Hellingly Community Primary School

Physical Education Progression of Skills

Games						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Movement and Ball Skills Describe how the body feels when still and exercising. Roll equipment in different ways Throw underarm. Move safely around the space and equipment. Play a range of chasing games. Talk about what I have done.	**Movement Skills and Health Related Fitness** Describe how the body feels before, during and after exercise. Carry and place equipment safely. Play simple team games. Develop listening skills. Develop an awareness of space. Run at different speeds. Work with a partner.	**Movement Skills and Health Related Fitness** Recognise and describe how the body feels during and after different physical activities Explain what is needed to stay healthy. Play simple team games. Continue to develop listening skills. Continue to develop an awareness of space and use the best space in a game. Change speed and direction whilst running.	**Health Related Fitness** Recognise and describe the effects of exercise on the body. Explain why it is important to warm up and cool down. Improve strength and flexibility and know their importance for physical activity. Compete against self and others in a controlled manner.	**Health Related Fitness** Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for health. Demonstrate basic knowledge of stamina. Sustain physical exertion over periods of time. Understand what flexibility is. Develop balance, agility and coordination. Compete against self and others demonstrating perseverance.		
Game Skills Move a ball in different ways, including bouncing and kicking. Throw a ball at a target. Catch a ball using 2 hands. Hit a ball with a bat or racket. Participate in simple games. Follow simple rules. Talk about what I have done.	**Invasion Games** Use rolling skills in a game. Catch and bounce a ball. Travel with a ball in different ways. Begin to use space in a game. Begin to use the terms attacking and defending. Follow simple rules to play games, including team games. **Multi Skills** Consolidate previous skills. Use rolling skills in a game with accuracy. Catch and bounce a ball with control. Roll and receive a ball with increased accuracy and control.	**Invasion Games** Use throwing and catching skills alone and in a game. Bounce and kick a ball whilst moving. Begin to choose and use the best space in a game. Understand how to intercept a moving ball. Begin to use and understand the terms attacking and defending. Understand the importance of rules in games. Play simple games. Talk about the differences between my work and that of others.	**Invasion - Basketball** Throw and catch with greater control and accuracy using a variety of throws. Pass the ball to teammates at appropriate times. Dribble the ball with some control. Maintain and win back possession of the ball in a team game. Find useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Apply and follow rules fairly. Describe how my performance has	**Invasion - Basketball** Develop different ways of throwing and catching with control and accuracy. Dribble the ball showing control and fluency and understanding the rules of dribbling - illegal dribble & double dribble. Maintain possession of a ball. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game.. Vary the tactics that I use in a game. Watch, describe and evaluate the effectiveness	**Invasion - Netball** Know and understand the reasons for warming up and cooling down. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Maintain and win back possession of the ball effectively in a team game. Use and create space to gain an advantage in a game. Choose the best tactics for attacking and defending. Predict what an opponent might do during a game and alter performance accordingly. Explain why a particular	**Invasion - Netball** Understand the importance of warming up and cooling down. Pass, receive and shoot accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Keep and win back possession of the ball effectively and in a variety of ways in a team game in order to gain points. Anticipate the direction of play in order to use and create space. Take part in competitive games with a strong

	Throw underarm with increased accuracy. Catch a ball consistently with 2 hands.		improved over time. **Invasion - Football** Pass the ball with increasing control. Dribble the ball with some control. Maintain and win back possession of the ball in a team game. Find useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Apply and follow rules fairly. Describe how my performance has improved over time. **Invasion Games - Tactics** Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Choose appropriate tactics to cause problems for the opposition. Apply and follow rules fairly. Describe how my performance has improved over time.	of performances, giving ideas for improvement. **Invasion - Hockey** Dribble the ball showing control and fluency and understanding the rules of dribbling - flat side of stick. Use a stick to hit a ball with accuracy and control. Maintain possession of a ball with a stick. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Vary the tactics that I use in a game. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement.	skill or technique is used, and the effect it had on performance. **Invasion - Hockey** Dribble in a game with success. Maintain and win back possession of the ball effectively in a team game. Use and create space to gain an advantage in a game. Choose the best tactics for attacking and defending. Predict what an opponent might do during a game and alter performance accordingly. Explain why a particular skill or technique is used, and the effect it had on performance.	understanding of tactics. **Invasion - Tag Rugby** Understand the importance of warming up and cooling down. Pass, receive and shoot accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Keep and win back possession of the ball effectively and in a variety of ways in a team game in order to gain points. Anticipate the direction of play in order to use and create space. Take part in competitive games with a strong understanding of tactics. **Invasion - Tactics** Think ahead and create a plan of attack and defence. Plan a course of action against an opponent based on my strengths and their weaknesses. Take part in competitive games with a strong understanding of tactics. Evaluate my own and other's performance, suggesting thoughtful and appropriate improvements. **Invasion - Hockey** Lead a partner or small group in a warm up activity Pass, receive and shoot accurately and successfully under pressure in a game. Keep and win back

