

Baydon St Nicholas PE Skills Progression (Year Group)

Overview of knowledge progression in Areas

How to...	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical - General	- Develop fundamental movement skills (including running, jumping, throwing and catching) - Improve running technique and run for longer distances - Perform a run and jump sequence - Develop an under and over arm throwing action - Maintains stillness on different bases of support with different body shapes - Develop basic strength and flexibility. - Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required - Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end	- Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching) - Show good awareness of space and the actions of others - Compete in small sided games fairly showing good sportsmanship - Develop basic strength and flexibility. - Run with a good technique at different speeds - Perform a two footed jump - Show a good throwing technique and extend accuracy and distance - Perform basic gymnastic actions with control and coordination	Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) Throw and catch with control when under limited pressure to keep possession and score goals Show an awareness of opponents and team mates during games Select running speed for appropriate activity Make up and repeat a short sequence of linked jumps Adapt a gymnastic sequence to include different levels, speeds or directions Use more detailed plans and diagrams that take them from familiar to less familiar areas Develop gymnastic techniques and transitions	Throw and catch with control when under limited pressure to keep possession and score goals Change pace, length and direction to outwit their opponent Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area Perform a range of gymnastic actions with increased consistency and fluency Perform a range of jumps showing contrasting techniques and sometimes using a short run up Work with a partner to show similar and contrasting actions on the floor and apparatus Combine actions and show clarity of shape in longer sequences, alone or with a partner Perform dances using a range of movement patterns	Use a large range of sending, receiving and travelling techniques in games, with varied control Demonstrate a range of throwing actions using modified equipment with some accuracy and control Understand and demonstrate the differences between sprinting and distance running Demonstrate agility and full-body-control whilst changing direction in a confined space Show control in take-off activities Work cooperatively to put strategies and solutions into action Develop and refine orienteering and problem-solving skills when working in groups and on their own Perform dances using a range of movement patterns Perform combinations of gymnastic actions with different levels, speeds and directions	Use a large range of sending, receiving and travelling techniques in games, with varied control Perform skills with greater speed, fluency and accuracy in invasion, striking and net games Choose appropriate techniques for specific events Choose the best pace for a running event, in order to sustain running and improve their personal target Show control and power in take-off and landing activities Show accuracy and good technique when throwing for distance Find appropriate solutions to problems and challenges Perform dances using a range of movement patterns Work with a partner or small group to practice and refine a sequence
Physical - Gymnastics and Dance	Copy some movements Jump in different ways Change their body shape in a range of ways Perform simple and random dance moves Show some rhythm in movement and dance	Explore, copy, and repeat simple skills and actions Remember and repeat simple sequences in dance or gym Copy and remember actions in a sequence Begin to move with increasing control and care Make a short dance sequence by putting some movements together Begin to use rhythm in dance Make simple moves with increasing control and co ordination	Move across a room in different ways and with an awareness of space Make increasingly clear and fluent movements Show contrast in shape and movement Understand different uses of tense, relax, stretch, curl in movement Improvise with ideas and movements Copy, remember, repeat, explore simple actions and movements with control and coordination Begin to sequence moves and link actions Begin to choose movement to show ideas	Move in an increasingly coordinated way Control take-off and landing when jumping Show increasing control in balance and agility Uses movements to communicate an idea, using expression and conveying emotion Refine movements into increasingly complex sequences Cooperate with others to form sequences Use different parts of the body for different effects	Show control / coordination in travel and balance Perform a range of jumps, showing control Show increasing clarity and fluency in movements Make good use of creativity and imagination when composing sequences in dance or gym Use movement expressively, to convey an idea, mood or feeling Combine changes of shape, speed and level in sequence Apply skills, and actions and ideas with increasing coordination and control	Demonstrate precision, control and fluency Sustain movements over a longer period of time Convey expression and emotion in performance Use changes in and combinations of direction, level and speed within increasingly complex sequences Begin to improvise, based on previous skills Plan, perform and repeat sequences, including changes in speed and level

