

**PE.Progression of Skills**

<u>Topic</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Gymnastics</b>	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively</p>	<p>To explore movement actions with control and link them together with flow.</p> <p>To explore gymnastic actions and shapes.</p> <p>To explore travelling on benches.</p> <p>To explore movement actions with control, and to link them together with flow.</p> <p>To choose and use simple compositional ideas by creating and</p>	<p>To remember and repeat simple gymnastic actions with control.</p> <p>To balance on isolated parts of the body using the floor and hold balance.</p> <p>To develop a range of gymnastic moves, particularly balancing.</p> <p>To link together a number of gymnastic actions into a sequence.</p> <p>To explore ways of travelling</p>	<p>To explore jumping techniques and link them with other gymnastic actions.</p> <p>To explore jumping techniques and to link them with other gymnastic actions.</p> <p>To select and adapt gymnastics actions to meet the task.</p> <p>To work with a partner or a small group to create a sequence that develops jumping skills.</p> <p>To improve the</p>	<p>To identify and practise body shapes.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalance s and incorporate them into a sequence of movements.</p> <p>To perform movements in canon and in unison.</p>	<p>To identify and practise body shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>To develop skills for movement, including rolling, bridging and dynamic movement.</p>	<p>To identify and practise gymnastic shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To construct sequences using balancing and linking movements</p> <p>To use counterbalance s and incorporate them into a sequence of movements.</p> <p>To perform movements in</p>



		<p>performing sequences.</p> <p>To repeat and link combinations of gymnastic actions.</p> <p>To link combinations of movements and shapes with control.</p>	<p>around on large apparatus.</p> <p>To choose and use a variety of gymnastic actions to make a sequence.</p>	<p>ability to choose appropriate actions when creating a sequence of gymnastic movement</p>	<p>To perform and evaluate own and others' sequence</p>	<p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To perform movements in canon and in unison.</p> <p>To perform and evaluate own and others' sequences.</p>	<p>canon and in unison.</p> <p>To perform and evaluate own and others' sequences.</p>
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<b>Dance</b>	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>Children can hop confidently and skip in time to music</p>	<p>To change direction during travelling moves.</p> <p>To link travelling moves that change direction and level.</p> <p>To link moves together.</p> <p>To use a variety of moves.</p> <p>To explore basic body patterns and movements to music.</p> <p>To use a variety of moves that change speed and direction.</p> <p>To link together</p>	<p>To explore different levels and speeds of movement.</p> <p>To compose and perform simple dance phrases.</p> <p>To show contrasts in simple dances with good body shape and position.</p> <p>To develop a range of dance movements and improve timing.</p> <p>To work to music, creating movements that show rhythm and control.</p> <p>To work to</p>	<p>To explore dance movements and create patterns of movement.</p> <p>To work with a partner to create dance patterns.</p> <p>To perform a dance with rhythm and expression.</p> <p>To use knowledge of dance to create a story in small groups.</p> <p>To develop precision of movement.</p> <p>To work cooperatively with a group to</p>	<p>To identify and practise the patterns and actions of chosen dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create an individual dance that reflects the chosen dancing style.</p> <p>To create partnered dances that reflect the dancing style and apply the key components of dance.</p>	<p>To identify and practise the patterns and actions of the chosen dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create and perform an individual dance that reflects the chosen dance style.</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of</p>	<p>To identify and practise the patterns and actions in a street dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create a dance that represents a street dance style.</p> <p>To create a dance as a group, using any street dance moves.</p> <p>To create a dance as a group, using</p>