						possession of the ball effectively and in a variety of ways in a team game in order to gain points. Anticipate the direction of play in order to use and create space. Take part in competitive games with a strong understanding of tactics.
	Striking and Fielding Hit a ball with an appropriate object. Roll and receive a ball with accuracy and control. Throw underarm with accuracy. Catch a ball consistently with 2 hands. Use hitting skills in a game. Watch and describe performances.	**Striking and Fielding** Hit a ball with increasing control. Position the body to strike a ball. Throw a ball at a target accurately underarm with increased control. Throw a ball for distance. Gather a rolled ball using a short barrier. Begin to choose the best space when fielding in a game. Make simple decisions about when and where to run in simple games.	**Striking and Fielding - Cricket** Perform a range of catching and gathering skills with control. Begin to use a long barrier. Demonstrate successful batting skills. Strike the ball for distance. Bowl a ball towards a target. Anticipate how far you can run to score points.	**Striking and Fielding - Rounders** Develop underarm and overarm throwing and catching with control and accuracy. Use a bat to hit a ball with accuracy and control. Bowl underarm with some accuracy. Consolidate learning of previous fielding skills including short barrier and long barrier. Intercept, stop and catch the ball with consistency. Begin to choose the most effective fielding skill for the game situation.	**Striking and Fielding - Danish Longball** Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Predict what an opponent might do during a game and alter performance accordingly. Use fielding skills as a team to prevent the opposition from scoring. Bowl underarm with accuracy. Throw overarm with accuracy and direction when attacking to direct the ball away from fielders. **Striking and Fielding - Rounders** Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Strike a ball and field with control. Use fielding skills as a team to prevent the opposition from scoring. Begin to strike a ball with direction away from the fielders.	**Striking and Fielding - Stoolball** Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Throw overarm with accuracy and for distance. Bowl underarm with accuracy and control. Demonstrate good awareness of space. Consistently use fielding skills as a team to prevent the opposition from scoring.
	Target Games Throw a small ball accurately so that it reaches its target. Defend a ball from hitting a target.	**Net Games** Control a ball using a racket. Perform a variety of skills using a racket. Push the ball with a tennis	**Net - Tennis** Understand the importance of 'The ready position'. Develop hand-eye coordination to improve	**Net - Tennis** Use a racket to hit a ball with accuracy and control Accurately serve underarm. Perform a forehand and	**Net - Volleyball** Volley a ball with some degree of accuracy. Perform a volley, dig and serve with some control. Demonstrate the use of a	**Net - Tennis** Use forehand and backhand when playing racket games. Understand how to serve in order to start a game

	Throw accurately to a still or moving target. Catch and bounce a ball with increasing control. Play simple games.	racket along the floor. Hit a ball with a racket. Begin to aim a tennis shot at a target. **Target Games** Catch a tennis ball with control, cupping hands so that the ball cannot bounce out. Throw a small ball overarm, over a longer distance. Throw different types of equipment in different ways for accuracy and distance. Throw, catch and bounce a ball accurately with a partner. Use hand-eye coordination to control a ball. Play simple games.	control of the ball with a racket. Understand and begin to develop the different shots in tennis - forehand and backhand. Rally with a partner. Understand the movement needed to be effective on the court.	backhand shot with control and some accuracy. Build a rally with a partner. Understand the importance of 'The ready position' by using it in a game. Use at least 2 different shots in a game situation.	volley and dig in a small sided game. Begin to outwit an opponent in a small sided game Begin to develop tactical play during a rally. **Net - Tennis** Explore when different shots are best used. Develop backhand technique and use it in a game. Practise and refine techniques for all strokes. Begin to practise an overhead serve.	Understand the rules of tennis and how to score points. Use tactics to outwit the opponent. Evaluate my own and other's performance, suggesting thoughtful and appropriate improvements.

