



## Eynesbury Church of England

### P.E.

#### Progression of Skills

This is a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. There will be a focus on one of these skills each half term, although some objectives may cross over into other units too.

Developing Skills					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform fundamental movement at a developing level in:</p> <p>Travelling skills: running, jumping</p> <p>Sending skills/ Receiving skills: throwing and catching, rolling and collecting</p> <p>Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>A,B,C: Agility, Balance, Coordination</p> <p>Take part in team games and learn basic skills in attacking and defending</p>	<p>Perform fundamental movement at a developing level and start to master some basic movements in:</p> <p>Travelling skills</p> <p>Sending skills</p> <p>Receiving skills</p> <p>Explaining reasons why these are important and build up knowledge in key areas such as ABC</p> <p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p> <p>A,B,C: Agility – Balance – Coordination</p> <p>Take part in team games and learn basic skills in attacking and defending and when this is appropriate</p>	<p>Master most fundamental skills and start to develop sport specific skills in combination eg: run, jump and throw</p> <p>Develop throwing and catching skills using different sports and activities:</p> <p>Perform using a number of sending and receiving skills with some accuracy.</p> <p>Travelling - change direction easily.</p> <p>Perform travelling, rolling, jumping and balancing skills.</p> <p>Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</p> <p>Plan routes around obstacles (e.g. PE apparatus, table/chairs in classroom).</p> <p>Begin to work cooperatively with others to solve challenges.</p> <p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p> <p>A,B,C:</p>	<p>Master fundamental movement skills and start to develop sport specific skills.</p> <p>Develop a broader range of skills using different sports and activities.</p> <p>Perform using a number of sending and receiving skills with consistency and accuracy.</p> <p>Travel with an object i.e. running or dribbling a ball with/without equipment.</p> <p>Perform movements, shapes and balances that are matched and/or mirrored.</p> <p>Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</p> <p>Take part in outdoor teamwork activities eg: orienteering</p> <p>Work cooperatively with others to solve challenges</p> <p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p>	<p>Continue to develop sport specific skills applying them with coordination and control.</p> <p>Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.</p> <p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</p> <p>Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</p> <p>Take part in outdoor teamwork activities eg: orienteering</p> <p>Work cooperatively with others to solve challenges</p>	<p>Continue to develop sport specific skills, applying them with control and precision.</p> <p>Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</p> <p>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> <p>Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition) – on residential visit.</p> <p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p> <p>A,B,C: Agility – Balance – Coordination</p>

		<p>Agility – Balance – Coordination Improve on flexibility and strength</p> <p>Take part in competitive games and learn basic skills in :</p> <p>Cricket Netball Football Athletics Tennis</p>	<p>A,B,C: Agility – Balance – Coordination Improve on flexibility, strength, speed</p> <p>Show a level of competence in the following competitive games: Cricket Netball Football Athletics Tennis</p>	<p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p> <p>A,B,C: Agility – Balance – Coordination Continue to improve on flexibility, strength, speed</p> <p>Show a level of competence and understand the age appropriate rules in the following competitive games eg: High 5: Cricket Netball Football Athletics Tennis</p>	<p>Continue to improve on flexibility, strength, speed</p> <p>Show a level of competence and understand the age appropriate rules in the following competitive games eg: High 5 and have the knowledge and ability to compete against other schools. Accept responsibility when working in a team:</p> <p>Cricket Netball Football Athletics Tennis</p>
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### Examples of Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Examples of FMS may include:</li> <li>• Travelling skills - running, hopping, skipping, jumping</li> <li>• Sending skills – rolling, kicking, throwing.</li> <li>• Receiving skills - catching.</li> <li>• Collecting</li> <li>• Racing</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of FMS may include:</li> <li>• Travelling skills - running, galloping, dodging, jumping</li> <li>• Sending skills - throwing, kicking, bouncing and striking a ball.</li> <li>• Receiving skills - trapping and catching an object.</li> <li>• Team races</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of developing sport specific skills may include:</li> <li>• Chest pass, bounce pass, swing pass, catching.</li> <li>• Dodging and swerving.</li> <li>• Underarm bowl.</li> <li>• Throwing overarm.</li> <li>• Strike a ball with implement.</li> <li>• Travelling on hands and feet, balance on large and small body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of developing sport specific skills may include:</li> <li>• Chest bounce pass, swing pass, catching.</li> <li>• Bouncing a ball, running with a ball.</li> <li>• Underarm bowl.</li> <li>• Throwing overarm.</li> <li>• Strike a ball with implement.</li> <li>• Matched and mirrored balances.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of sport specific skills may include:</li> <li>• Chest bounce, shoulder pass, catching, push pass, kicking, shooting.</li> <li>• Bowl underarm / overarm.</li> <li>• Strike a ball (rounders/cricket).</li> <li>• Catch a small ball.</li> <li>• Counter balance with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of developing sport specific skills may include: Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.</li> <li>• Bowl, underarm/overarm.</li> <li>• Catch a small ball</li> <li>• Counter balance and counter tension with a group</li> <li>• Controlling</li> <li>• Reacting</li> </ul>

### Application of Skills – attacking and defending strategies

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Apply a simple tactic in a 1V1 or 2V2 net type game.</li> <li>Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Apply simple tactics in a 3V3 game.</li> <li>Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop simple attacking skills in a 3V3 invasion game.</li> <li>Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop attacking skills in a 4V4 invasion game.</li> <li>Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate as a team and develop defending skills through modified versions of 5V5 invasion games.</li> <li>Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.</li> <li>Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.</li> </ul>

### Application of Skills – linking actions and sequences of movement

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>Choose appropriate movements for different dance ideas and repeat short dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>Link body actions and remember and repeat dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.</li> <li>Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</li> <li>Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</li> <li>Compose motifs and plan dances creatively and collaboratively in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</li> <li>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.</li> </ul>

### Swimming

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>By the end of KS2:</b></p> <ul style="list-style-type: none"> <li>Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Uses a range of strokes effectively – e.g – front crawl, back crawl, backstroke and breaststroke</li> <li>Knows how to stay safe in water and can recall survival tactics</li> <li>Performs safe self-rescue in different water based situations</li> </ul>			

### Knowledge and Understanding of Health & Fitness

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Describe how my body feels before during and after a fitness activity.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how my body feels before, during and after a fitness activity.</li> <li>Can exercise safely and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how my body feels during different activities and can compare.</li> <li>Can explain what their body needs to stay healthy and fit</li> </ul>	<ul style="list-style-type: none"> <li>Can explain why it is important to warm up and cool down</li> <li>Can explain what their body needs to stay healthy and fit – specifically linking to food types and choices</li> </ul>	<ul style="list-style-type: none"> <li>Can explain some of the main principles when preparing to exercise.</li> <li>Can explain why exercise is important and the effect it has on the body.</li> <li>Can choose appropriate warm up and cool down exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Can explain how their body reacts to different kinds of exercise.</li> <li>Can devise and choose appropriate warm up and cool down exercises.</li> <li>Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.</li> </ul>

### Evaluation and Communication

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing.</li> <li>Comment on a skill or combination of skills and say how it could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what they do best and what they find difficult.</li> <li>Make simple assessments of performance based on simple criteria given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what is successful in their own performances.</li> <li>Identify aspects of their game that needs improving and say how they could go about improving them.</li> </ul>	<p>Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances To referee/umpire games.</p>	<ul style="list-style-type: none"> <li>Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</li> <li>Watch performances and games and use criteria to make judgements and suggest improvements.</li> <li>To referee/umpire games.</li> </ul>