Curriculum Progression of Skills – P.E

Skill domains:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Skills	• 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.	• 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.	• 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.	• 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.	• 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.	• 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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Examples of Skills	• Examples of FMS may include: • Travelling skills - running, hopping, skipping. • Sending skills – rolling, kicking, throwing. • Receiving skills - catching.	• 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.	• 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.	• 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.	• 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.	• 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.
Application of Skills – attacking and defending strategies	• Apply a simple tactic in a 1V1 or 2V2 net type game. • Engage in simple competitive and cooperative activities.	• Apply simple tactics in a 3V1 game. • Engage in simple competitive and cooperative activities.	• 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.	• 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.	• 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.	• 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.
Application of Skills – linking actions and sequences of movement	• Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity *(for example gymnastic activities).* • Choose appropriate movements for different dance ideas and repeat short dance phrases.	• Create and link simple combinations of 3 or 4actions in ways that suit the physical activity *(for example gymnastic activities).* • Link body actions and remember and repeat dance phrases.	• 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.	• 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.	• 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.	• 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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Evaluation and Communication	• Describe what they have done or seen others doing.	• Describe what they have done or seen others doing. • Comment on a skill or combination of skills and say how it could be improved.	• Identify what they do best and what they find difficult. • Make simple assessments of performance based on simple criteria given by the teacher.	• 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.	• Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.	• 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.
Knowledge and Understanding of Health & Fitness	• Describe how my body feels before, during and after a fitness activity.	• Describe how my body feels before, during and after a fitness activity. • Can exercise safely and responsibly.	• Describe how my body feels during different activities and can compare. • Can explain what their body needs to stay healthy and fit	• 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	• 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.	• 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.
Swimming – KS2			**By the end of KS2:** • 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			