Dance						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Join a range of different movements together. Show a change of speed. Move to music. Move safely in space Create a short movement phrase which demonstrates their own ideas.	Copy and repeat basic movements and actions. Put a sequence of actions together to create a short dance with a clear start, middle and end. Vary the speed of actions. Show changes in direction. Move to music with control in their own general space. Use movement to communicate a mood, feeling or idea.	Copy, remember and repeat basic movements and actions. Create a short dance inspired by a specific idea or theme. Show changes in speed, levels and direction. Dance with control and coordination. Work in a defined space or area. Respond to rhythm in music. Develop movement to communicate a mood, feeling or idea.	Plan, perform and repeat sequences of movement. Create dances and movements that convey a definite idea or theme. Use simple choreographic devices such as unison and canon. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop physical strength and flexibility.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Use simple choreographic devices such as unison, canon and mirroring. Compose longer dance sequences in a small group. Move in a clear and fluent manner. Demonstrate rhythm and spatial awareness. Use simple dance vocabulary when comparing work and change parts of the dance as a result of self evaluation.	Identify and repeat the movement patterns and actions of a chosen dance style clearly and fluently. Compose individual, partner and group dances that reflect the chosen dance style. Compose creative and imaginative dance sequences. Show a change of pace and timing in their movement. Use the space provided effectively. Use transitions to link motifs smoothly together. Ensure actions fit the rhythm of the music. Perform expressively. Use more complex vocabulary to compare and improve work.	Identify and repeat the movement patterns and actions of a chosen dance style creatively and imaginatively. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform fluently and confidently, using a range of movement patterns and demonstrating strong and controlled movements. Move appropriately to the beat and within the given space to create more complex sequences (e.g. sequences that include changes in speed, level and direction and display choreographic devices such as unison, cannon, matching and mirroring). Use appropriate language to evaluate and refine their own and others work.

Gymnastics						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create a short sequence of movements. Travel in different ways - eg tip toe, step, jump and hop. Begin to balance on 2 feet. Roll in different ways - Curled side roll, Log roll. Jump in different ways - straight, star. Move around, under, over and through different objects and equipment.	Create and perform a movement sequence. Link two actions to make a sequence and perform with some coordination.. Recognise and copy contrasting actions - small/tall, narrow/wide, straight/curved. Travel in different ways, changing direction - tip toe, step, jump, hop, hopscotch, skip, gallop, bunny hop.. Hold still shapes and simple balances - standing, kneeling, straight, star, tucked. Carry out a range of simple jumps, landing safely - straight, star, half turn. Roll in different ways with some control - curled side roll, log roll, teddy bear roll. Move around, under, over and through different objects and equipment with control. Begin to move with control and care. Carry and place equipment safely.	Copy, explore and remember actions and movements to create sequences and perform with coordination. Link two or more actions to make a sequence. Travel in a variety of ways. Use rolls to travel with control- log roll, curled side roll, teddy bear roll. Travel by rolling forwards. Hold a still shape whilst balancing on different points of the body - standing, kneeling, large and small body points, 1 footed,with a partner, straight, star, tuck, straddle, front and back support. Jump in a variety of ways and land with increasing control and balance - straight, star, half turn, tuck. Climb onto and jump off equipment safely. Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances - Matching and contrasting partner balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways - consolidate year 2 and chassis steps, cat leaps. Use a range of jumps in their sequences - straight, tuck, star, straddle, pike, straight jump half turn, cat leap. Create interesting body shapes while holding balances with control and confidence - pike, star, tuck, straight, straddle shapes. Roll with increasing control - crouched forward roll, forward roll, tucked backward roll. Begin to show flexibility in movements. Begin to transfer skills and sequences onto apparatus.	Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways including flight - chassis steps, cat leaps, cat leap half turn. Improve the placement and alignment of body parts in balances - 1, 2, 3 and 4 point balances. Jump with control - straight, tuck, star, straddle, pike, straight jump half turn, cat leap. Roll with control - - crouched forward roll, forward roll, tucked backward roll. Begin to develop good technique when travelling, balancing and using apparatus. Swing and hang from equipment safely (using hands). Develop strength, technique and flexibility throughout performances	Select ideas to compose specific sequences of movements, shapes and balances. Perform jumps, shapes and balances fluently and with control. Balances - 1, 2, 3, 4 point balances, mirrored balances, twisted balances. Develop rolls - Straddle forward roll, backward roll to straddle. Develop jumps - Stag jump, split leap. Confidently adapt and transfer sequences onto apparatus with increasing balance and control. Use canon and synchronisation, matching and mirroring when performing with a partner. Make simple judgements about performances and suggest ways they could be improved. Develop strength, technique and flexibility throughout performances.	Create complex and well executed sequences that include a full range of movements. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Understand what counter balance and counter tension are and show examples with a partner. Adapt sequences to include a small group. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Perform with precision, control, fluency and expression on and off the apparatus. Use more complex gymnastics vocabulary to describe how to improve and refine performances.

