

KILLIGREW PHYSICAL EDUCATION SKILLS PROGRESSION



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental movement skills	<p>Moves freely with pleasure and confidence in a variety of ways.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand on one foot momentarily when shown.</p> <p>Can catch a large ball.</p>	<p>Develop basic movements including running, jumping, throwing and catching.</p> <p>Develop spatial awareness (personal and others space).</p> <p>Begin to step in to any throw and pass with the opposite leg to the throwing hand.</p> <p>Begin to use 'catching hands' techniques.</p> <p>Develop balance, agility and co-ordination</p>	<p>Extend basic movements including running, jumping, throwing and catching.</p> <p>Become increasingly confident to step in to any throw or pass with the opposite leg to the throwing hand.</p> <p>Develop 'catching hands' techniques.</p> <p>Extend balance, agility and co-ordination individually and with others, increasing the</p>	<p>Master basic movements including running, jumping, throwing and catching.</p> <p>Master stepping in to any throw or pass with the opposite leg to the throwing hand.</p> <p>Master 'catching hands' techniques.</p> <p>Master balance, agility and co-ordination individually and with others, in a wider range of sports.</p>	<p>Reinforce running techniques learnt, including head up, eyes front, correct use of arms, knees up and running on the balls of the feet.</p> <p>Begin to develop different throwing & catching skills within different disciplines.</p> <p>Begin to improve balance and agility through</p>	<p>Develop running techniques including start positions, pacing and sprinting.</p> <p>Develop techniques for a standing long jump – take-off and landing, varying height.</p> <p>Develop throwing and catching techniques within different disciplines.</p> <p>Continue to improve balance and agility through core strength and some other disciplines.</p>	<p>Extend running techniques and use for specific disciplines.</p> <p>Develop techniques for a standing long jump – take-off and landing and improving height.</p> <p>Extend and develop throwing & catching techniques within more disciplines.</p> <p>Continue to improve balance and agility through even more disciplines.</p>	<p>Master competently and confidently running techniques within the disciplines of sprinting, distance, relay and hurdles.</p> <p>Master jumping techniques for different disciplines.</p> <p>Master throwing & catching techniques in many different disciplines.</p> <p>Show good balance, agility and coordination within the capabilities of</p>

		individually and with others within a small number of sports.	number of experiences.		other disciplines. Begin to improve coordination through other disciplines.	Improve coordination through different disciplines.	Improve coordination through more disciplines.	the individual to perform to the best of their abilities at most/all disciplines.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Team games: Invasion games Net games Striking and fielding games Communication and collaboration Improvement, evaluation and recognition	Play in 1 v 1 situations. <u>Invasion games</u> Beginning to develop a simple tactic of being able to aim the ball at a target by throwing, rolling and kicking. Begin to form relationships enabling team work to be possible. Beginning to understand being a team player and the	Play in 1 v 1 and 2 v 2 situations. <u>Invasion games</u> Develop a simple tactic of being able to aim the ball at a target by throwing, rolling and kicking. Work together as a team in a relay format. Complete challenges against other teams. Give information to help a teammate.	Play in 1 v 1, 2 v 2 and 3 v 1 situations. <u>Invasion games</u> Begin to understand the need to work the ball forward to score a goal as an individual. Work with a partner to score a goal. Work as a team to shoot the ball at a goal. Start to tackle the player with the ball.	Play in a 1 v 1, 2 v 2, 3 v 1, 4 v 2 and small side game situations. <u>Invasion games</u> Begin to understand the need to work the ball forward to score a goal in a team. Compete against other small teams to score a goal. Develop defending skills by tackling safely and marking the	Play competitive games. <u>Invasion games</u> Develop throwing and catching skills, using a large soft ball. Develop passing and shooting skills. Begin to understand the principles of play for a game situation. Learn to move the ball	Engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. <u>Invasion games</u> Confidently throw, catch, pass, receive and shoot, using a hard ball where appropriate. Being to use these skills in a small game situation.	Play either full sided or adapted size games. <u>Invasion games</u> Use more tactics for attack. Know how to create space. Master movement on and off the ball, working effectively as an individual or as a team. Begin to develop the ball skills needed for a	Play either full sided or adapted size games. <u>Invasion games</u> Understand more complex, attacking tactics. Create space for self and team mates. Master movement on and off the ball. Drive forward to meet the ball. Work effectively as an individual or as a team.

