

## Progression of Skills- *Physical Education*

<b>GAMES</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Accurate Replication (Skills)</b>	*To demonstrate how to keep control of a ball (sending and receiving) using different parts of the body(both sides)	*To develop and master sending and receiving skills (accuracy and control) using dominant side of body	*To develop and master sending and receiving skills (accuracy and control) using both sides of the body	*To develop fluency and control when using a variety of throws, passes, dribbles, turns to maintain possession when under pressure	*To develop range of passing & shooting and understand importance of weight transference	*To refine previous skills and develop complex skills i.e. Indian dribble, step-overs	*To consolidate skills associated with maintaining possession
<b>Accurate Replication (Games for Understanding)</b>	*To explore and develop moving with a ball in a variety of directions	*To explore what is means to attack when moving with a ball paying particular attention to the speed of movement.	*To explore, develop and apply footwork to gain an advantage and to move the ball past an opponent	To demonstrate quick & dynamic movement to lose a defender. To use footwork and movement to create space.	*To explore ways to get past an opponent in small sided games i.e. change direction & speed etc.	*To understand how to transition from attack to defence & vice versa *To play games showing tactical awareness & understanding of rules	*To explore the role of the referee and coach. Pupils will demonstrate key attributes when in these roles.
<b>Analysis of Performance</b>	*To understand basics of how to keep possession of the ball	*To start to understand how to improve performance when engaging in small team challenges.	*To prevent an attacker from scoring and apply defending tactics * To understand what makes a good team	*To understand how to maintain possession in 3 v1's (Observe and Comment on others performances)	*To understand the concepts needed to maintain possession in a variety of conditioned and small-sided games	*To watch and evaluate the success of the games they play in identifying strengths and areas to improve in	*To use video analysis to watch own group performance to make suggestions for improvement.
<b>Exploration</b>	*To explore using different equipment safely and working with others	*To explore tackling and intercepting to gain possession of a ball. *To explore passing, dribbling and striking/shooting techniques.	To explore and combine dribbling, passing and receiving, keeping possession and scoring a point	*To explore attacking principles such as depth, evasive movement, angles of support, triple threat & choice of pass in isolated drills *To recognise when to pass, dribble or shoot	*To identify and explore ways to move a ball towards the opponents' goal in small sided games	*To explore & understand positions within a team to effectively defend and attack. (Understand their roles in possession and out of possession)	*To use tactics when faced with different scenarios i.e. You play for Liverpool & are 2-0 with 5 mins to go.
<b>Cross Curricular Links</b>	*PSHE- Listening and understanding rules *Maths –Counting *English-Identifying	*PSHE- Honesty *Maths –Counting *English-Describing	*PSHE – Teamwork *Maths – Ratios *English – Explain 'why?'	*PSHE-Perseverance *Maths – Angles *English –Commenting and interpreting/Understand rules (Identify, Describe)	*PSHE-Challenge (Self-belief) *Maths – Tables & Bar Charts *English -Predicting	*PSHE-Resilience *Maths –Percentages *English-Evaluating *ICT-Video Analysis	*PSHE-Leadership *Maths –Statistics *English-Critique *ICT-Video Analysis = Statistics

