

Curriculum Progression of Skills – P.E

Skill domains:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Skills	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level in: • Travelling skills. • Sending skills. • Receiving skills. • Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level and start to master some basic movements in: • Travelling skills. • Sending skills. • Receiving skills. • Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. 	<ul style="list-style-type: none"> • Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities. • Perform using a number of sending and receiving skills with some accuracy. • Travelling - change direction easily. • Perform travelling, rolling, jumping and balancing skills. • Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. • Plan routes around obstacles (e.g. PE apparatus, table/chairs in classroom). • Begin to work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> • Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. • Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with/without equipment. • Perform movements, shapes and balances that are matched and/or mirrored. • Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment. • Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls. • Work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. • 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. • Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner. • Follow a simple course using eight points of the compass and mark on a map the position of a ground. • Work cooperatively with a partner and small group. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills, applying them with control and precision. • Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed. • Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. • Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition). • Accept responsibility when working in a team.

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<p>Examples of Skills</p>	<ul style="list-style-type: none"> • Examples of FMS may include: • Travelling skills - running, hopping, skipping. • Sending skills – rolling, kicking, throwing. • Receiving skills - catching. 	<ul style="list-style-type: none"> • Examples of FMS may include: • Travelling skills - running, galloping, dodging. • Sending skills - throwing, kicking, bouncing and striking a ball. • Receiving skills - trapping and catching an object. 	<ul style="list-style-type: none"> • Examples of developing sport specific skills may include: • Chest pass, bounce pass, swing pass, catching. • Dodging and swerving. • Underarm bowl. • Throwing overarm. • Strike a ball with implement. • Travelling on hands and feet, balance on large and small body parts. 	<ul style="list-style-type: none"> • Examples of developing sport specific skills may include: • Chest bounce pass, swing pass, catching. • Bouncing a ball, running with a ball. • Underarm bowl. • Throwing overarm. • Strike a ball with implement. • Matched and mirrored balances. 	<ul style="list-style-type: none"> • Examples of sport specific skills may include: • Chest bounce, shoulder pass, catching, push pass, kicking, shooting. • Bowl underarm / overarm. • Strike a ball (rounders/cricket). • Catch a small ball. • Counter balance with a partner. 	<ul style="list-style-type: none"> • Examples of developing sport specific skills may include: • Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. • Bowl, underarm/overarm. • Catch a small ball. • Counter balance and counter tension with a group.
<p>Application of Skills – attacking and defending strategies</p>	<ul style="list-style-type: none"> • Apply a simple tactic in a 1V1 or 2V2 net type game. • Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> • Apply simple tactics in a 3V1 game. • Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> • Develop simple attacking skills in a 3V1 invasion game. • Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities. 	<ul style="list-style-type: none"> • Develop attacking skills in a 4V2 invasion game. • Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities. 	<ul style="list-style-type: none"> • Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. • Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities. 	<ul style="list-style-type: none"> • Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. • Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.
<p>Application of Skills – linking actions and sequences of movement</p>	<ul style="list-style-type: none"> • Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). • Choose appropriate movements for different dance ideas and repeat short dance phrases. 	<ul style="list-style-type: none"> • Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). • Link body actions and remember and repeat dance phrases. 	<ul style="list-style-type: none"> • Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance. • Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> • Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. • Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> • Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. • Compose motifs and plan dances creatively and collaboratively in groups. 	<ul style="list-style-type: none"> • 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. • Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.

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<p>Evaluation and Communication</p>	<ul style="list-style-type: none"> Describe what they have done or seen others doing. 	<ul style="list-style-type: none"> Describe what they have done or seen others doing. Comment on a skill or combination of skills and say how it could be improved. 	<ul style="list-style-type: none"> Identify what they do best and what they find difficult. Make simple assessments of performance based on simple criteria given by the teacher. 	<ul style="list-style-type: none"> Describe what is successful in their own performances. Identify aspects of their game that needs improving and say how they could go about improving them. 	<ul style="list-style-type: none"> Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances. 	<ul style="list-style-type: none"> 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. Watch performances and games and use criteria to make judgements and suggest improvements.
<p>Knowledge and Understanding of Health & Fitness</p>	<ul style="list-style-type: none"> Describe how my body feels before, during and after a fitness activity. 	<ul style="list-style-type: none"> Describe how my body feels before, during and after a fitness activity. Can exercise safely and responsibly. 	<ul style="list-style-type: none"> Describe how my body feels during different activities and can compare. Can explain what their body needs to stay healthy and fit 	<ul style="list-style-type: none"> Can explain why it is important to warm up and cool down Can explain what their body needs to stay healthy and fit – specifically linking to food types and choices 	<ul style="list-style-type: none"> Can explain some of the main principles when preparing to exercise. Can explain why exercise is important and the effect it has on the body. Can choose appropriate warm up and cool down exercises. 	<ul style="list-style-type: none"> Can explain how their body reacts to different kinds of exercise. Can devise and choose appropriate warm up and cool down exercises. Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.
<p>Swimming – KS2</p>			<p style="text-align: center;"><u>By the end of KS2:</u></p> <ul style="list-style-type: none"> Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively – e.g – front crawl, back crawl, backstroke and breaststroke Knows how to stay safe in water and can recall survival tactics Performs safe self-secure in different water based situations 			