

Holy Cross Catholic Primary - Skills & Progression in Physical Education



	Reception (EYFS)	Year 1 (KS1)	Year 2 (KS1)	Year 3 (Lower KS2)	Year 4 (Lower KS2)	Year 5 (Upper KS2)	Year 6 (Upper KS2)
Dance	Begin to experiment with movement and ways of changing their actions. Start to demonstrate levels of co-ordination and control when performing both small and large movements. Begin to show an understanding of sound and beat whilst moving to music.	Perform dances using simple patterns. The incorporation of themes is essential, to enhance levels of engagement amongst pupils. Basic movements, such as running and jumping, should be incorporated, as part of their routine. Copy and remember simple movements and dance steps.	Share own ideas of movements, to extend the application of fundamental skills and promoting creativity. Basic movements, such as running and jumping, should be incorporated, as these movements are performed in time with a musical beat. Copy and remember simple movements and dance steps. Vary the size of their bodies, whilst negotiating space clearly and safely.	Perform dances using a range of movement patterns, as they begin to improvise independently to create a simple dance. Begin to improvise with a partner and others, to create a simple dance. Begin to compare and adapt movements to create a larger sequence, to develop and improve their performance.	Confidently improvise both independently and with a partner. Show confidence when creating longer dance sequences in larger groups. Whilst demonstrating rhythm and spatial awareness, modify part of a sequence through self-evaluation. Continue to confidently compare and adapt movements to create a larger sequence, to develop and improve their performance.	Begin to exaggerate dance movements and movements, with a greater emphasis on expression when moving. Whilst demonstrating fluent movements throughout a dance sequence, start to incorporate flexibility, as well as showing a change of pace and timing in movements. Improvise with confidence, whilst demonstrating fluency across their sequence, as they modify parts of a sequence through self- and peer-evaluation.	Exaggerate dance movements and movements, with a greater emphasis on expression when moving. Confidently perform, using a range of movement patterns, demonstrating strong imagination and movement throughout a sequence. Incorporate flexibility, as well as showing a change of pace and timing in movements. Whilst moving to the beat accurately, link all movements to ensure flow and maintain precision. Show confidence when modifying part of a sequence through self- and peer-evaluation.
Gymnastics	Begin to show the necessary levels of control and co-ordination when performing small and large movements. Apply fundamental movement skills, including agility, balance and co-ordination to different gymnastics-based situations. Confidently perform gymnastics shapes whilst moving and on the floor.	Copy and explore basic movements, whilst applying fundamental movement skills, to link more than one simple movement. Confidently perform different body shapes at different heights and levels. Perform a 2-footed jump, with a safe take-off and landing. Whilst using equipment and apparatus safely, balance with some control.	Explore and create different movement patterns, which are linked together to create a sequence. Whilst using equipment safely, incorporate equipment within their gymnastics-based sequence. Apply own ideas independently and with others to create a sequence. Copy, explore and remember movements within a sequence, starting to recognise similarities and differences between sequences.	In KS2, there is a greater demand on the development of flexibility, strength and balance, which is promoted through gymnastics. Use fundamental movement skills in both isolation and combination, whilst showing flexibility in movements. Start to develop good technique when travelling, balancing and using equipment, as well as using turns to travel in a variety of ways.	Link gymnastics skills with control, technique, co-ordination and fluency. Become more confident performing complex sequences, as they develop an understanding of composition. Whilst creating sequences using various body shapes and equipment, pupils develop strength, technique and flexibility throughout performances.	Apply combined skills confidently and consistently, by showing control, fluency and precision. Continue to develop strength, technique and flexibility throughout performances. Begin to develop a greater understanding of composition by performing more complex sequences, as well as applying strategy, tactics and composition to performances, prior to evaluating its success.	Plan and perform a precise, controlled, fluent routine showing varied actions in speed, level, and direction. When performing more complex actions, greater emphasis is on extension, body shape, and changes in direction. Adapt sequences to include a partner or small group, gradually increasing the length of routines by using the floor, mats, and apparatus. Develop understanding of composition by performing complex sequences, applying strategy, tactics and composition, then evaluating success. Strength, technique and flexibility should continue to be developed throughout performances.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Target Games - TGfU	During Target Games for Understanding (TGfU), aim to hit a certain target, with an emphasis on accuracy. Show necessary levels of control and co-ordination in both small and large movements. Develop accuracy and ability to hit a target, knowing how to roll and throw (underarm) safely, using a small ball. Be introduced to the concept of catching, using a soft, larger ball.	Whilst participating in Target Games for Understanding (TGfU), become familiar with ways in which objects can be sent accurately towards a target. Become accustomed to controlling the amount of force when applied, when sending an object accurately towards a non-moving target. Be introduced to simplified games, in which rules are limited. Be introduced to a range of throwing techniques. Begin to develop hand-eye co-ordination, learning how to receive a ball/object with basic control.	