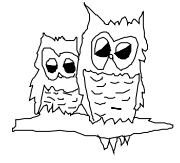


St Oswald's C of E Primary School



P.E Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GAME UNDERSTANDING	- Begin to understand games require some rules, learn and follow basic rules of simple games. - Pupils can identify when they are successful. - Pupils begin to learn the importance of playing fairly, and showing sportsmanship.		- Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. - Pupils can identify when they are successful and the next steps in their learning. - Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation.		- Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. - Pupils are able to assess their own performance and the performance of others to identify areas for development. - Pupils consistently demonstrate the sporting spirit values in a range of games situations.	
INVASION GAMES	- Throw underarm, bounce and catch a ball by self and with partner. - Kick and stop a ball using a confident foot while static. - Run straight and on a curve and sidestep with correct technique. - Begin to follow some simple rules.	- Perform some dribbling skills with hands and feet using space. - Pass a ball with some accuracy, using hands and feet, over longer distances to a team mate. - Combine stopping, pick up and collection of a ball. - Send a ball with some accuracy to other players. - Make simple decisions about when and where to move in game to receive a ball.	- Move with a ball towards goal with increasing control. - Pass a ball with increasing accuracy, using hands and feet, over longer distances to a team mate. - Send a ball with increasing accuracy to other players. - Understand their role as an attacker and as a defender. Move into space to help support a team. - Defend an opponent and try to win the ball.	- Pass, receive and shoot the ball with increasing control. - Work as part of a team to keep possession and score goals when attacking. - Defend one on one and know when and how to win the ball. - Use simple tactics to help a team score or gain possession.	- Understand there are different skills for different situations and begin to use these. - Move into space to help a team. - Play in a range of positions and know how to contribute when attacking and defending. - Pass, receive and shoot the ball with some control under pressure.	- Pass, receive and shoot the ball with increasing control under pressure. - Select the appropriate action for the situation. - Create and use a variety of tactics to help a team. - Create and use space to help a team. - Select and apply different movement skills to lose a defender. - Use marking, and/or interception to improve defending
NET GAMES	- Practise correct technique when throwing and catching. - Play games based on net games (like tennis and badminton). - Play running and avoiding games. - Pass and receive a ball in different ways with control and increased accuracy.		- Return a ball to a partner. - Use basic racket skills. - Play a range of basic shots. - Move quickly around the court using a variety of movement patterns.		- To play a continuous game. - Use a range of basic racket skills and variety of shots in different areas of the court. - Demonstrate good footwork on the court. - Return to the ready position to defend own court.	
	- Develop a wider range of skills and begin to use these under some pressure. - Select and apply preferred skills with increasing consistency. - Understand the need for tactics and make decisions about when best to use them. - Play cooperatively with a partner. - Demonstrate good footwork to cover a court space in a game situation.		- Use a wider range of skills in game situations. - Play cooperatively with a partner / in a team. - Demonstrate good decision making when making shots within a game. - Identify and use a variety of tactics.			