How to...	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical - Playing Games	Move a ball using simple throwing techniques Explore different ways of moving a ball Sometimes catch a ball Stop a ball moving in other ways Play simple ball games involving kicking, catching or throwing	Kick and throw a ball, not always with accuracy Understand the importance of stopping a ball in different ways Begin to be able to work with a partner Start to link skills and actions within simple games Begin to understand some concepts of game e.g. opponent, team mate Begin to show some understanding of simple tactics	Move a ball with control and accuracy Show increasing confidence when rolling, hitting, kicking a ball Understand the importance of rules and fairness Follow rules in games Understand the concept of both team and opponent Develop and use simple tactics in team games	Throw, catch, strike, field, stop a ball with increasing control and accuracy Be increasingly accurate in throwing for distance Decide the best way to move a ball for different purposes and needs Choose an appropriate speed to move a ball Decide on the best position in team games Begin to make use of space Vary skills, actions and ideas within simple games	Use a range of throwing techniques, with increasing power and accuracy Apply a broad range of skills to different situations Use a range of fielding skills and throw with accuracy to hit a target Plan different approaches to attacking and defending Choose the best pace to use in athletics or games Show growing awareness of space in team games Work to keep or gain possession	Throw with accuracy and power Combine, vary and choose appropriate strategies and tactics Choose and use the most appropriate skills, tactics and actions to cause problems Know how to keep possession Work within a team, with less focus on self Understand that a winning team has not always been the best one
Thinking	Develop simple tactics for attacking and defending and ways to score Describe some basic rules Show good awareness of space and the actions of others Watch, describe and comment on what they have seen Develop ways to score Show good awareness of space and the actions of others	Show good awareness of space and the actions of others during games Use a variety of simple tactics in a small sided game Describe some basic rules Begin to watch others and focus on specific actions to improve own skills Handle apparatus safely and recognise risks involved	Show good awareness of space and the actions of others Use simple rules fairly and extend them to devise their own games Recognise good performances in themselves and others and use what they have learned improve their own work Take part in relay activities remembering when to run and what to do	Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others Work in cooperative groups to use different techniques, speeds and effort to meet challenges Handle apparatus safely and recognise risks involved	Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations Show good awareness of space and the actions of others Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others Identify good performances and suggest ideas for practices that will improve their play Work in cooperative groups to use different techniques, speeds and effort to meet challenges Predict how different activities will affect heart rate, temperature and performance Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria	Understand, choose and apply a range of tactics and strategies for defence and attack With help, devise warm up and cool down activities and justify their choices Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology Develop strategies for coaching skills and techniques in others
Evaluating and Improving	Comment on others' actions Suggest simple improvements Talks about how their body feels during activity Understand that physical activity is good for them	Talk about what they are doing and describe the work of others Suggest ways to improve own and others work See how their work is similar to and different from other children Understand the importance of being active Talk about how to exercise safely and how their bodies feel during an activity	Talk about differences between their own and others' actions Comment on the skills and techniques used in their own and others' work Refine movement after evaluation from others Understand the importance of practice Describe what effects exercise has on their bodies Understand the importance of warming up and cooling down	Analyse and comment on skills and techniques Understand how performances can be improved, through practice and reflection Explain and apply basic safety principles in preparing for exercise Explain how the body reacts during different types of exercise Warm up and cool down appropriately	Modify and refine skills and techniques to improve any performance Show a willingness to practise to develop and improve Conserve energy over longer distances Independently prepare for exercise, and use cooling down techniques	Use a range of criteria to judge own and others' work Monitor their own heart rate and breathing Understand how heart rate and breathing slows after exercise Know and use the relationship between power and stamina

How to...	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal	Develop confidence and resilience Describe the differences in the way their body works and feels when playing different games Compete fairly showing good sportsmanship	Work and compete individually and with others in a team Develop competence Develop confidence Know playing games is good for them and describe what it feels like Know running, jumping and throwing is good for them and describe what it feels like Compete fairly showing good sportsmanship	Begin to understand the importance of warming up Identify that playing extended games improves their stamina Compete fairly showing good sportsmanship individually and with others Develop competence and confidence Recognise when their body is warmer or cooler and when their heart beats faster and slower	Work and compete individually and with others Develop competence Develop confidence Understand how strength, stamina and speed can be improved by playing games Compete in small sided games fairly showing good sportsmanship Recognise when their body is warmer or cooler and when their heart beats faster and slower Recognise that strength and suppleness are important parts of fitness	Work and compete individually and with others Develop competence Develop confidence Compete in small sided games fairly showing good sportsmanship Recognise that strength and suppleness are important parts of fitness Recognise when their body is warmer or cooler and when their heart beats faster and slower	Work and compete individually and with others Develop competence Develop confidence Compete in small sided games fairly showing good sportsmanship Compete in a range of team events Get changed to and from PE kit independently in 2 minute
Health	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity	Identify physical activities that contribute to fitness Recognise the "good health balance" of nutrition and physical activity	Recognise that strength and suppleness are important parts of fitness Develop calming techniques and self-regulate emotions with an adult.	Examines the health benefits of participating in physical activity	Understand fully why exercise is good for fitness, health and wellbeing Develop further calming techniques and self-regulate emotions	Understand fully why exercise is good for fitness, health and wellbeing Identify activities that help develop stamina or power and suggest how some can be used in other types of activities
Swimming	When leaving KS2: Swim 25 metres keep swimming for 45 to 90 seconds Use 3 different strokes, swimming on their front and back Control their breathing Swim confidently and fluently on the surface and under water Work well in groups to solve specific problems and challenges, sharing out the work fairly Recognise how swimming affects their body, and pace their efforts to meet different challenges Suggest activities and practices to help improve their own performance Perform safe self-rescue in different water-based situations					

