action and can transition smoothly between varying speeds.  Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. | |

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| **OAA**  **(Outdoor and Adventurous**  **Activity)** | Follow simple  instructions.  Share their ideas  with others.  Explore activities making own decisions in response to a task.  Make decisions about where to move in space.  Follow a path.  Begin to identify personal success. | Follow instructions.  Begin to work with a partner and a small group.  Understand the rules of the game and suggest ideas to solve simple tasks.  Copy a simple diagram/map.  Identify own and others' success. | Follow instructions accurately.  Work co-operatively  with a partner and a  small group, taking  turns and listening to  each other.  Try different ideas to solve a task.  Follow and create a simple diagram/map.  Understand when a challenge is solved successfully and begin to suggest simple ways to improve. | | Follow instructions from a peer and give simple instructions.  Work collaboratively with a partner and a small group, listening to and accepting others' ideas.  Plan and attempt to apply strategies to solve problems.  Orientate and follow a diagram/map.  Reflect on when and why challenges are solved successfully and use others' success to help them to improve. | Accurately follow instructions given by a peer and give clear and usable instructions to a peer.  Confidently communicate ideas and listen to others before deciding on the best approach.  Plan and apply strategies to solve problems.  Identify key symbols on a map and use a key to help navigate around a grid.  Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. | | Use clear communication when working in a group and taking on different roles.  Begin to lead others, providing clear instructions.  Plan and apply strategies with others to more complex challenges.  Orientate a map confidently using it to navigate around a course.  Explain why a particular strategy worked and alter methods to improve. | Explain why a particular strategy worked and alter methods to improve.  Explain why a particular strategy worked and alter methods to improve.  Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.  Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.  Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. |
| **Swimming**  **KS2** | **Beginners** | | | **Developers** | | | **Intermediate** | | |
| Submerge and regain feet in the water.  Breathe in sync with an isolated kicking action from poolside.  Use arms and legs together to move effectively across a short distance in the water.  Glide on front and back over short distances.  Float on front and back for short periods of time.  Confidently roll from front to back and then regain a standing position. | | | Confidently and consistently retrieve an object from the floor with the same breath.  Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.  Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes  Combine gliding and floating on front and back over an increased distance.  Float on front and back using different shapes with increased control.  Comfortably demonstrate sculling head first, feet first and treading water. | | | Confidently combine skills to retrieve an object from greater depth.  Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.  Confidently demonstrate good technique in a wider range of strokes over increased distances.  Combine gliding and transitioning into an appropriate stroke with good control.  Confidently link a variety of floating actions together demonstrating good technique and control.  Select and apply the appropriate survival technique to the situation. | | |