	<p>meaning of sportsmanship.</p> <p>Net games Beginning to become more familiar with a ball.</p> <p>Beginning to be able to push, pat and catch a large ball.</p> <p>Watch each other and a teacher demonstration.</p> <p>Answer questions like 'What was good? Why was it good? How can it be improved?'</p> <p>Gain inspiration from the work of others.</p>	<p>Net games <i>Introduce basic skills.</i></p> <p><i>Ball familiarisation</i> Feed the ball underarm. Let the ball bounce once before it is caught. Catch the ball in a marker. Use a hand to hit the ball back. Throw a beanbag into a space across net. Watch each other and a teacher demonstration.</p> <p>Answer questions like 'What was good? Why was it good? How can it be improved?'</p>	<p>Communicate with teammates to pass the ball.</p> <p>Net games Use a ball feed to a partner using underarm.</p> <p>1 v 1 Feed a ball across a net into a space. Use 'ready' position to defend. Throw and catch a ball. Begin to use a racket to return the ball safely.</p> <p>Striking & fielding games Hit a static ball with a bat.</p> <p>Begin to move around an area when a ball is thrown.</p> <p>Watch each other and a teacher demonstration.</p>	<p>player with the ball.</p> <p>Communicate with teammates to work the ball towards the opponent's goal.</p> <p>Encourage pupils in their team to pass the ball.</p> <p>Net games Use rackets & a small soft ball for net games (1 v 1).</p> <p>Feed the ball underarm. Return the ball using forehand and backhand.</p> <p>Adopt the 'ready position' and move feet to return the ball.</p> <p>Striking & fielding games</p>	<p>forward down the court or pitch.</p> <p>Learn how to manage space in order to receive the ball.</p> <p>Use learned strategies within small sided games (football, end ball, bench ball).</p> <p>Apply basic principles suitable for attacking and defending.</p> <p>Net games Develop the necessary skills for competitive tennis: Hit the ball successfully across the</p>	<p>Use these skills to attack the other team's territory and score a goal in a netball-based game and a football small-sided game.</p> <p>Tackle or intercept the ball fairly and safely.</p> <p>Begin to use simple defending skills – marking a player.</p> <p>Net games Further develop the necessary skills for tennis:</p> <p>Hit the ball successfully across the net with adaptations where necessary.</p>	<p>particular sport.</p> <p>Begin to work cooperatively as a team.</p> <p>Work the ball efficiently & effectively down the court/pitch as an individual and as a team.</p> <p>Start to make the right decisions: when to pass, when to carry or shoot the ball.</p> <p>Understand, use and develop defending tactics; working as a team or an individual.</p> <p>Mark an opponent to prevent them receiving the ball.</p>	<p>Develop & master the ball skills needed for particular sports.</p> <p>Know when & how to work the ball efficiently & effectively down the court/pitch as an individual and as a team.</p> <p>Make the right decisions: when to pass, when to carry or shoot the ball.</p> <p>Understand, use and develop defending tactics; working as a team or an individual.</p> <p>Develop the ability to mark an opponent and deny them</p>
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		Gain inspiration from the work of others.	<p>Answer questions like 'What was good? Why was it good? How can it be improved?'</p> <p>Gain inspiration from the work of others.</p>	<p>Hit a moving ball with a large bat.</p> <p>Begin to move around an area after hitting a ball.</p> <p>Watch and comment in pairs. What you liked? How can it be improved?</p>	<p>net with adaptations where necessary.</p> <p>Return the ball.</p> <p>Use ground-strokes.</p> <p>Play game situations where the player aims at a target.</p> <p><u>Striking & fielding games</u></p> <p>Begin to use basic skills for rounders and rapid fire cricket with adaptations: Hit a static ball.</p> <p>Hit a moving ball with a larger ball and a larger bat. Work together as a</p>	<p>Return the ball.</p> <p>Use ground-strokes.</p> <p>Begin to volley.</p> <p>Play a basic game up to 5 points with alternate serves</p> <p><u>Striking & fielding games</u></p> <p>Move from hitting a static ball to a moving ball. Introduce and practise underarm bowling within cricket and rounders. Begin to score a rounder or a run within striking & fielding games.</p> <p>Explore different experiences by playing games</p>	<p>Defend the player with the ball and tackle fairly and safely.</p> <p>Use specific defending & attacking skills for particular sports: netball, basketball, hockey, football and tag rugby.</p> <p><u>Net games</u></p> <p>Play an adapted game with simple scoring rules. Score points when not serving. Take 2 alternate serves.</p> <p>Begin to aim the ball into a space away from their opponent.</p> <p>Explore positioning on</p>	<p>receipt of the ball.</p> <p>Understand how to defend the player with the ball and restrict the opponent's space.</p> <p>Develop defending techniques: marking other attacking players not just the one with the ball.</p> <p>Tackle fairly and safely. Use specific defending & attacking skills for particular sports.</p> <p><u>Net games</u></p> <p>Fully understand the rules & the scoring system in tennis and volleyball.</p>
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						performance and explain how to improve it. Build resilience to perform at a high standard and encourage others.	to throw the ball. Support others in their performance. Encourage self and others to perform to the best of their ability.	monitoring and changing the position of fielders (including back up fielding) and establishing where to throw the ball. Support others in their performance. Encourage self and others to perform to the best of their ability
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics Balance Agility Coordination individually and with others. Improvement, evaluation and recognition	Beginning to gain more flexibility. Explore different shapes and movements which can be created with their own bodies. Beginning to be more reflective and	Develop agility, balance and coordination, individually and with others. Find different ways to travel across a mat. Hold a shape for 3 counts. Travel using mats and low apparatus.	Extend balance, agility and co-ordination individually and with others. Learn 5 basic shapes: pencil, star, pike, straddle, tuck. Produce & perform a short sequence. Learn to execute a	Master balance, agility and co-ordination individually and with others. Learn and begin to execute 4 step patterns. feet 2 – 1 hopscotch 2 – 2 jump 1 – 1 hop	Continue to apply and develop a broader range of skills: Learn to use them in different ways and link them to make actions and sequences of movement.	Produce & perform sequences with a partner: include balances, travel – using different pathways – and & movement. Incorporate new skills learnt.	Work with a partner to produce & perform a sequence on floor, low apparatus and transfer to high apparatus. Find different ways to go over, under, through obstacles including	Produce and perform a complex sequence in a group. Work closely with partners, building trust. Support balances with a partner & small groups.