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<b>Physical, Social, Mental Benefits</b>	*Increase in basic movements (agility, coordination, stability, balance) and object control	*Increase in basic movements (agility, coordination, stability, balance) and object control with more fluency	*Increase in more complex movements (Coordination with equipment) *Social Skills (Supporting your teammate)	*Growth Mind Set: Importance of the word 'YET' *ABC now performed under small amount of pressure i.e. 1v 1, 2v 1, 3v1's	*Willingness to learn new skills and improve understanding. *Decision-making in small sided games (confidence)	*Positive role models when given roles in a team i.e. captain *Communication: the importance of body language	*Confidence and positive mental attitude when in leadership roles. *Respect everyone *Determination
<b>Striking &amp; Fielding Net/Wall</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Accurate Replication (Skills)</b>	*To use a range of varied equipment	*To make use of coordination, accuracy and weight transfer.	*To throw a ball for distance *To develop catching skills (low and high ball i.e.')	*To demonstrate underarm throwing with precision & control *To develop the correct technique of a forehand and backhand	*To develop batting technique and start to place the ball SSG (cond.) *To develop precision and control when using the forehand, backhand, volley, underarm serve.	*To demonstrate precision and control in bowling & batting *To develop overhead serve *To develop the drop shot	*To continually refine and develop key skills when in bat or in the field. *To develop a backhand shot (R),Sweep (C)
<b>Accurate Replication (Games for Understanding)</b>	*To know why we play by the rules	*Apply throwing with accuracy in a team *To learn how to use different equipment to send a ball i.e. tri-golf putter, tennis racket etc.	*To place the ball (throw, strike, kick) in an area that will gain them points in isolated drills or small sided games	*To learn how to throw overarm and to start to apply different throwing techniques in a small sided game based on situation they are in. i.e. close/further away from target	*To apply basic fielding techniques depending on the distance and placement of the ball being hit *To identify how hard to hit the ball (vary targets)	*To play games showing tactical awareness & understanding of rules *To demonstrate precision & control when fielding under pressure in small sided games	*To lead a tri-golf tournament for younger years exploring effective leadership
<b>Analysis of Performance</b>	*To understand how we keep score	*To start to understand how to improve performance when engaging in small team challenges.	*To prevent an attacker from scoring and apply defending tactics	*To apply tactics in small sided games identifying where to hit the ball and why (targets = space) *To understand how to win a point	*To perform and evaluate own and others performance i.e. how to be perform an accurate throw	*To watch and evaluate the success of the games they play in identifying strengths & ATI *To apply basic tactics in mini games i.e. fielding positions	*To demonstrate control and good shot selection when playing a variety of adapted games; i.e. King of the ring.
<b>Exploration</b>	*To develop listening skills and take turns	*To combine a number of coordination drills, using upper and lower body movements. i.e. explore different movements and equipment through circuits	*To develop striking a ball with a racket, bat or golf club *To position the body to strike a ball (exploration)	*To demonstrate a short barrier when fielding *To develop the volley *To explore the importance of footwork	*To explore the role of the backstop, post player, wicket keeper *To explore bowling and the rule around what would constitute a 'no ball' or 'wide ball in cricket'	*To explore and apply basic rules i.e. batter misses ball=run *To explore different batting techniques to avoid fielders in small sided games.	*To explore the role of the referee and coach. Pupils will demonstrate key attributes when in these roles



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<b>Cross Curricular Links</b>	*PSHE- Listening and understanding rules *Maths –Counting *English-Identifying	*PSHE- Honesty *Maths –Counting in 1s, 2s and 10s *English-Describing	*PSHE – Perseverance *Maths – Ratios *English – Explain ‘why?’	*PSHE-Teamwork *Maths – Angles *English –Commenting and interpreting/Understand rules (Identify, Describe)	*PSHE-Resilience *Maths – Tables & Bar Charts *English -Predicting	*PSHE-Leadership *Maths –Percentages *English-Evaluating *ICT-Video Analysis	*PSHE-Self-Belief/Leadership *Maths –Statistics *English-Critique *ICT-Video Analysis
<b>Physical, Social, Mental Benefits</b>	*Increase in basic movements (particular focus on coordination)	*To introduce honesty into own game	*Increase in more complex movements (Coordination with equipment) *Social Skills (Supporting your teammate)	*Growth Mind Set: Importance of the word ‘YET’ *ABC now performed under small amount of pressure i.e. 1v 1, 2v 1, 3v1’s	*Willingness to learn new skills and improve understanding. *Decision-making in small sided games (confidence)	*Positive role models when given roles in a team i.e. captain *Communication: the importance of body language	*Confidence and positive mental attitude when in leadership roles. *Respect everyone
<b>HRF (Athletics, Cross Country)</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Accurate Replication (Skills)</b>	*To understand how to jump, hop & skip *To be able to change speed and direction	*To use varying speeds when running and when using obstacles *To practice short distance running	*To hurdle an obstacle with control *To understand agility & run with confidence *To run for distance	*Demonstrate good leg & arm actions when running for distance & speed *To demonstrate correct jumping technique	*To understand and replicate the different speeds based on distance *To learn how to jump for distance in the SLJ/TJ	*To demonstrate efficient running *To plan race based on data obtained (maintain pace until finish)	*To create a personal training plan *To take on officiating role
<b>Accurate Replication</b>	*To learn to run at different speeds *To develop spatial awareness	*To develop and set my own goals *Apply jumping, running and skipping	*To set myself goals and times to achieve *To learn the best jumping techniques over a short distance vs a long distance	*To demonstrate agility and changes of speed with precision and control *To learn how to pass the baton (down-sweep) *To use a self-assessment check sheet to identify key technical points when running for speed	*To demonstrate safety when taking part in athletic events *To work out when to sprint during a long distance race using timing *To learn how to develop power in throwing	*To learn how to perform the upsweep in relay running plus recap the down-sweep *To understand which technique is most effective when jumping for distance. i.e. peer assessment	*To demonstrate pacing when running for distance using maths *To apply tactical understanding of the relay race
<b>Analysis of Performance</b>	*To take part in sports day *To develop spatial awareness *To develop working with a partner	*To take part in sports day *To start to understand how to throw further through observations	*To take part in sports day *To consolidate jumping and apply to a game	*To take part in sports day *To use timing to help improve their performance * Understand and apply tactics when running for distance	*To take part in SD *To perform and evaluate own and others work *Use the down-sweep in a relay demonstrating timing of when to pass	*To take part in SD *To understand rules of competition and to adapt to improve own results	*To take part in sports day *To use self-assessment and results to identify areas to improve