		<p>dance moves with gestures and changing direction in time to music.</p> <p>To practise taking off from different positions.</p> <p>To complete an obstacle course with control and agility.</p>	<p>music, creating movements that show rhythm and control.</p>	<p>create a dance piece.</p> <p>To perform in front of others with confidence.</p>	<p>To perform dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	<p>dance.</p> <p>To create group dances that reflect the dance style.</p> <p>To perform a dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	<p>any street dance moves.</p> <p>To perform and analyse own and others' performance</p>
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<p><b>Multi skills (Y1-3)</b></p> <p><b>Invasion games (Y4-6)</b></p>	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively</p>	<p><b>Multi skills</b></p> <p>To explore static balancing and understand the concept of bases.</p> <p>To combine a number of co-ordination drills, using upper and lower body movements.</p> <p>To aim a variety of balls and equipment accurately.</p> <p>To time running to stop or intercept the path of a ball.</p> <p>To travel in different ways, showing clear transitions between</p>	<p><b>Multi skills</b></p> <p>To explore static balancing.</p> <p>To understand concepts of bases.</p> <p>To combine a number of co-ordination drills, using upper and lower body movements.</p> <p>To aim a variety of balls and equipment accurately</p> <p>To travel in different ways, showing clear transitions between movements.</p> <p>To maintain balance when</p>	<p><b>Multi skills</b></p> <p>To change and maintain centre of balance.</p> <p>To develop co-ordination whilst moving an object.</p> <p>To demonstrate agility by being able to twist and turn and change direction.</p> <p>To practise co-ordination and moving with others.</p> <p>To use co-ordination skills to move an object.</p> <p>To use all ABC skills learned so far, to the best</p>	<p><b>Invasion - Football/ Hockey</b></p> <p>To keep possession of a ball.</p> <p>To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.</p> <p>To use accurate passing and dribbling in a game.</p> <p>To identify and apply ways to move the ball towards an opponent's goal.</p> <p>To learn</p>	<p><b>Invasion - Netball</b></p> <p>To demonstrate basic passing and receiving skills using a netball.</p> <p>To develop an understanding and knowledge of the basic footwork rule of netball.</p> <p>To use good hand/eye co-ordination to pass and receive a ball successfully.</p> <p>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to</p>	<p><b>Invasion - Rugby</b></p> <p>To understand the basic rules of tag rugby.</p> <p>To work as a team, using ball-handling skills.</p> <p>To pass and carry a ball using balance and coordination.</p> <p>To use skills learned to play a game of tag rugby.</p> <p>To apply rules and skills learned to a game.</p> <p>To play in a mini tag rugby</p>



		<p>movements.</p> <p>To travel in different directions (side to side, up and down) with control and fluency.</p> <p>To practise ABC (agility, balance and coordination) at circuit stations.</p>	<p>changing direction.</p> <p>To use skills learned in a game.</p>	<p>of your ability.</p>	<p>concepts of attack and defence.</p> <p>To play in a mini competition.</p>	<p>understand which pass to use depending on the distance the ball needs to travel.</p> <p>To understand the importance of 'getting free' in order to receive a pass.</p> <p>To understand how to make space by moving away and coming back and by dodging.</p> <p>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</p> <p>To understand how to intercept a pass.</p> <p>To learn how to</p>	<p>competition.</p>
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						<p>shoot.</p> <p>To understand the different positions in a netball team (five-a-side).</p> <p>To recognise which positions are attacking and which are defending.</p>	
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<b>Ball skills (Y1-Y3)</b>  <b>Striking and fielding (Y4-Y6)</b>	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively.</p>	<p><b>Ball skills</b></p> <p>To master basic sending and receiving techniques.</p> <p>To develop balance, agility and co-ordination.</p> <p>To master basic sending and receiving skills.</p> <p>To develop balance, agility and co-ordination.:</p> <p>To master basic sending and receiving techniques</p> <p>To develop balance, agility and co-ordination.</p>	<p><b>Ball skills</b></p> <p>To use hand-eye coordination to control a ball.</p> <p>To catch a variety of objects.</p> <p>To vary types of throw.</p> <p>To kick and move with a ball.</p> <p>To develop catching and dribbling skills.</p> <p>To use ball skills in a mini festival.</p>	<p><b>Ball skills</b></p> <p>To be aware of others when playing games.</p> <p>To choose the correct skills to meet a challenge.</p> <p>To perform a range of actions, maintaining control of the ball.</p> <p>To perform a range of catching and gathering skills with control.</p> <p>To master the basic catching technique.</p> <p>To catch with increasing</p>	<p><b>Striking and Fielding - Cricket/ Rounders</b></p> <p>To develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use ABC (agility, balance, co-ordination) to field a ball well.</p> <p>To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.</p> <p>To use hand-eye coordination to</p>	<p><b>Striking and Fielding - Cricket</b></p> <p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets.</p> <p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>To use all the skills learned by playing in a mini tournament.</p>	<p><b>Striking and Fielding - Rounders</b></p> <p>To throw and catch under pressure.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To learn batting control.</p> <p>To learn the role of backstop.</p> <p>To play in a tournament and work as team, using tactics in order to beat another team.</p> <p>To play in a tournament and work as team, using tactics in</p>