	make comments on how their movements can become more stable / be improved.	<p>Understand how to start a sequence in pencil.</p> <p>Produce a sequence to include shape, travel and shape.</p> <p>Begin to remember and demonstrate a small sequence.</p> <p>Understand how to jump & land safely.</p> <p>Begin to evaluate group performances, giving reasons why.</p>	<p>stretch jump safely.</p> <p>Learn to carry mats & benches safely.</p> <p>With growing confidence, evaluate group performances, giving reasons why.</p>	<p>1 - other walking.</p> <p>Develop the use of different pathways.</p> <p>Learn 5 more basic shapes: front support, back support, arch, 1 foot stand and a broad jump.</p> <p>Produce & perform a sequence with a partner on mats, low apparatus and high apparatus safely.</p> <p>Learn how to carry some low apparatus and put it away safely.</p> <p>Evaluate others' sequences, providing a range of</p>	<p>Execute a forward roll to pike and then a complete forward roll, headstand & an arabesque & a shoulder stand.</p> <p>Develop travel using verbs: turning, sliding, spinning, rolling, stepping etc. Continue to develop pathways focussing on points & patches – different bases for balances.</p> <p>Produce and perform a sequence with a partner on mats, low & high</p>	<p>Transfer floor work onto high apparatus.</p> <p>Master new skills: cartwheels, teddy bear rolls and back roll astride.</p> <p>Develop the skill of commenting and evaluating, in more detail, on own and others' work.</p>	<p>apparatus & partners.</p> <p>Master new skills: headstand.</p> <p>Jump safely off apparatus.</p> <p>Introduce different shapes in jumps – straddle, pike & tuck, star & pencil.</p> <p>Develop the skill of commenting and evaluating, in more detail, on own and others' work</p>	<p>Understand & use counter balance.</p> <p>Transfer work from floor to high apparatus.</p> <p>New skill: handstands, supporting each other.</p> <p>Develop the skill of commenting and evaluating, in more detail, on own and others' work.</p> <p>Include specific advice on how to improve within the context of the lesson.</p>
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				reasons for evaluation.	apparatus to include the focus above. Develop the skill of commenting and evaluating, in more detail, on own and others' work.			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance Balance Agility Coordination individually and with others.	Begins to move rhythmically. Imitates movement in response to music. Enjoys joining in with dancing and ring games.	Perform dances using simple movement patterns as a group with teacher led actions. Start to incorporate own actions. Begin to recognise & feel different rhythms and beats.	Perform dances using simple movement patterns, individually and with a partner. Produce and perform more movements as a group and in pairs.	Perform dances using simple movement patterns. Produce and perform sequences with a partner, as a small group and as a class. Begin to work in time to the music. Explore the medium of dance and utilise ideas for paired and group dances.	Produce and perform longer sequences with a partner. Improve timings within partner work and to the music. Focus performance on a particular theme.	Produce, remember and perform longer sequences. Create a performance with a theme. Work in time with the beat of the music and with partners. Begin to lead a warm up with a partner.	Work in pairs and fours to produce & perform a more difficult dance sequence. Include a more difficult set piece to learn & perform. Work in time with each other and with the tempo of different music. Lead a more sophisticated dance warm up.	Learn and perform a more complicated set piece to incorporate in a sequence. Perform a dance sequence with exact timing (with each other and the music). Lead a more proficient warm up.

