

PE

Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in team games, developing simple tactics for attacking and defending (KS1) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (KS2)	<u>When?</u> Whole School Focus in Term 1 (Work Together) Continue to implement through year. Term 4 Invasion Games <u>How?</u> Share equipment and space with others. Find a partner and work together. Taking turns. Leading others and being led by others. Playing fairly, following rules and resolving disputes. Understand that when team has ball they are attacking and when they haven't, they are defending. Attacking: Attack the spaces where there are fewest defenders. Get past defenders while they are distracted in invasion games. Defending: Protect the goal or target that the attackers are trying to get to. Be ready and react quickly when the attacker or the ball moves.	<u>When?</u> Whole School Focus in Term 1 (Work Together) Continue to implement through year. Term 4 Invasion Games <u>How?</u> Share equipment and space with others. Find a partner and introduce working with a range of different partners. Taking turns. Leading others and being led by others. Playing fairly, following rules and resolving disputes. Understand that when team has ball they are attacking and when they haven't, they are defending Attacking: Attack the spaces where there are fewest defenders. Get past defenders while they are distracted in invasion games. Defending: Protect the goal or target that the attackers are trying to get to. Be ready and react quickly when the attacker or the ball moves.	<u>When?</u> Whole School Focus in Term 1 (Work Together) Continue to implement through year. Term 2 Invasion Games <u>How?</u> Playing small group games and cooperate as a team. Attacking: Spread out and use more of the playing area. Make spaces between and around opponents. How can you move your body to evade the defender? Defending: Apply 'pressure' to the ball. Slow down or stop the attackers in invasion games. Cover and support other defenders on your team. Apply these skills into competitive scenarios and contexts of modified games.	<u>When?</u> Whole School Focus in Term 1 (Work Together) Continue to implement through year. Term 2 Invasion Games <u>How?</u> Playing small group games and begin to think tactically as a team. Attacking: Spread out and use more of the playing area. Make spaces between and around opponents. Keep the ball, play forward when possible and try to score. Defending: Apply 'pressure' to the ball. Cover and support other defenders on your team. Defend spaces to make it harder for the attackers.	<u>When?</u> Whole School Focus in Term 1 (Work Together) Continue to implement through year. Term 2 Invasion Games <u>How?</u> Competing against each other, to win and lose. Playing larger group games and devising tactics together. Making sure we include everyone, recognising and embracing difference in ability and confidence within the team. Identify parts of the game that are going well and parts that need improving. Noticing when someone needs help in a game. Adjusting activities so everyone can be involved and experience success.	<u>When?</u> Whole School Focus in Term 1 (Work Together) Continue to implement through year. Term 2 Invasion Games <u>How?</u> Continue to compete to win and lose with a focus on tactics that increase your chances of winning. Play modified games with overloads e.g. 5vs 3 to encourage problem solving Attacking: Use previous knowledge and understanding to create and utilise space effectively to score. Defending: Work together to restrict opponents' opportunities to score by denying and reducing space for them to play.

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Take part in outdoor and adventurous activity challenges both individually and within a team (KS2)	N/A	N/A	<u>When?</u> Term 6 (Alternative activities/disability sport) <u>How?</u> Map Reading: Use simple maps and diagrams of familiar environments. Identify location correctly. Follow a trail. Cooperate with others to complete a task. Communicate clearly. Recognise that some outdoor adventurous activities can be dangerous. Follow rules to stay safe.	<u>When?</u> Term 6 (Alternative activities/disability sport) <u>How?</u> Map Reading: Understand simple map symbols needed to plan a route. Find way back to a base point. Verbal/non-verbal communication. How, when and why? Make simple comparisons between performance and that of others.	<u>When?</u> Term 6 (Alternative activities/disability sport) <u>How?</u> Take part in team challenges with multiple check points. Relate symbols on a map to features on the ground. Plan together and share roles within the group based on each other's strengths.	<u>When?</u> Term 6 (Alternative activities/disability sport) <u>How?</u> Be able to complete a course in an allotted time. Appropriately pace the group throughout the task. Understand stamina; when to run, walk or jog. Explain how an activity makes you feel.

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Perform dances using simple movement patterns (KS1)/perform dances using a range of movement patterns (KS2)	<u>When?</u> Term 5 (Copy, create and compose) <u>How?</u> Respond to a stimulus e.g., pictures. Work individually or in pairs. Copy simple/more complex movement patterns and show a clear starting and finishing position. Introduce dance terminology mirroring, improvisation, canon and unison.	<u>When?</u> Term 5 (Copy, create and compose) <u>How?</u> Work individually, in pairs and in groups and observe and copy others in class. Make simple comparisons between our performance and that of others Introduce dance terminology mirroring, improvisation, canon and unison. Modify/improve work.	<u>When?</u> Term 4 (Copy, create and compose) <u>How?</u> Improvise freely alone and with a partner, translating ideas from a stimulus to a movement. Link and combine movements, perform with expression. Observe others and give constructive feedback. Say something they're good at/could improve on. Modify/improve work based on feedback.	<u>When?</u> Term 4 (Copy, create and compose) <u>How?</u> Creating sequences to music. Link/combine and sequence movements in a routine. Moving at different levels e.g., high/low. Show understanding of key dance terminology e.g. formation, canon, synchronised.	<u>When?</u> Term 4 (Copy, create and compose) <u>How?</u> Explore and improvise ideas for dances, working on their own, with a partner and in a group. Encourage and praise others through evaluation and feedback on their performance. Listen to others' ideas and opinions and implement feedback. Explain how an activity makes us feel.	<u>When?</u> Term 4 (Copy, create and compose) <u>How?</u> Explore, improvise and combine movement ideas fluently and effectively. Understand and explain how a dance is formed and performed. Challenge yourself to improve on best performances. Evaluate, refine and develop own and others' work.

