



Skills Progression – P.E.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> To perform four basic movements – turn, jump, freeze and balance. Travelling at different levels. 	<ul style="list-style-type: none"> To perform four basic movements – turn, jump, freeze and balance. To travel at different levels and speed. To begin to move in time to music. To improve the timing of actions. To create, repeat and remember actions on their own. 	<ul style="list-style-type: none"> To begin to improvise with a partner. To perform with some awareness of rhythm and expression. To compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> To watch and evaluate their own performance. To identify and repeat the movement pattern and actions of chosen style. To perform and create sequences with expression. To demonstrate rhythm and spatial awareness. To use an increasing range of actions, directions and levels in their sequences. 	<ul style="list-style-type: none"> To identify the movement patterns and actions of a chosen dance style. To compose individual, paired and group dances that reflect a chosen style. To show a change of pace and timing in their movements. To demonstrate imagination and creativity in the development of routines. To evaluate their own and others performances using key vocabulary. 	<ul style="list-style-type: none"> To move in relation to the stimulus. To compose individual, paired and group dances that reflect a chosen style. Use dramatic expression in dance. To link actions together to create complex dance routines. To evaluate their own and others performances using key vocabulary.
Gymnastics	<ul style="list-style-type: none"> To recognise basic gymnastics shapes – tuck, pike, straddle, stretch and star. To travel in a variety of ways (on floor and benches) – bunny, straddle bunny, duck, giraffe, bear, spider and dip walk. To jump safely (from benches) – stretch. To perform basic rolls – tuck roll, log roll, teddy bear and egg roll. To balance on benches and hold shapes still. 	<ul style="list-style-type: none"> To perform the key shapes - Tuck, Pike, Straddle, Stretch, Star, Dish and Arch To travel on flooring and apparatus – bunny, straddle bunny, duck, giraffe, bear, spider, caterpillar, dip walk and sideways bunny. To jump from height – stretch and Star. Rolls – tuck, log, dish and arch, and pike. To hold still balances on different points of the body. To rock backwards and forwards in the tuck position. 	<ul style="list-style-type: none"> To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support. To vault onto benches. To perform jumps in stretch, star and tuck. To perform rolls from key stage 1 – begin to perform cartwheels, forward and backwards rolls. To use turns to travel along apparatus and in between shapes. To work in pairs or groups and hold balances. To create interesting body shapes. 	<ul style="list-style-type: none"> To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support. To perform rolls to stand – tuck, pike, teddy bear and partnered teddy bear. To be able to safely perform a forward and backward roll. Aspiration to perform these rolls to a stand. To vault onto heights. To jump in stretch, star and tuck with control. To perform and create sequences of movements. 	<ul style="list-style-type: none"> To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support. To be able to safely perform a forward and backward roll to a stand. To vault onto heights and squat through the vault. To jump in stretch, star, pike, straddle tuck and cat leap with control. To perform cartwheel, begin to perform handstand, and round off. To perform and create sequences of movements. 	<ul style="list-style-type: none"> To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support. To be able to safely perform a forward and backward roll to a stand and incorporate key shapes in this. To vault onto heights and squat through the vault. To jump in stretch, star, pike, straddle tuck and cat leap with control. To perform cartwheel, handstand, and round off. Develop strength, technique and flexibility throughout performance. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Create their own complex sequences involving the full range of actions and movements.