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<b>Exploration</b>	*To explore moving via different pathways i.e. forwards, backwards, sideways, zig-zags	*To explore footwork patterns *To explore arm mobility *To explore skipping	*To link jumping *To throw different objects in a variety of ways.	*To explore different throwing techniques *Explore technique when running (speed-in-depth) *Explore running (distance)	*Explore pacing & demonstrate knowledge of different speeds *Explore different recording equipment	*To demonstrate good technical understanding when performing throws i.e. nerf, javelin, discus or shot	*To compete in a mini-olympics demonstrating understanding of rules and regulations
<b>Cross Curricular Links</b>	*PSHE- Cooperation *Maths –Counting *English-Identifying	*PSHE- Personal Goals *Maths –Counting *English-Describing	*PSHE – Confidence *Maths – Ratios *English – Explain ‘why?’	*PSHE-Perseverance *Maths – Rating Scale *English –Commenting and interpreting/Understand rules (Identify, Describe)	*PSHE-Challenge (Self-belief) *Maths – Tables & Bar Charts *English -Predicting	*PSHE-Resilience *Maths –Percentages *English-Evaluating *ICT-Video Analysis	*PSHE-Leadership *Maths –Statistics *English-Critique *ICT-Video Analysis = Statistics
<b>Physical, Social, Mental Benefits</b>	*Increase in basic movements (agility, coordination, stability, balance) MH-Confidence	*Increase in basic movements (agility, coordination, stability, balance) and object control with more fluency	*Increase in more complex movements (Linking movement) *Develop self-confidence	*Willingness to learn new skills and improve understanding.	*Growth Mind Set: Importance of the word ‘YET’	*Positive role models linked to resilience and tenacity.	*Confidence and positive mental attitude when in leadership roles. *Respect everyone

<b>HRF (OAA,HRF)</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Accurate Replication (Skills)</b>	*To understand why we warm-up before exercise (basic understanding) *To understand spatial awareness and how their body moves	*To Know and understand that being active is good for the body and can be fun *To describe the effects of physical activity during different exercises *To name and identify different parts of the body	*Start to recognise why different types of fitness may help a sports person to perform well *I can copy, remember and repeat yoga flows *To use clear shapes in my poses	*To know and understand how to improve stamina *To describe key components linked to observation when performing *To recognise and describe the short-term effects of exercise *Follow a route on a basic map	*Describe & explain components of fitness *Describe through observation how the body reacts (diff. scenarios) *To complete a timed course	*Have an In-depth understanding of the warm-up/cool-down *To understand the importance of planning when faced with a problem *To use 4 grid referencing *To cooperative skills	*To independently lead a warm-up/cool *To explain why exercise is important. *To use 6 grid referencing *To plan and create a series of problems for another team to solve
<b>Accurate Replication</b>	*To be able to use teamwork through parachute games *To develop listening & coordination skills (Fundamentals)	*To name and identify different parts of the body *I can remember and repeat actions; linking poses	*To work with a partner to achieve a goal within a time limit. *To move from 1 pose to another thinking about my breathing	*To work in a team to develop personal skills i.e. communication and confidence *To develop confidence to take on a leadership role *To learn from others strengths	*To understand the function of the heart & lungs *To develop resilience (problem-solving)	*To adapt a training method to improve own performance *Using a map, place markers (team event)	*To take it in turns to lead a team. *Evaluate their leadership & style