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Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (KS2)	<u>When?</u> Term 5 (Copy, Create and Compose) <u>How?</u> Respond to instructions and commands. Move between mats and small apparatus and change the speed of movement. Learn a range of basic gym actions. Be still in different body shapes, hold balances and combine different ways of travelling.	<u>When?</u> Term 5 (Copy, Create and Compose) <u>How?</u> Develop short sequences individually and/or magpie ideas from teacher and peers to include different ways of using apparatus. Form simple sequences of a variety of actions using floor and apparatus. Have a clear start, middle and end. Have a clear focus when watching others perform.	<u>When?</u> Term 4 (Copy, Create and Compose) <u>How?</u> Copy and create actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Use actions on floor and over, through, across and along apparatus. Apply skills/actions on floor and apparatus. Copy a partner's sequence. Compose a routine together using elements of each person's original idea.	<u>When?</u> Term 4 (Copy, Create and Compose) <u>How?</u> Create and perform sequences that include travel, body shapes and balances. Include changes of pathways. Continue to develop partner work in routines. Adapt sequences to include apparatus and to suit partner or small group. Compare and contrast similar performances. Suggest ways to improve the sequence. Identify how to improve.	<u>When?</u> Term 4 (Copy, Create and Compose) <u>How?</u> Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). Watch a performance and evaluate its success. Identify what was performed well Choose a focus for improvement.	<u>When?</u> Term 4 (Copy, Create and Compose) <u>How?</u> Compose a sequence and adapt it to different apparatus layouts. Use combinations of pathways to use space effectively. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Observe other performances and analyse strengths and areas for improvement of self and others.

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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 (KS1) Use running, jumping, throwing and catching in isolation and in combination (KS2) Compare their performances with previous ones and demonstrate improvement to achieve their personal best (KS2)	When? Focus on technique during Term 3 and 4 but skills to be in use throughout the year. How? Encourage further agility, balance and coordination alongside confidence to run at speed with control both in a straight line and with changes of direction within games in which the contexts are continually changing. Include decision making as to when to accelerate and decelerate and dodge. Jumping to include hopping, taking off or landing on either foot or both, landing softly and being ready to go again. Throw and catch practice through a high number of high-quality repetitions using a range of equipment, including bibs, not only balls. Introduction to underarm and overarm throw techniques to a partner/target. Children to begin to select when to use each skill and why. e.g. underarm for accuracy and overarm for distance.	When? Focus on technique during Term 3 and 4 but skills to be in use throughout the year. How? Develop agility, balance and coordination alongside confidence to run at speed with increased control both in a straight line and with changes of direction within games in which the contexts are continually changing. Improve understanding of decision making as to when to accelerate and decelerate and dodge. Jumping to include hopping, taking off or landing on either foot or both, landing softly and being ready to go again. Throw and catch practice through a high number of high-quality repetitions using a range of equipment, including bibs, not only balls. Introduction to underarm and overarm throw techniques to a partner/target. Children to begin to select when to use each skill and why. e.g. underarm for accuracy and overarm for distance.	When? Focus on technique during Term 4 but skills to be in use throughout the year. How? Learn techniques of running, jumping, catching and throwing in isolation for achieving distance, accuracy and height etc. Sending and receiving objects with a partner/small group using a range of techniques. Apply skills and techniques learnt in the context of modified games. Understand when and where to apply skills in isolation or combination to achieve success individually or as part of a team.	When? Focus on technique during Term 4 but skills to be in use throughout the year. How? Recap and develop techniques of running, jumping, catching and throwing in isolation for achieving distance, accuracy and height etc. Develop confidence sending and receiving objects with a partner/small group using a range of techniques. Continue to apply skills and techniques learnt in the context of modified games with increasing focus on making decisions on when, where and why to throw, catch, run and jump in isolation or combination to achieve success individually or as part of a team.	When? Focus on technique during Term 4 but skills to be in use throughout the year. How? Use previous understanding of skills to begin to self and peer assess performance and identify the main strengths and potential areas of improvement. Evaluate and recognise own success. Think tactically to select and apply appropriate skills and techniques during real game contexts.	When? Focus on technique during Term 4 but skills to be in use throughout the year. How? Consolidate understanding of using skills and techniques in isolation and combination. Confidently assess individual performance and that of others using this knowledge. Evaluate and recognise own success. Strive to achieve and improve a personal best. Model skills in role as sports leaders in lessons, sports days and events.

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KS2 Swimming 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	N/A	N/A	<u>When?</u> TBC <u>How?</u> Swim 10m unaided in shallow water using one basic method. Kick legs from the hip and identify when this needs improvements. Put face in water and blow bubbles. Enter and exit water safely and remain safe around water. Explain what dangers to identify around water.	<u>When?</u> TBC <u>How?</u> Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. Use floats to swim longer distances with a more controlled leg kick. Join in all swimming activities confidently. Put face under the water and blow bubbles (begin to do this whilst swimming). Explore how to move in and under water. Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions. Understand water can be dangerous and repeat what to do when in difficulty.	<u>When?</u> TBC <u>How?</u> Swim between 10m and 20m unaided in shallow water, using one stroke. Begin to swim 10m-15m unaided using a second stroke. Put face in water and breath correctly when swimming in one identifiable stroke. Use a float to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. Begin to explain how to keep safe whilst in water and what dangers should be identified. <u>When?</u> TBC	<u>When?</u> TBC <u>How?</u> Swim 25m unaided in water using one stroke to achieve this distance. Use two different strokes swimming on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water. Explain how to remain safe in water and what do if you or someone nearby gets into difficulty. <u>When?</u> TBC