		<p>To master basic sending and receiving as well as developing balance agility and co-ordination.</p> <p>To make use of coordination, accuracy and weight transfer.</p> <p>To develop receiving skills.</p> <p>To use ball skills in gamebased activities</p>		<p>control and accuracy.</p> <p>To master the basic throwing technique.</p> <p>To throw and hit a ball in different ways (e.g. high, low, fast or slow).</p> <p>To apply skills and tactics in small-sided games.</p> <p>To identify and follow the rules of games.</p> <p>To choose and use simple tactics to suit different situations.</p> <p>To react to situations in ways that make it difficult for opponents to win.</p>	<p>strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p> <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>		<p>order to beat another team.</p>
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<p><b>Throwing and catching (Y1-Y3)</b></p> <p><b>Nimble nets (Y4-Y6)</b></p>	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively.</p>	<p><b>Throwing and Catching - field games</b></p> <p>To learn skills for striking and fielding games.</p> <p>To practise basic striking, sending and receiving.</p> <p>To use throwing and catching skills in a game.</p> <p>To practise accuracy of throwing and consistent catching.</p> <p>To strike with a racket or bat.</p> <p>To play a game fairly and in a sporting manner.</p>	<p><b>Throwing and Catching - field games</b></p> <p>To learn skills for playing striking and fielding games.</p> <p>To position the body to strike a ball.</p> <p>To develop catching skills.</p> <p>To throw a ball for distance.</p> <p>To practise throwing skills in a circuit.</p> <p>To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a</p>	<p><b>Throwing and Catching - field games</b></p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To develop and investigate different ways of throwing and to know when it is appropriate to use them.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for catching a ball and use it in a game.</p>	<p><b>Nimble Nets - Short Tennis</b></p> <p>To become familiar with balls and short tennis rackets.</p> <p>To get the ball into play.</p> <p>To accurately serve underarm.</p> <p>To build up a rally.</p> <p>To build a rally, focusing on accuracy of strokes.</p> <p>To play a variety of shots in a game situation and to explore when different shots should be</p>	<p><b>Nimble Nets - Tennis</b></p> <p>To identify and apply techniques for hitting a tennis ball.</p> <p>To develop the techniques for ground strokes and volleys.</p> <p>To develop a backhand technique and use it in a game.</p> <p>To practise techniques for all strokes.</p> <p>To use the scoring system and court for singles tennis.</p> <p>To play a tennis</p>	<p><b>Nimble Nets - Tennis/Badminton</b></p> <p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <p>To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</p> <p>Understand how to serve the shuttle in order to start the game.</p> <p>Recognise the difference between the low serve and the</p>

		<p>To use fielding skills to play a game</p>	<p>game.</p>	<p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct batting technique and use it in a game situation.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for fielding and use it in a game situation.</p> <p>To consolidate the throwing, catching and batting skills already learned.</p> <p>To strike the ball for</p>	<p>played.</p> <p>To play a competitive tennis game.</p>	<p>game using an overhead serve and the correct selections of shots.</p> <p>To understand and use doubles scoring in a tennis game.</p>	<p>high serve.</p> <p>To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play.</p> <p>To understand that the drop shot is an attacking shot, and why.</p> <p>To know where the drop should be aimed for, for it to be most productive, and why.</p> <p>To understand how to use different shots to outwit an opponent in a</p>
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				distance.  To know how to play a striking and fielding game competitively and fairly.			game.  To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.
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<b>Active athletics (Y1-3)</b>  <b>Young Olympians (Y4-6)</b>	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively.</p>	<p><b>Active Athletics</b></p> <p>To use varying speeds when running.</p> <p>To explore footwork patterns.</p> <p>To explore arm mobility.</p> <p>To explore different methods of throwing.</p> <p>To practise short distance running</p>	<p><b>Active Athletics</b></p> <p>To run with agility and confidence.</p> <p>To learn the best jumping techniques for distance.</p> <p>To throw different objects in a variety of ways.</p> <p>To hurdle an obstacle and maintain effective running style.</p> <p>To run for distance.</p> <p>To complete an obstacle course with control and agility.</p>	<p><b>Active Athletics</b></p> <p>To run in different directions and at different speeds, using a good technique.</p> <p>To improve throwing technique.</p> <p>To reinforce jumping techniques.</p> <p>To understand the relay and passing the baton.</p> <p>To choose and understand appropriate running techniques.</p> <p>To compete in a mini-</p>	<p><b>Young Olympians - Athletics</b></p> <p>To select and maintain a running pace for different distances.</p> <p>To practise throwing with power and accuracy.</p> <p>To throw safely and with understanding.</p> <p>To demonstrate good running technique in a competitive situation.</p> <p>To explore different footwork patterns.</p> <p>To understand</p>	<p><b>Young Olympians - Athletics</b></p> <p>To use correct technique to run at speed.</p> <p>To develop the ability to run for distance.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p>	<p><b>Young Olympians - Athletics</b></p> <p>To investigate running styles and changes of speed.</p> <p>To practise throwing with power and accuracy.</p> <p>To throw safely and with understanding.</p> <p>To demonstrate good running technique in a competitive situation.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique</p>



				competition, recording scores.	which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.	Learn how to use skills to improve the distance of a pull throw.  To demonstrate good techniques in a competitive situation.	is most effective when jumping for distance.  To utilise all the skills learned in this unit in a competitive situation.
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<b>Swimming</b>					Externally taught  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	Attend additional lessons if needed	Attend additional lessons if needed



EYFS	<u>Moving and Handling Early Learning Goal</u>	<u>Health and Self Care Early Learning Goal</u>
	<p>Expected: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Exceeding: Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>	<p>Expected: Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Exceeding: Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>