

PE - Skills Progression

Year 1 – Red, Year 2 – Blue, Year 3 – Black, Year 4 – Purple, Year 5 – Green, Year 6 - Orange

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Football	<ul style="list-style-type: none"> Children can move and stop safely with footballs. Children have made expected progress with dribbling & turning. Children show an understanding of the techniques for shooting and passing (non-kicking foot next to the ball, follow through, laces or instep). Can play 1 v 1 and 2 v 2 games with some understanding 	<ul style="list-style-type: none"> Children have an understanding some rules of the game (throw-ins, fouls, free-kicks, penalties). Children have made expected progress and dribble the ball with regular success. Children have made expected progress and pass with correct technique (instep or laces) with some success. Children have made expected progress and shoot with an understanding of the correct techniques (non-kicking foot next to the ball, instep or laces). Children have made expected progress with tackling techniques, e.g., side on stance Can play 2 v 2 and 3 v 3 games with a basic understanding of the game framework and rules. 	<ul style="list-style-type: none"> Children have made expected progress and dribble the ball with repeated success at pace. Can change direction using a variety of techniques and stop/turn the ball. Children have made expected progress and pass with correct technique (non-kicking foot next to the ball, instep or laces) with some success, accurately. Children have an awareness of creating space for themselves. Children tackle with correct technique regularly with accuracy. Shoot with an understanding of the correct techniques (instep or laces) regularly. Can play 3 v 3, 5 v 5 & 7 v 7 games with an understanding of the game framework and the rules (corners, goal kicks, throw ins, fouls, free-kicks, penalties).
Basketball	<ul style="list-style-type: none"> Don't take part in basketball topic 	<ul style="list-style-type: none"> Children have made expected progress and dribble the ball with one hand with frequent success. Children have made expected progress and pass with moderate success accurately in a range of techniques (bounce, chest pass & overhead). Shoot with an understanding of the correct techniques (lay-up technique and jump shot). Can play 1 v 1 and 2 v 2 games with a basic understanding of the game framework and rules. 	<ul style="list-style-type: none"> Children have made expected progress and dribble the ball with one hand with frequent success. Children have made expected progress and pass with moderate success accurately in a range of techniques (bounce, chest pass & overhead). Shoot with an understanding of the correct techniques (lay-up technique and jump shot & set shot). Children can play 1v1 and 2v2 Can play 3 v 3 & 5 v 5 games with a basic understanding of the game framework and rules: double dribble, foot foul, travelling and contact. Can Pivot and use fakes / disguise in game play. Understands how to create and use space Understands how to rebound.

PE - Skills Progression

Year 1 – Red, Year 2 – Blue, Year 3 – Black, Year 4 – Purple, Year 5 – Green, Year 6 - Orange

Dodge ball	<ul style="list-style-type: none"> Children have made expected progress in the mastery of basic throwing action and can do so with moderate success. Children have made expected progress in balance, coordination and agility and can apply these to the range of activities in dodge ball. Can the children copy actions? Can they repeat actions and skills? Can they talk about what they have done? Can they describe what other people did? Can children describe how their body feels before, during and after an activity. 	<ul style="list-style-type: none"> Children have made expected progress in the mastery of basic throwing action and can do so with moderate success. Children have made expected progress in balance, coordination and agility and can apply these to the range of activities in Dodge ball. Children can play games with a basic understanding of the game framework and rules. (start, foot foul, catch, head shot). 	<ul style="list-style-type: none"> Children show refined techniques and a good understanding of skills used in Dodgeball such and can do so with some success. Children show a good awareness of space Children have made expected progress in balance, coordination and agility and can apply these to the range of activities in Dodgeball. Children can play games with a good understanding of the game framework and rules. (start, foot foul, catch, head shot).
Hockey	<ul style="list-style-type: none"> Children have an understanding of the correct grip. Children have made expected progress and dribble the ball with moderate success. Children have made expected progress and pass with correct technique (hand position and push technique) with moderate success. Shoot with an understanding of the correct techniques (hand position). Can they copy skills and techniques shown? 	<ul style="list-style-type: none"> Children have an understanding of the correct grip. Children have made expected progress and dribble the ball with regular success. Children have made expected progress and pass with correct technique (hand position) with success, accurately. Shoot with an understanding of the correct techniques (hand position) regularly. Children have made expected progress with tackling techniques. Can play 1 v 1 and 2 v 2 games with a basic understanding of the game framework and rules. 	<ul style="list-style-type: none"> Children have made expected progress and dribble the ball with repeated success at pace. Can change direction using a variety of techniques and stop the ball quickly. Children have made expected progress and pass with correct technique (hand position) with success, accurately. Children have an awareness of creating space for themselves and others. Children tackle with correct technique regularly with accuracy. Shoot with an understanding of the correct techniques (flick shot & strike shot - hand positioning) regularly. Can play 3 v 3 and 4 v 4 games with an understanding of the game framework and the rules (foot contact, fouls and restarts) with little error. Understands the process of defending as a team (getting tight and denying space) and attacking, (spreading out and creating space for yourself or your teammates).