							Compare their performances with previous ones and demonstrate improvement.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming					Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively: front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.		Catch up swimming programme.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human physiology and the importance of physical exercise	Can tell adults when they are hungry/ tired or need to rest. Observes the effects of activity on their bodies.	Begin to understand how the body works during exercise.	Understand how the body works during exercise.	Understand how the body works during exercise Use subject specific vocabulary to explain in detail how the body behaves during exercise.	Begin to understand how and why exercise is important, both physically and for a healthy mind.	Explain how exercise benefits your circulation system and keeps the heart healthy, now and in the future. Explore the importance of a healthy body and a healthy mind. Understand the importance of	Understand what a resting pulse is and that this increases during exercise. Know the link between fitness and the pulse returning to normal. Participate in health related fitness (HRF) and outdoor	Know the importance of exercise and produce own fitness circuits. Understand the importance of hygiene. Participate in health related fitness (HRF) and outdoor adventurous education. Embrace challenge both

						<p>exercise through sport.</p>	<p>adventurous education.</p> <p>Embrace challenge both individually and within a team.</p> <p>Play different activities: the train game, pair & team cross-country and circuits to music.</p> <p>Learns orienteering skills, using basic compass directions.</p> <p>Participates in the bleep test and explores own fitness levels.</p> <p>Sets own targets for improvement.</p>	<p>individually and within a team.</p> <p>Learn additional orienteering skills: revise map skills, use a compass and follow clues.</p> <p>Learn how the body works in more detail linked to HRF.</p> <p>Explore the 3 S's: stamina, strength and suppleness.</p> <p>Produce a fun fitness circuit in groups.</p> <p>Participates in the bleep test and explores own fitness levels.</p> <p>Sets own targets for improvement.</p> <p>Evaluates own success in achieving these targets.</p>
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KILLIGREW PRIMARY SCHOOL