Demonstrate confidence when sending a ball/object to others using a range of techniques. Begin to apply and combine a variety of skills and techniques to conditioned and competitive game situations. As well as developing an understanding of the importance of rules and games, start to be introduced to the concept of attacking and defending tactics. Benchball is an example of a simple target and invasion game which is used to develop understanding, spatial awareness whilst applying in-game rules.	In KS2, Target Games incorporate an element of Invasion. Invasion sports encourage pupils to work as a team, as the team invades the opposing team's territory, to score points. Concurrently, to keep the opposing team's points to a minimum, the team will defend their territory within a specific time-period. Make more independent decisions, in terms of the technique used in attacking and defending situations. Allowing independent execution of different skills. Capture the Flag is an example of an invasion game which develops an understanding of tactics and attacking and defending strategies. This also supports ability to understand how to compete in a controlled manner.	Show confidence when using ball skills in various ways, such as throwing and catching, to suit the target game. Work well in a group to support the performance of a team in conditioned games and competitive situations. Throwing and catching becomes more sport-specific, as pupils are introduced to the rules and regulations of target and invasion games, such as tag rugby, netball and basketball. Tag Rugby is an example of a sport that encourages pupils to use running, jumping, throwing and catching in isolation and combination. They will continue to apply basic skills for attacking and defending situations.	Continue to show confidence when using ball skills in various ways, such as throwing, catching and bouncing. Work well in a group to support the performance of a team in conditioned games and competitive situations. Throwing and catching becomes more sport-specific, as pupils continue to apply attacking and defending strategies to target and invasion games. The importance of spatial awareness is reinforced, as movement off/without the ball is paramount when players are not allowed to move when in possession of the ball. Netball is an example of an invasion game which focuses on successfully reaching a target (netball hoop).	Continue to show confidence when using ball skills in various ways, such as throwing, catching and dribbling. Work well in a group to support the performance of a team in conditioned games and competitive situations. The importance of spatial awareness is reinforced, as movement off/without the ball is paramount when players are not allowed to move when in possession of the ball. A greater demand is placed on the hand-eye co-ordination of pupils, dribbling a ball in accordance with the rules of basketball. Basketball is an example of an invasion game which focuses on successfully reaching a target (basketball hoop).
Net & Wall		Net & Wall Games develop fundamental movement skills, including agility, balance and co-ordination, in addition to reaction time. Use rackets to control objects, such as balls, to reinforce co-ordination. Soft tennis balls are used to enable pupils to develop their ball control, whilst holding a tennis racket. Balloons are used to develop levels of anticipation and reaction time amongst pupils. 'Keepie Uppie' with balloons is an example of a game which can be used to introduce the concept of net games in KS1.	Continue to apply fundamental movement skills to net games, developing the ability to react to a stimulus. Balloons continue to be used to develop levels of anticipation and reaction time amongst pupils. Anticipate and respond to the balloon being sent over a net, before applying hand-eye co-ordination to send the ball back over the net in a controlled manner. This introduces the concept of a 'rally', as pupils are introduced to Floor Tennis. Use both sides of a racket (forehand and backhand), whilst ensuring the racket remains in one hand.	Focus on the application of agility, to move effectively around the court and quick footwork to prevent the ball from either bouncing once or more than once. Develop reaction time, responding to the stimulus, as the ball is returned over the net by the opponent. The concept of a 'rally' is reinforced, as rackets are used to return the ball to the other side of the net, by playing Floor Tennis. Begin to let the ball bounce once before hitting, controlling force when sending or returning it over the net.	Net & Wall Games require pupils to send an object towards a target area that an opponent is defending. The aim is to cause the object to land in the target area and subsequently making it difficult for the opponent to return the object. Play competitive games, which are modified where appropriate. During these games, apply basic principles, in relation to attacking and defending. Know how to let the ball bounce once before hitting, controlling force when sending or returning it over the net.	Pupils play competitive games, which are modified where appropriate. During these games, pupils are encouraged to apply basic principles, in relation to attacking and defending. Know how to let the ball to bounce once (in tennis) or not at all (in badminton) before making contact, requiring control to the amount of force applied when sending or returning the ball or shuttlecock over the net, using a racket. Badminton is an example of a Net sport, which can be played as an individual (singles) or with a partner (doubles).	Apply understanding of attacking and defending principles in order to gain an advantage over the opponent. A greater emphasis is placed on racket handling and the ability to manipulate the flight of the ball/shuttlecock, as pupils are introduced to a range of techniques. Emphasis is also placed on the ability to effectively react to a stimulus, as the ball/shuttlecock is returned over the net, by anticipating the flight and direction of the ball.