PE - Skills Progression

Year 1 – Red, Year 2 – Blue, Year 3 – Black, Year 4 – Purple, Year 5 – Green, Year 6 - Orange

Rugby (Tag)	<ul style="list-style-type: none"> Children have an understanding of the correct grip when running and passing (sending and receiving). Children have made expected progress and run with the ball with good locomotion. Children have made expected progress and pass with correct technique (hand position/across the body & waist height) with moderate success. Can communicate with some effectiveness. (eyes, hands and mouth) Understand the concept and techniques of tagging within the games. (defending) 	<ul style="list-style-type: none"> Children display the correct grip when sending and receiving with expected progress Children have made expected progress and run with the ball with good locomotion. Can change direction with an understanding the correct techniques (dummy step). Children have made expected progress and send and receive with correct technique (w grip & hand position - across the body & waist height) with moderate success. Understand the concept and techniques of tagging within the games as a small group (i.e 2 v 2 and 3 v 3). (Defending and drift defence). 	<ul style="list-style-type: none"> Children have made expected progress and run with the ball with expected progress. Can change direction using a variety of techniques. (dummy step, dummy pass). Children display the correct grip when sending and receiving with expected progress. Children have made expected progress and send and receive with correct technique (w grip, hand position, across the body & waist height) with regular success. Children have an awareness of creating space and position themselves well within the game. Children defend using techniques of tagging within the games regularly (i.e:3 v 3 to 7 v 7). (Line defending and drift defence). Can communicate using some key phrases (short left, long left etc.).
Athletics	<ul style="list-style-type: none"> Children have made expected progress in the mastery of basic movements. These include running, jumping, skipping. Side to side. These movements may not be precise yet but they have the fundamental action. Children have made expected progress with the technique of over arm throwing. (nerf, whistlers). Children have made expected progress in balance, coordination and agility and can apply these to the range of activities in athletics. Children show good speed and work well within a good rest ratio (3-1). Can the children copy actions? Can they repeat actions and skills? Can they talk about what they have done? Can they describe what other people did? Can children describe how their body feels before, during and after an activity? 	<ul style="list-style-type: none"> Children run well with a good gait. Children can travel in a variety of ways : run, hop , skip, backwards. Children have made expected progress and display good speed, agility and coordination. (hurdles & ladders - 1 foot, 2 feet, sideways, hot feet). Children have made expected progress and have an age appropriate level of stamina (bleep test). Children have made expected progress and throw well with good technique (nerf whistlers and javelin). Children can target accurately when throwing. Children show expected progress with development of standing and broad jump. 	<ul style="list-style-type: none"> Children have made expected progress run well with a good gait. Children can travel in a variety of ways : run, hop , skip, backwards, karaoke. Children have made expected progress and display good speed, agility and coordination. Hurdles and ladders (1 foot, 2 feet, sideways, hot feet, icky shuffle). Children have made expected progress and have an age appropriate level of stamina (bleep test). Children have made expected progress and throw well with good technique (Nerf whistlers and javelin). Children can target accurately when throwing. Children show expected progress with development of standing and broad jump.

PE - Skills Progression

Year 1 – Red, Year 2 – Blue, Year 3 – Black, Year 4 – Purple, Year 5 – Green, Year 6 - Orange