Games	<ul style="list-style-type: none"> To perform underarm and over arm throws accurately. To throw with one hand, catch consistently with two hands and hands in cup shape. To travel with the ball in different ways. To balance a tennis ball on a racket. Moving the ball around the racket. To use hitting skills in games. Practice basic striking, sending and receiving. To pass the ball to other people and use kicking skills. To begin to use the terms attacking and defending. To understand that passing the ball and dodging defenders are attacking skills and defending a space. 	<ul style="list-style-type: none"> To throw with one hand, catching consistently with two hands and hands in cup shape. To throw a ball for distance and accuracy, varying the types of throws used. Throwing into targets at varying distance. To move with the ball – small/big steps. To change speed and direction whilst running in a game. To know how to use space in a game. To bounce a ball at waist height and kick a ball whilst moving. Use kicking and dribbling skills within a game. To learn striking skills for hitting a ball from a tee, using cricket bat. To begin to show hand and eye coordination when striking. To learn basic fielding skills of retrieving and stopping a ball. 	<ul style="list-style-type: none"> To perform shoulder pass, chest pass and bounce pass. To pass when moving. To be able to shoot from stationary positions, using a throw in handball and a kick in football. To dribble a ball at waist height with one hand. To catch with increasing control and accuracy and begin to use one-hand technique. To use two different ways of moving in a game with a ball. E.g. dribbling, bouncing, kicking, carrying. To begin to use forehand and backhand stroke to hit ball over net. To react to and move to a ball in table tennis and fielding in rounders. To use an underarm throw to bowl underarm and aim for targets. To begin to hit moving balls in rounders. To use a barrier technique when fielding or stopping a ball. 	<ul style="list-style-type: none"> To perform shoulder pass, chest pass and bounce pass with increased accuracy. To pre-scan before receiving the ball. To be able to shoot from stationary position in netball using a one hand shot. To move with a ball and pass with increasing speed. To develop different ways of throwing and catching based on distance of throw required. To demonstrate successful hitting and pushing skills to hit a ball over different distances. To contribute towards helping their team keep possession. To demonstrate knowledge of defensive skills to tackle or intercept a ball. To use an underarm throw to bowl accurately and aim for targets. To begin to use an overarm action to bowl a ball. To show readiness in the field when acting as a fielder. To adapt rules to alter games. 	<ul style="list-style-type: none"> To perform passes – chest, shoulder, one handed bounce, over head, 2 handed bounce and one handed push pass. To receive ball with one hand in stationary position. To shooting from stationary position recognising how angles impact on the shot. To develop a backhand technique and use it in a game. To hit moving balls on both forward and backhand. To know when and which throwing technique to use in a game. To begin to link together various ball skills such as dribbling, passing and striking. To work in teams to choose the best tactics for attacking and defending. To show understanding of marking as a defending technique. To keep and win back possession in a team game. To begin to show a strong understanding of tactics. To evaluate their own and others performances using key vocabulary. 	
Athletics	<ul style="list-style-type: none"> To jump for distance. To run at different speeds and use vocabulary linked to sprinting. To run over low hurdles. 	<ul style="list-style-type: none"> To jump for distance, To sprint, high hurdles and use leading leg technique. To throw into targets at varying distances. 	<ul style="list-style-type: none"> To perform chest push and long distance throw with bean bags. To perform standing long jump and 3 step jump. To begin to use and describe hurdling technique (opposite arm to leg) for higher hurdles. To perform change over in relays. Working in pairs to improve speed and accuracy of technique. 	<ul style="list-style-type: none"> To perform long distance throw with javelin from a stand and experiment with angles of throw. To perform standing long jump and 3 step jump. To use and describe hurdling technique (opposite arm to leg) for higher hurdles. To perform change over in relays. Working in pairs to improve speed and accuracy of technique. 	<ul style="list-style-type: none"> To perform a chest push, shot put and standing javelin throw for distance. To use the correct techniques for hurdles, long jump from run up, standing triple jump. To work as a team in relays – beginning to move when receiving the baton. To run for distance and speed. Beginning to understand the different approaches to preserving energy. To explain what happens to our body when sprinting. 	<ul style="list-style-type: none"> To perform a chest push, shot put and standing javelin throw for distance, begin to learn hammer throw. To use the correct techniques for hurdles, long jump from run up, triple jump from run up. To work as a team in relays – anticipate and move when receiving the baton. To run for distance and speed. Using strategies for using energy correctly.

Swimming-

<p>National Curriculum</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</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] <p>perform safe self-rescue in different water-based situations.</p>	<p>Year 4 Swimming</p> <ul style="list-style-type: none"> Sink, push off on side from the wall, glide, kick and rotate into backstroke. Sink, push off on side from the wall, glide, kick and rotate into front crawl. Swim 10 metres wearing clothes. Push and glide and swim front crawl to include at least six rhythmical breaths. Push and glide and swim breaststroke to include at least six rhythmical breaths. Push and glide and swim butterfly to include at least three rhythmical breaths. Push and glide and swim backstroke to include at least six rhythmical breaths. Push and glide and swim 25 metres, choice of stroke is optional. Perform a ‘shout and signal’ rescue.
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- Perform a surface dive.

Aspirations

- Push and glide and swim 25 metres backstroke.
- Push and glide and swim 25 metres front crawl.
- Push and glide and swim 25 metres breaststroke.
- Push and glide and swim 25 metres butterfly.
- Perform a sitting dive or dive.
- Push and glide and swim 50 metres continuously using one stroke.
- Push and glide and swim 100 metres continuously using a minimum of three different strokes.
- Tread water using eggbeater action for 30 seconds.
- Complete an obstacle course (using a minimum of four objects) with feet off pool floor throughout.
- Perform a movement sequence (linking skills with strokes and skills) of one minute duration, in a group of three or more, incorporating a number of the following skills: sculling: head first, feet first. Rotation: forward or backward somersault, log roll. Floating: star on the front or on the back, tuck float, create own. Eggbeater: Moving, lifting one or both arms out of the water