Athletics						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run in different ways for a variety of purposes. Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm. Throw an object at a target.	Run with a basic technique over different distances. Perform different types of jumps. Land safely and with control. Throw overarm and underarm. Throw a ball towards a target with increasing accuracy. Increase the distance they can throw by using more power. Engage in competitive activities. Watch and describe performances.	Be able to maintain and control a run over different distances. Perform different types of jumps with control. Land safely showing balance and control. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Compete against sel and others. Watch and describe performances, and use what they see to improve their own performance.	Focus on arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Develop an effective take-off for the standing long jump. Land safely showing balance and control. Throw with greater control and accuracy and for distance. Perform a pull throw - javelin. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance.	Confidently demonstrate an improved technique for sprinting using arms to increase speed and control. Perform a relay, focusing on the baton changeover technique. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely, with control and forward motion. Continue to develop techniques to throw for increased distance. Perform a push throw - shot put. Take part in a range of competitive activities. Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvement.	Accelerate from a variety of starting positions and select preferred position. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run - explain and demonstrate stamina. Improve techniques for jumping for distance using arms and legs to increase distance. Perform the standing triple jump with increased confidence. Throw a variety of equipment using a range of throwing techniques. Perform a fling throw - discus. Take part in competitive activities with a strong understanding of fair play. Choose and use criteria to evaluate own and others' performances.	Recap, practise and develop an effective sprinting technique including running over hurdles fluently. Work as a team to perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run - show endurance and stamina. Develop and improve their techniques for jumping for height and distance. Maintain control at each of the different stages of the triple jump. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Take part in competitive activities. Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.

Outdoor and Adventurous Activities (OAA)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	Orientate themselves with increasing confidence and accuracy around a short orienteering course. Identify symbols used in a key. Identify and use effective communication to begin to work as a team. Begin to choose equipment that is appropriate for an activity. Communicate with others. Begin to offer an evaluation of personal performances.	Orientate themselves with accuracy around a short orienteering course. Associate the meaning of a key in the context of the environment. Communicate clearly with other people in a team, and with other teams and have experience of a range of roles in a team. Make an informed decision on the best equipment to use for an activity. Communicate effectively with others. Offer an evaluation of personal performances.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Complete orienteering activities both as part of a team and independently. Use clear communication to effectively complete a particular role in a team and understand the skills required to complete this role. Complete a variety of problem solving challenges. Work effectively as part of a team. Offer a detailed and effective evaluation of personal performances.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Use clear communication to effectively complete a particular role in a team and be able to explain to others what skills were required to complete this role. Think creatively to complete more complex problem solving challenges. Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Listen to feedback and improve personal performance from it.

Swimming
Year 4 (and booster groups in year 5 and 6)
Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively - front crawl, backstroke and breaststroke. Perform safe self - rescue in different water-based situations.