Gymnastics	<ul style="list-style-type: none"> Children have made expected progress in the mastery of basic movements. (Making their body tense, relaxed, curled and stretched). Controlling their body when travelling & balancing. Rolling in different ways (forward roll and log roll). Travelling in different ways. Balancing in different ways (3, 2 and 1 point balances). Children can climb safely. Can stretch and curl in different ways. Children can copy sequences and repeat floor and body management (referring to Key Steps cards). Can the children copy actions? Can they repeat actions and skills? 	<ul style="list-style-type: none"> See Body management, floor routine and vault. Controlling their body when travelling & balancing Rolling in different ways (forward roll and /or backward roll). Travelling in different ways (referring to Key Step cards). Balancing in different ways (arabesque and or y stand). Can stretch and curl in different ways. Children can copy sequences and repeat them (Key steps for Y3/4). Can they complete the key steps body management routine with moderate success? They can vault with moderate success. 	<ul style="list-style-type: none"> Controlling their body when travelling & balancing. Rolling in different ways (forward roll and /or backward roll). Travelling in different ways (cartwheel and or handstand into forward roll). Balancing in different ways (arabesque and or y stand). Can stretch and curl in different ways. Children can copy sequences and repeat them (Key steps for Y5/6). Can they complete the key steps body management routine with moderate success? Can they vault with moderate success?
Striking & fielding	<ul style="list-style-type: none"> Children have made expected progress and throw the ball with one hand with moderate success using both under arm and over arm techniques (two fingers and thumb). Children understand how to hold the bat(s) correctly. Children have made expected progress and strike the ball with moderate success. Children understand the catching techniques (cup technique) both low and high catches. Children can bowl (under arm) with moderate success accurately. Children show the 'ready position' when fielding/catching/receiving. 	<ul style="list-style-type: none"> Children have made expected progress and understand how to throw the ball with one hand with using both under arm and over arm techniques (two fingers and thumb). Children use the ready position with regular success. Children have an understanding of the barrier technique for fielding. Children understand how to hold the bat(s) correctly. Children strike the ball with some understanding of the correct techniques with success (footwork and block/drive shots in cricket). Children understand the catching techniques (cup technique) both low and high catches. Children can bowl (under arm) with moderate success. Children understand the bowling technique for cricket and have made expected progress. Can play Rounders and Quick Cricket displaying some tactical understanding. 	<ul style="list-style-type: none"> Children have made expected progress and throw the ball with one hand with moderate success using both under arm and over arm techniques (two fingers and thumb). Children show an expected level of understanding of the ready position and barrier techniques. Children understand how to hold the bat(s) correctly. Children strike the ball with an understanding of the correct techniques with success (footwork and block/drive shots in cricket). Children understand the catching technique (cup technique- both low and high catches) and use techniques accordingly. Children can bowl (under arm) with moderate success accurately. Children understand the bowling technique for cricket and have made expected progress. Can play Rounders and Quick Cricket displaying some tactical understanding.

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Year 1 – Red, Year 2 – Blue, Year 3 – Black, Year 4 – Purple, Year 5 – Green, Year 6 - Orange

<p>Dance</p>	<ul style="list-style-type: none"> • I perform my dance actions with control and co-ordination. • I link two or more actions together to make a sequence. • I remember and repeat dance movements. • I choose the best movements to communicate a mood or feeling. • I can perform some dance moves. • I put moves together to make a short dance. • I show rhythm in my dance. • I choose the best movements to show different ideas. • I move carefully with control. • I use space safely. 	<ul style="list-style-type: none"> • I am creative and imaginative in composing my own dances. • I perform expressively. • My movements are controlled and express emotion or feeling. • I improvise with ideas and movements. • My dance movements communicate an idea. • I refine my movements into sequences. • My dance movements are clear and fluent. • I know that dance can express a variety of things. • I compose and perform dances with small groups of peers. 	<ul style="list-style-type: none"> • I can demonstrate different ways of balancing as an individual or as a pair. • I can explore, improvise and combine movement ideas fluently and effectively. • I can create and structure motifs, phrases, sections and whole dances. • I refine my own and group dances with style and artistic intention. • My dance matches the mood of the accompanying music. • I choose my own and/or others dance steps or movements and develop them.
<p>Swimming</p>	<ul style="list-style-type: none"> • Gain & improve confidence in water • Submerge head in water and blow bubbles • Move (paddle) in water to 5m • Push off the wall with legs: stretch and float for 5m • Push & glide on front • Push & glide on back • Back paddle for 5m • Float on back. <p>(lessons delivered by fully-qualified swimming instructor: children will be moved onto more demanding work if necessary)</p>		<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.
<p>OAA</p>	<ul style="list-style-type: none"> • I use maps and diagrams to orientate myself. • I can adapt my actions to changing situations (e.g. weather). • With others and by myself, I plan careful responses to challenges or problems. • I am careful but confident in unfamiliar environments. • I use plans and diagrams to help me get from one place to another. 		