PE Progression of Skills KS1-Year 1

Year 1 National Curriculum objectives: In this unit, children will be taught to:

KS1 Areas of study

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- 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.

Sport

Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- Can move with control and care.
- Copy and remember actions.

Gymnastics

- make their body tense, relaxed, curled and stretched.
- Control their body when travelling
- Control their body when balancing.
- Climb safely
- Plan and show a sequence of movements.

Dance

- Copy dance moves
- Make up a short dance
- Dance imaginatively.
- Change rhythm, speed, level and direction.

<u>Athletics</u> • Develop the skill of running fast • Develop the skill of changing direction when moving • Develop the skill of hopping • Develop the skill of underarm throwing • Develop the skill of rolling a ball	<u>Games</u> • Hit a ball with a bat. • Throw in different ways • Use hitting, kicking and/or rolling in a game • Follow rules. • Work collaboratively with others
<u>Evaluating and Improving</u> • Describe what other people did • Say how I could improve	<u>Health and Fitness</u> • Describe how my body feels before, during and after an activity • Show how to exercise safe

PE Progression of Skills KS1-Year 2

Year 2 National Curriculum objectives: In this unit, children will be taught to:

KS1 Areas of study

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- 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.

Sport

Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- Can copy and remember actions. I
- Can repeat and explore actions with control and coordination.

Gymnastics

- Use contrast in my sequences.
- Control movements
- Think of more than one way to create a sequence which follows a set of 'rules'
- Work on my own and with a partner to create a sequence.

Dance

- Change rhythm, speed, level and direction
- Dance with control and co-ordination.
- Make a sequence by linking sections together
- Link some movement to show a mood or feeling.

<u>Athletics</u> • Develop the fundamental movement skill of jumping • Develop the fundamental movement skill of skipping • Develop the skill of overarm throwing • Develop the skill of bouncing a ball • Develop the skill of catching a ball	<u>Games</u> • Stay in a 'zone' during a game • Decide where the best place to be is during a game • Use one tactic in a game • Follow rules. • Develop control when passing, throwing, catching
<u>Evaluating and Improving</u> • Talk about what is different between what I did and what someone else did • Say how I could improve	<u>Health and Fitness</u> • Show how to exercise safely • Describe how my body feels during different activities • Explain what my body needs to keep healthy

PE Progression of Skills KS2-Year 3

Year 3 National Curriculum objectives: In this unit, children will be taught to:

KS2 Areas of study

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, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Sport

Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.

- Select and use the most appropriate skills, actions or ideas
- Move and use actions with co-ordination and control.

<u>Gymnastics</u> • Use a greater number of my own ideas for movement in response to a task • Explain how strength and suppleness affect performances • Compare and contrast gymnastic sequences, commenting on similarities and differences.	<u>Dance</u> • Improvise freely, translating ideas from a stimulus into movement. • Share and create phrases with a partner and in small groups. • Repeat, remember and perform these phrases in a dance.
<u>Athletics</u> • Run at fast, medium and slow speeds, changing speed and direction. • Make up and repeat a short sequence of linked jumps. • Take part in a relay activity, remembering when to run and what to do.	<u>Games</u> • Throw and catch with control when under limited pressure • Know and use rules fairly to keep games going. • Keep possession with some success when using equipment that is not used for throwing and catching skills.
<u>Evaluating and Improving</u> • With help, recognise how performances could be improved.	<u>Health and Fitness</u> • Explain why it is important to warm-up and cool-down.
<u>Outdoor Adventure</u> • Follow a map in a familiar context. • Move from one location to another following a map. • Use clues to follow a route • Follow a route safely	

PE Progression of Skills KS2-Year 4

Year 4 National Curriculum objectives: In this unit, children will be taught to:

KS2 Areas of study

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, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Sport

Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.