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<b>Analysis of Performance</b>	*To observe the effects and changes that happen to our bodies i.e. heart rate	*To see how well I can complete a challenge and work with a partner *I can say what I liked about someone else's poses or flow	*To challenge myself and set a personal goal *To begin to measure the effects of fitness on my body & keep score	*To analyse and explain the importance of warming up and its impact on flexibility *Develop strategy, identifying the problem & finding a solution	*To identify strengths & AFI in own performance i.e. physical, communication etc.	Evaluate your own understanding of the function of the heart & lungs in a warm-up and cool down	*Complete fitness tests and identify strengths & AFI *Evaluate own training plan
<b>Exploration</b>	*To explore the benefits of being healthy i.e. better sleep, feeling healthier *To explore which type of fitness feels good for me	*Lift, move and place equipment/apparatus safely. *To understand the basic importance of warm up and cool down and link to muscles	*Recognise and describe what their body feels like during different activities /games *To explore the value of feedback	*To explore the importance of strength and suppleness *To explore the meaning of key words such as flexibility, agility, coordination, strength & stamina *To use guided discovery to find solutions to the problem faced	*Exploration of activities which activities help their speed, strength etc. *To explore routes (small scaled map) *Explore strategies	*Identify & explain a good athletic performance *To explore components of fitness and training methods and relate these to a sport/sportsperson	*Understand the importance of base-line data (fitness tests) *Analyse what constitutes a good athletic performance
<b>Cross Curricular Links</b>	*PSHE- Listening and understanding rules *Maths –Counting *English-Identifying	*PSHE- Honesty & Hardworking *Maths –Counting *English-Describing	*PSHE – Teamwork *Maths – Ratios/Scoring *English – Explain 'why?'	*PSHE-Embraces Challenge *Maths – *English –Commenting and interpreting/Understand rules (Identify, Describe)	*PSHE-Challenge (Self-belief) *Maths – Tables & Bar Charts *English -Predicting	*PSHE-Resilience *Maths –Percentages *English-Evaluating *ICT-Video Analysis	*PSHE-Leadership *Maths –Grids *English-Critique *ICT-Video Analysis = Statistics
<b>Physical, Social, Mental Benefits</b>	*Effort and Positive attitude	*Understands that working hard is important to improve their performance	*Supports others and is inspired by their success	*Growth Mind Set: Importance of the word 'YET' *Embraces challenge	*Supportive *inspirational *Takes Risks to enhance learning	*Focus *Resilience *Teamwork *Perseverance	*Determination *Peer Support *Teamwork *Problem-Solving