STRIKING AND FIELDING GAMES	- To practise basic sending and receiving techniques. - To develop balance, agility and co-ordination. - To begin to make use of coordination, accuracy and weight transfer. - To develop receiving skills. - To use ball skills in game-based activities		- To develop and investigate different ways of throwing and to know when it is appropriate to use them. - To practise the correct technique for catching a ball and use it in a game. - To practise the correct batting technique and use it in a game situation - To practise the correct technique for fielding and use it in a game situation - To strike the ball for distance. - To know how to play a striking and fielding game competitively and fairly.	- To develop and investigate different ways of throwing, and to know when each is appropriate. - To use agility, balance, co-ordination to field a ball well. - To use agility, balance, co-ordination to move into good positions for catching and apply it in a game situation. - To use hand-eye coordination to strike a moving and a stationary ball. - To develop fielding skills and understand their importance when playing a game. - To play in a competitive situation, and to demonstrate sporting behaviour.	- Begin to develop a wider range of skills and use these under some pressure. - To choose fielding techniques appropriate to situation. - To run between the wickets. - To run, throw and catch with increasing success. - To develop a safe and effective overarm throw. - To learn batting control. - Use tactics effectively in a competitive situation. - To apply all the skills learned to a competitive situation.	- Strike a bowled ball with increasing consistency. - Select the appropriate action for the situation. - To throw and catch under pressure. - To use fielding skills to stop the ball effectively. - To learn increasingly accurate batting control. - To learn the role of backstop. - To play in a tournament and work as team, using tactics in order to beat another team.
DANCE	- Copy simple dance moves. - Make up a short dance, after watching one. - Dance imaginatively. - Change rhythm, speed, level and direction.	- Link some movement to show a mood or feeling. - Make a sequence by linking sections together. - Dance with control and coordination. - Change rhythm, speed, level and direction with consistency.	- Perform pair/group dance involving canon, unison, meet & part. - Respond to music in time and with rhythm. - Respond to music to express a variety of moods and feelings. - Create dance phrases that communicate ideas. - Repeat, remember and perform these phrases in a dance. - Use counts to keep in time with a group and the music. - Recognise and talk about the movements used and the expressive qualities of dance.	- Respond imaginatively to a range of stimuli related to character and narrative. - Use simple motifs and movement patterns to structure dance phrases on own, with a partner and in a group. - Use formation, canon and unison to develop a dance. - Refine, repeat and remember dance phrases and dances. - Perform dances clearly and fluently. - Describe, interpret and evaluate dance, using appropriate language.	- Show fluency and control in chosen dances in response to stimuli. - Adapt and refine actions, dynamics and relationships in a dance. - Perform different styles of dance clearly and fluently. - Recognise and comment on dances, showing an understanding of style. - Suggest ways to improve their own and other people's work.	- Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. - Adapt and refine actions, dynamics and relationships to improve a dance. - Choreograph a dance using props. - Perform dances fluently and with control. - Use appropriate language to evaluate and refine their own and others' work.
GYMNASTICS	- Make body tense, relaxed, curled and stretched, showing some tension. - Begin to work individually/with a partner to make a sequence of shapes/travels. - Climb safely, showing some shapes and balances when climbing. - Keep balance travelling in a range of ways along bench, spots, mat etc. - Roll in stretched/curled positions e.g. 'log' and 'egg rolls.'	- Make body tense, relaxed, curled and stretched, in a range of movements. - Perform a sequence with changes in speed and direction including 3 different actions. - Be still on single/two + points of contact on floor and apparatus showing tension and control. - Link known shape/travel/roll/jump to a balance using floor and on apparatus. - Jump and land with control using different body shapes in flight.	- Select from a range of movements in response to a task. - Choose and plan sequences of contrasting actions. - Complete actions with increasing balance and control. - Choose actions that flow well into one another. - Adapt sequences to suit different types of apparatus. - With help, recognise how performances could be improved.	- Use a greater number of their own ideas for movements in response to a task. - Perform at least 3 different rolls (shoulder, forward, back) with some control. - Link a roll with travel and balance using floor and apparatus with good body control. - Plan and perform sequences that include a change of level and shape. - Understand how body tension can improve the control and quality of their movements. - Watch, describe and suggest possible improvements to a performance.	- Create and perform sequences using apparatus, individually and with a partner. - Move in unison with a partner. - Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. - Use strength and flexibility to improve the quality of a performance. - Use set criteria to make simple judgments about performances and suggest ways they could be improved.	- Understand what counter balance and counter tension is and show examples with a partner. - Combine and perform gymnastic actions, shapes and balances with control and fluency. - Perform a 6-8 part floor sequence as individual, pair and small group to a piece of music. - Demonstrate 3 paired balances in sequence using various skills/actions. - Create and perform sequences using compositional devices to improve the quality. - Suggest changes and use feedback to improve a sequence.