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Handball

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| <ul style="list-style-type: none"> • Children have made expected progress and dribble the ball with one hand with moderate success. • Children have made expected progress and pass with moderate success accurately. • Children can catch with two hands with some success • Shoot with an understanding of the correct techniques (standing shoot with some accuracy and to aim low). • Can the children copy actions? • Can they repeat actions and skills? • Can they talk about what they have done? • Can they describe what other people did? • Can children describe how their body feels before, during and after an activity. | <ul style="list-style-type: none"> • Children have made expected progress and dribble the ball with one hand with frequent success. (Understanding that a dribble is counted as complete when stopping or held with two hands) • Children have made expected progress and pass with moderate success accurately in a range of techniques (Overarm pass). • Shoot with an understanding of the correct techniques (standing shot and jump shot). • Can play 2 v 2 and 4 v 4 games with a basic understanding of the game framework and rules. • Show some understanding of the three second rule | <ul style="list-style-type: none"> • Children have made expected progress and dribble the ball with one hand with frequent success. (Taking into account double dribble and walking rules) • Children have made expected progress and pass with moderate success accurately in a range of techniques and situations. • Shoot with an understanding of the correct techniques (standing shot and jump shot). • Can play 5 v 5 & 6 v 6 with GK, with an understanding of the game framework and rules: double dribble, walking, kicking and contact. • Show clear understanding of the 3 second rule and disguise shots and passes in game play. • Understands how to create and use space • Understands how to rebound. • Can demonstrate some attacking and defending principles |
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Net and Wall

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| <ul style="list-style-type: none"> • Children understand how to hold the racket correctly. • Children can move in different ways, forwards, backwards and sideways to the approaching ball. • Can throw and catch a tennis ball with some success • Children have made expected progress and show some level of hand to eye co-ordination when the ball is rolled using a racket • Gain some understanding of required power needed for distance • Children can push the ball using a racket to a partner with some success • Children understand the forehand shot • Some children show the correct stance when holding racket | <ul style="list-style-type: none"> • Children have made expected progress and understand how to hold the racket in several ways • Children use the correct stance and footwork with moderate success. • Children understand some mini tennis rules and can apply in a 1 v 1 with serve introduced • Children strike the ball/shuttle with some understanding of the correct techniques with moderate success (backhand and forehand) • Gain moderate success by selecting correct weight of shot when returning ball/shuttle • Children understand to take a centre court position in a 1 v 1 | <ul style="list-style-type: none"> • Children have made expected progress and can manipulate the racket face to support shot type with some success • Children show an awareness of court position with moderate success • Children show an understanding of getting into correct position to return the ball to opponent • Children strike the ball with an understanding of the correct techniques with success (lob and drop shot) • Children understand most rules in mini tennis and badminton and can self-referee without adult guidance • Can perform a rally with a partner and in a 2 v 2 with some success • Can play badminton/tennis and displaying some tactical awareness • Pupils should be able to serve diagonally and keep track of scores |
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SAQ Unit

- Children can show understanding of different ways to move
- Show a general improvement in motor skills
- Improve Balance and co-ordination
- Replicate simple footwork patterns (Forwards, backwards and sideways)
- Improve the speed and style in which children can move
- Move confidently in a variety of ways (Lateral, linear and horizontally)
- Move and replicate moderate footwork patterns
- Improve balance and co-ordination with more advanced techniques
- Improve reaction time & brain signal efficiency to be more evident
- Show an improvement in stability
- Understand the difference between speed and quickness and able to explain each and how they would be applied in a sports environment
- Challenge UKS2 with more advanced footwork patterns, with some having some success with these techniques
- To show control over full body movements

Fundamental

als unit

KS1

- Be able to show a good level of balance
- Improve locomotor skills (8 skills)
- Be able to find space
- To show
- Work as an individual, in partners and a team
- To show different types of throw with some success
- To be able to catch different types of balls with moderate success
- To name different types of equipment used within lessons

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EYFS – A variety of

**fundamental skills and topics
will be delivered to develop
the whole child**

Fundamental movements

- Children can move in a variety of ways by the end of the academic year, these include being able to.
- Jog
- Run
- Side steps
- Backwards
- Jump
- Skip
- Hop

**Basic
gym**

- Be able to balance for 5 seconds.
- To move in different ways
- To work in pairs & groups

Dance

- Perform basic patterns.
- Moving in a variety of ways to music

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Year 1 - Red, Year 2 - Blue, Year 3 - Black, Year 4 - Purple, Year 5 - Green, Year 6 - Orange

Athletics

- To take part in individual & team-based activities.
 - To throw objects e.g., bean bags in a variety of ways
 - Follow simple instructions.
-