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Performing Arts (Dance & Gym)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Accurate Replication (Skills)</b>	<ul style="list-style-type: none"> <li>*To demonstrate movement with control &amp; coordination around a room</li> <li>*To develop rolling: Log &amp; Egg</li> <li>*To jump in different ways; 2:1 foot etc.</li> </ul>	<ul style="list-style-type: none"> <li>*To jump with shapes off a low platform &amp; demonstrate quality and control.</li> <li>*To incorporate using a hoop</li> <li>*To link travelling moves (i.e. stepping) that change direction &amp; level. (bench)</li> <li>*Link together dance moves with gestures &amp; changing direction in time to music</li> </ul>	<ul style="list-style-type: none"> <li>*Use a combination of leaps: cat leap etc.</li> <li>*Develop stepping forwards &amp; backwards</li> <li>*Teddy bear roll</li> <li>*To begin to use jumping &amp; turning.</li> <li>*To develop a range of dance movements and improve timing.</li> <li>*Good body control</li> </ul>	<ul style="list-style-type: none"> <li>*To demonstrate control in spinning</li> <li>*Perform an egg roll with control</li> <li>*To perform a variety of jumps of small apparatus safely</li> <li>*Perform an individual dance demonstrating rhythm &amp; control</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrate control when linking movements</li> <li>*Perform forward roll &amp; headstand safely</li> <li>*To demonstrate an awareness of the music's rhythm and phrasing when improvising</li> <li>*Demonstrate safe jumping (flight circuit)</li> </ul>	<ul style="list-style-type: none"> <li>*To have a good understanding of the components of dance: body, action, space etc.</li> <li>*To create and perform an individual dance incorporating the key components of dance</li> <li>* Demonstrate asymmetrical &amp; symmetrical body shapes</li> </ul>	<ul style="list-style-type: none"> <li>*Incorporate previous skills demonstrating quality &amp; control</li> <li>* Headstands</li> <li>*To utilise knowledge of street dance moves demonstrating an awareness of the music's rhythm.</li> </ul>
<b>Accurate Replication</b>	<ul style="list-style-type: none"> <li>*To link basic sequences</li> <li>*Explore movements of diff. speeds</li> </ul>	<ul style="list-style-type: none"> <li>*To develop shoulder roll</li> <li>*To balance with big, small, wide, narrow body etc.</li> <li>*To use motif and emotions</li> </ul>	<ul style="list-style-type: none"> <li>*Travel to, get on, balance, get off and travel away from small apparatus</li> <li>*Choose &amp; use a variety of gymnastic actions to make a sequence</li> </ul>	<ul style="list-style-type: none"> <li>*Create a small sequence which connects a jump, roll &amp; balance</li> </ul>	<ul style="list-style-type: none"> <li>*Extending sequences with a partner in character</li> <li>*To travel to, get on, balance, get off &amp; travel (small &amp; large apparatus)</li> </ul>	<ul style="list-style-type: none"> <li>* To develop further stepping &amp; spinning</li> <li>*Perform skills such as backward roll &amp; handstands</li> <li>* Stepping &amp; spinning</li> </ul>	<ul style="list-style-type: none"> <li>To watch and analyse street dance to develop ideas for group performance i.e. diversity</li> </ul>
<b>Analysis of Performance</b>	<ul style="list-style-type: none"> <li>*Ability to listen &amp; observe, show awareness of space for themselves &amp; others</li> <li>*Clap in time to music</li> </ul>	<ul style="list-style-type: none"> <li>*Choose &amp; use compositional ideas (simple) by creating &amp; performances sequences. (Observe &amp; Comment)</li> <li>*Explore rhythm &amp; partner work</li> </ul>	<ul style="list-style-type: none"> <li>*Develop linking movements &amp; observe peer performance</li> <li>*To compose and perform simple dance phrases showing rhythm and control</li> </ul>	<ul style="list-style-type: none"> <li>*To analyse own and others' performances</li> <li>*With a partner &amp; create patterns of movement linked to a stimulus</li> <li>*Choreograph a sequence show relationships (dance)</li> </ul>	<ul style="list-style-type: none"> <li>*To work with a partner to identify each other's areas of strength and an area they would need to improve (Evaluate)</li> </ul>	<ul style="list-style-type: none"> <li>*Perform &amp; evaluate own &amp; others' performance <b>(USE ICT)</b></li> <li>*To create group dances that reflects the dance style</li> </ul>	<ul style="list-style-type: none"> <li>*Use knowledge to enhance the quality of partner's routine</li> <li>*Analyse own skills using RAG rating &amp; plan a sequence based on this analysis</li> </ul>
<b>Exploration</b>	<ul style="list-style-type: none"> <li>*Explore moving and making shapes</li> <li>*Explore climbing, crawling and travelling</li> </ul>	<ul style="list-style-type: none"> <li>*To explore movement actions with control, and to link them together with flow.</li> <li>*Repeat &amp; link combinations of shapes &amp; actions</li> </ul>	<ul style="list-style-type: none"> <li>*To explore ways of travelling around on large apparatus.</li> <li>*Explore zig-zag, curved pathways</li> <li>*Control on floor &amp; bench</li> </ul>	<ul style="list-style-type: none"> <li>*To explore partner balances in contact with each other &amp; the floor</li> <li>*Develop a character dance into a motif</li> </ul>	<ul style="list-style-type: none"> <li>*Explore flight using large apparatus safely &amp; small apparatus</li> <li>*Incorporate unison and canon in group sequences</li> </ul>	<ul style="list-style-type: none"> <li>*To work with others to develop counterbalances</li> <li>*Produce shapes in flight</li> <li>*Perform a jazz dance with good rhythm &amp; expression</li> </ul>	<ul style="list-style-type: none"> <li>*Explore different techniques in preparation (vaulting)</li> <li>*To create a dance as a group, using any street dance moves</li> </ul>



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<b>Cross Curricular Links</b>	*PSHE- Confidence *Maths –Combine *English-Identifying	*PSHE- Determination *Maths –Counting *English-Describing	*PSHE – Challenging *Maths – Timing *English – Explain 'why?'	*PSHE-Perseverance *Maths – Angles *English - Planning	*PSHE-Memory *Maths – Angles *English -Predicting	*PSHE- Discipline *Maths –Percentages *English-Evaluating *ICT-Video Analysis	*PSHE-Support *Maths –Statistics *English-Critique
<b>Physical, Social, Mental Benefits</b>	*Strength and Flexibility	* Body management and Resilience	*Challenges themselves	*Growth Mind Set: Importance of the word 'YET'	*Work on memory and sequencing	*Use video analysis to improve performance	*Supporting each other