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Striking & Fielding				In KS2, pupils become more comfortable at communicating, collaborating and competing. The application and execution of skills becomes more demanding, as they begin to recognise how their skill execution leads to a specific outcome. Aim to score points by striking an object and running to designated areas. Learn how to strike a moving ball. As the fielding team, aim to prevent opponents (striking team) from scoring points, by receiving/retrieving the object and returning it to stop the play.	Develop striking technique by striking a ball as part of a game. Continue to learn how to strike a moving ball, with a greater emphasis on hand-eye coordination. As the fielding team, pupils begin to apply their understanding of defensive principles to prevent the striking team from scoring points. Demonstrate confidence when sending a ball to others using a range of techniques, including underarm, overarm and an introduction to bowling. A greater emphasis is placed on levels of anticipation, as well as throwing ability.	Use a variety of shots (low and high) in both isolation and in a conditioned game situation. Begin to show a greater understanding of where to strike the ball, to maximise their likelihood of scoring runs. When fielding, effectively anticipate and track the flight of the ball to increase catching success. Employ specific bowling techniques in game situations, such as overarm bowling in cricket. Rounders is an example of a Striking & Fielding sport which can be played as a team to introduce players to the concept of Striking & Fielding.	Strike a bowled ball and attempt a range of shots, both short and long. Demonstrate higher levels of control and consistency in a range of fielding skills, such as throwing, catching and tracking. Employ specific bowling techniques in game situations, such as overarm bowling in cricket. Cricket is an example of a Striking & Fielding sport which can be played as a team to reinforce players to the concept of Striking & Fielding. Cricket can be adapted to support with differentiation, as well as adding conditions to focus on both concepts.
Athletics	Athletics is a collection of sporting events that involve competitive running, jumping, throwing and walking. Introduction to the concept of Track and Field events, applying basic movements to competitive situations. Show the necessary levels of control and co-ordination when performing small and large movements. Develop an ability to run at different speeds, whilst showing necessary levels of spatial awareness. Know why they need to be aware of others and the space available to them. Jump from a standing position, whilst ensuring a safe take-off and landing. These skills are taught in preparation for Sports Day in the summer term.	In KS1, develop fundamental movement skills, becoming more confident at applying agility, balance and coordination to specific Athletics events. Demonstrate an ability to travel in a variety of ways, including running and jumping. Continue to develop ability to run at different speeds and jump from a standing position, both horizontally (long jump) and vertically (vertical jump) In accordance with the Target Throw event, perform a variety of throws with basic control, using an underarm throwing technique.	Continue to develop ability to run at different speeds, being able to change direction whilst running. Jump from a standing position with accuracy. Perform a variety of throws with co-ordination and control, as well as using equipment safely, in preparation for the javelin and Vortex throw events.	In KS2, develop and combine a broad range of skills to create actions and sequences, applying them to Primary Sports Hall Athletics events. Introduction to outdoor field events with greater distance and space for competition. Field events such as long jump, triple jump and Vortex focus on power, combining strength and speed for larger movements. The distances of track events also increase, as KS2 pupils complete their respective legs of a relay race over a longer distance. In Athletics, pupils learn performance analysis and data collection by comparing current and past performances.	Become more accustomed to running at appropriate speeds for varying distances, such as sprinting and Cross Country. Develop the ability to jump from a standing position and a running start with accuracy. Perform a running jump with more than one component, such as a triple jump (hop, skip, jump). Perform a variety of throws with co-ordination and control, as well as using equipment safely, in preparation for the javelin and Vortex throw events.	Build on running techniques and use with confidence, over varying distances. Perform a running jump with more than one component, such as a triple jump (hop, skip, jump). Demonstrate accuracy and confidence in throwing events, continuing to use equipment safely and with appropriate levels of control. Start to record and evaluate the performances of themselves and peers, becoming familiar with the protocol of Athletics events and how to collect data and results.	Continue to build on running techniques and use them with confidence, over varying distances. Continue to develop jumping technique, by performing a running jump with more than one component, such as a triple jump (hop, skip, jump). Demonstrate accuracy and confidence in throwing events, continuing to use equipment safely and with appropriate levels of control, to maximise the results achieved. Become more accustomed with recording and evaluating the performances of themselves and peers, collecting data and results of Athletics events. Emphasis is placed on developing performance to achieve improved results and personal bests.

Swimming				The swimming proficiency of pupils is likely to differ to others; therefore, the skills and knowledge required in KS2 will remain consistent, to ensure an appropriate rate of progression. Pupils are taught to swim proficiently over a distance of at least 25 metres. Use a range of strokes, including front crawl, backstroke and breaststroke, effectively. Perform safe self-rescue in water-based situations.	Pupils are taught to swim proficiently over a distance of at least 25 metres. Use a range of strokes, including front crawl, backstroke and breaststroke, effectively. Perform safe self-rescue in water-based situations.	Pupils are taught to swim proficiently over a distance of at least 25 metres. Use a range of strokes, including front crawl, backstroke and breaststroke, effectively. Perform safe self-rescue in water-based situations.	In preparation for their transition to secondary school, pupils are expected to meet the Swimming and Water Safety requirements, prior to leaving primary school. Pupils can swim proficiently over a distance of at least 25 metres. Use a range of strokes, including front crawl, backstroke and breaststroke, effectively. Perform safe self-rescue in water-based situations.
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