- Select and use the most appropriate skills, actions or ideas
- Make up my own small-sided game?
- Show good control in my movements.

<u>Outdoor Adventure</u> • Follow a map in a more demanding familiar context. • Move from one location to another following a map • Use clues to follow a route • Follow a route accurately, safely and within a time limit	
<u>Gymnastics</u> • Include change of speed. • Include change of direction • Include a range of shapes • Follow a set of 'rules' to produce a sequence • Combine action, balance and shape.	<u>Dance</u> • Work on movements and refine them • Compose my own dances in a creative and imaginative way • Control movements
<u>Athletics</u> • Sprint over a short distance • Throw in different ways • Hit a target • Jump in different ways • Combine running and jumping	<u>Games</u> • Hit a ball accurately and with control. • Keep possession of the ball • Vary tactics and adapt skills according to what is happening • Choose the best tactics for attacking and defending.
<u>Evaluating and Improving</u> • Explain how my work is similar and different from that of others • Use my observations to improve my work	<u>Health and Fitness</u> • Explain why warming up is important • Explain why keeping fit is good for my health • Explain what effect exercise has on my body

PE Progression of Skills KS2-Year 5

Year 5 National Curriculum objectives: In this unit, children will be taught to:

KS2 Areas of study

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, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Sport

Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.

- Link skills, techniques and ideas and apply them accurately and appropriately
- Show good control in my movements.

<u>Gymnastics</u> • Make complex or extended sequences • Perform consistently to different audiences • Movements are accurate, clear and consistent	<u>Dance</u> • Perform to an accompaniment, expressively and sensitively. • Movements are controlled • Dance shows clarity, fluency, accuracy and consistency.
<u>Athletics</u> • When taking off and landing in a jump movements are controlled • Throw with accuracy • Follow specific rules.	<u>Games</u> • Gain possession by working as a team • Pass in different ways • Use forehand and backhand with a racquet • Field • Use a number of techniques to pass, dribble and shoot.
<u>Evaluating and Improving</u> • Compare and comment on skills, techniques and ideas that they and others have used • Modify use of skills or techniques to improve their work.	<u>Health and Fitness</u> • Explain some important safety principles when preparing for exercise • Explain why exercise is important • Choose appropriate warm ups and cool downs.
<u>Outdoor Adventure</u> • Follow a map in an unknown location • Use clues and compass directions to navigate a route • Change my route if there is a problem • Change their plan if they get new information.	

PE Progression of Skills KS2-Year 6

Year 6 National Curriculum objectives: In this unit, children will be taught to:

KS2 Areas of study

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, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Sport

Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.

- Apply my skills, techniques and ideas consistently
- Show precision, control and fluency.

<u>Gymnastics</u> • Combine their own work with that of others • Link their sequences to specific timings	<u>Dance</u> • Develop imaginative dances in a specific style • Choose my own music, style and dance.
<u>Athletics</u> • Demonstrate stamina • Use varying skills in different situations.	<u>Games</u> • Explain complicated rules • Make a team plan and communicate it to others • Lead others in a game situation. •
<u>Evaluating and Improving</u> • Analyse and explain why they have used specific skills or techniques • Create my own success criteria for evaluating.	<u>Health and Fitness</u> • Explain how the body reacts to different kinds of exercise • Explain why we need regular and safe exercise.
<u>Outdoor Adventure</u> • Plan a route and series of clues for someone else • Plan with others taking account of safety and danger	

PE Progression of Skills KS2-Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.	<u>Lower attainers</u> • Swim between 25 and 50metres unaided. • Keep swimming for 30 to 45 seconds, using swimming aids and support • Use a variety of basic arm and leg actions when on my front and on my back • Swim on the surface and lower myself under water • Take part in group problem-solving activities on personal survival • Recognise how my body reacts and feels when swimming • Recognise and concentrate on what they need to improve.	<u>Mid attainers</u> • Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds • Use 3 different strokes, swimming on my front and back • Control my breathing • Swim confidently and fluently on the surface and under water • Work well in groups to solve specific problems and challenges, sharing out the work fairly • Recognise how swimming affects my body, and pace my efforts to meet different challenges • Suggest activities and practices to help improve their own performance.	<u>Higher attainers</u> • Swim further than 100 metres • Swim fluently and confidently for over 90 seconds • Use all 3 strokes with control • Swim short distances using butterfly • Breathe so that the pattern of my swimming is not interrupted • Perform a wide range of personal survival techniques confidently • Know what the different tasks demand of my body and pace my efforts well to meet challenges • Describe good swimming technique and show and explain it to others.
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