ATHLETICS

- Use varying speeds when running. - Explore footwork patterns. - Explore arm mobility. - Explore different methods of throwing. - Practise short distance running.	- Run with agility and confidence. - Learn the best jumping techniques for distance. - Throw different objects in a variety of ways. - Hurdle an obstacle and maintain effective running style. - Run for distance. - Complete an obstacle course with control and agility.	- To choose and understand appropriate running techniques - To run in different directions and at different speeds, using a good technique. - Use different take off and landings when jumping. - Develop jumping for distance and height. - To understand the relay and passing the baton - Throw a variety of objects, changing throwing action for accuracy and distance. - To compete in a competition.	- To select and maintain a running pace for different distances. - Demonstrate different throwing techniques with power and accuracy. - To further develop footwork patterns. - To understand which technique is most effective when jumping for distance. - Jump for distance and height with control and balance. - Throw with some accuracy and power into a target area. - To compete in a competition, recording distances and times.	- To use correct technique to run at speed. - To develop the ability to run for distance - Perform a range of jumps showing some technique. - Show control at take-off in jumping activities. - To understand which technique is most effective when jumping for distance. - Learn how to use skills to improve the distance of a pull throw. - Show accuracy and good technique when throwing for distance. - To identify and apply techniques of relay running. - Understand how stamina and power help people to perform well in different athletic activities. - Lead a partner through short warm-up routines. - To demonstrate good techniques in a competitive situation.	- Select and apply the best pace for a running event. - To demonstrate good running technique in a competitive situation. - To understand and apply most effective technique when jumping for distance. - Perform jumps for height and distance using good technique. - To practise throwing with increasing power and accuracy. - Show increased accuracy and good technique when throwing for distance. - Exchange a baton with success. - Lead a small group through a short warm-up routine. - To utilise all the skills learned in a competitive situation.
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OAA	- Discuss how to follow trails and solve problems. - Work with friends to select appropriate equipment for the task. - Begin to work and behave safely when working co-operatively with others. - Work with friends to plan and share ideas. - Comment on how they went about tackling a task. - Identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom - Use simple maps and diagrams to follow a trail.		- Orientate themselves with increasing confidence and accuracy around a short trail. - Identify and use effective communication to begin to work as a team. - Identify symbols used on a key. - Begin to choose equipment that is appropriate for an activity. - Begin to complete activities in a set period of time. - Begin to offer an evaluation of personal performances and activities.	- Orientate themselves with accuracy around a short trail. - Create a short trail for others with a physical challenge. -Start to recognise features of an orienteering course. - Communicate clearly with other people in a team, and with other teams. - Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. - Associate the meaning of a key in the context of the environment. - Make an informed decision on the best equipment to use for an activity. - Plan and organise a trail that others can follow. - Begin to use a map to complete an orienteering course. - Complete an orienteering course more than once and begin to identify ways of improving completion time.	- Start to orientate themselves with increasing confidence and accuracy around an orienteering course. - Design an orienteering course that can be followed and offers some challenge to others. - Begin to use navigation equipment to orientate around a trail. - Use clear communication to effectively complete a particular role in a team. - Complete orienteering activities both as part of a team and independently. - Identify a key on a map and begin to use the information in activities. - Identify the quickest route to accurately navigate an orienteering course. - Successfully use a map to complete an orienteering course. - Begin to use a compass for navigation. - Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.	- Orientate themselves with confidence and accuracy around an orienteering course when under pressure. - Design an orienteering course that is clear to follow and offers challenge to others. - Use navigation equipment (maps, compasses) to improve the trail. - Use clear communication to effectively complete a particular role in a team. - Compete in orienteering activities both as part of a team and independently. - Use a range of map styles and make an informed decision on the most effective. - Identify the quickest route to accurately navigate an orienteering course. - Communicate clearly and effectively with others when under pressure. - Work effectively as part of a team, demonstrating leadership skills when necessary. - Successfully use a map to complete an orienteering course. - Use a compass for navigation. - Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.
			- A 15 week programme of swimming study delivered by local swimming coaches. - An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. - Pupils will be taught about water safety and safe self-rescue. - They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.	- A 15 week programme of swimming study delivered by local swimming coaches. - Pupils will continue to build on and develop their water confidence, stamina and stroke efficiency and mastery. - To swim competently, confidently and proficiently over a distance of at least 25 metres - To use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - To perform safe self-rescue in different water-based situations.		

HEALTHY LIFESTYLES	- Can begin to describe the effect exercise has on the body - Can begin to understand the importance of exercise and a healthy lifestyle.	- Can begin to describe and explain the effect exercise has on the body - Can begin to explain the importance of exercise and a healthy lifestyle. - Begins to understand the need to warm up and cool down.	- Can describe and explain scientifically the effect exercise has on the body. - Can fully understand and explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down.
COMPETITIONS AND FESTIVALS	- Key Steps Gymnastics Competition - Kwik Cricket Festival	- Dodgeball Festival - Intra-school Gymnastics Routine Competition - Cross Country Competition - Girls Football Festival - Quicksticks Competition - Intra-school Gymnastics Vault Competition - Kwik Cricket Festival - Mini Tennis Competition - Rounders Festival - Dance Platform	- Cross Country Competition -Bouldering Competition - High 5 Netball Competition - Girls Football Festival - LaCrosse Competition - Triathlon Festival - Orienteering Competition - Kwik Cricket Festival - Rounders Festival - Dance Platform