



# Fulwood and Cadley PE Skills Progression Document



GAMES									
EYFS	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
<p>Children show good control &amp; co-ordination in large &amp; small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise,</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows understanding of how to transport &amp; store equipment safely.</p>	<p>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending</p>	<p>To master basic sending and receiving as well as developing balance agility and coordination. To make use of coordination, accuracy and weight transfer. To develop receiving skills. To use ball skills in game-based activities</p>	<p>To use hand-eye coordination-n to control a ball. To catch a variety of objects. To vary types of throws. To kick and move with a ball. To develop catching and dribbling skills To use ball skills in a mini festival.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>To be aware of others when playing games. To choose the correct skills to meet a challenge. To perform a range of actions, maintaining control of the ball. To perform a range of catching and gathering skills with control. To master the basic catching technique. To catch with increasing control and accuracy. To master the basic throwing technique. To apply skills and tactics in small-sided games. To identify and follow the rules of games. To choose and use simple tactics to suit different situations.</p>	<p>To keep possession of a ball. To agility, balance, coordination techniques to keep control of a ball in a competitive situation. To use accurate passing and dribbling in a game. To identify and apply ways to move the ball towards an opponent's goal. To learn concepts of attack and defence. To play in a mini competition</p>	<p>To demonstrate basic passing and receiving skills using a netball. To develop an understanding and knowledge of the basic footwork rule of netball. To use good hand/eye coordination to pass and receive a ball successfully. To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. To understand the importance of 'getting free' in order to receive a pass.</p>	<p>To understand how to make space by moving away and coming back and by dodging. To be able to demonstrate a range of defending skills and understand how to mark an opponent. To understand how to intercept a pass. To learn how to shoot. To understand the different positions in a team To recognise which positions are attacking and which are defending.</p>

## GYMNASTICS

EYFS	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
<p>Children show good control &amp; co-ordination in large &amp; small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise</p>	<p>Experiments with different ways of moving. Jumps off an object and lands appropriately</p>	<p>Pupils should be taught to Develop balance, agility and coordination, and begin to apply these in a range of activities</p>	<p>To explore movement actions with control and link them together with flow. To explore gymnastic actions and shapes. To explore travelling on benches. To explore movement actions with control, and to link them together with flow. To choose and use simple compositional ideas by creating and performing sequences. To repeat and link combinations of gymnastic actions. To link combinations of movements and shapes with control.</p>	<p>To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence. To explore ways of travelling around on large apparatus. To choose and use a variety of gymnastic actions to make a sequence</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance. They should be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To explore jumping techniques and link them with other gymnastic actions. To explore jumping techniques and to link them with other gymnastic actions. To select and adapt gymnastics actions to meet the task. To work with a partner or a small group to create a sequence that develops jumping skills. To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</p>	<p>To identify and practise body shapes. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences</p>	<p>To identify and practise body shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. To use and refine the following skills: flexibility, strength, balance, power and mental focus. To develop skills for movement, including rolling, bridging and dynamic movement. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences.</p>	<p>To identify and practise gymnastic shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences.</p>

## DANCE

EYFS	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Children show good control & co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space.	Experiments with different ways of moving.	Pupils should be taught to perform dances using simple movement patterns.	<p>To change direction during travelling moves.</p> <p>To link travelling moves that change direction and level.</p> <p>To link moves together.</p> <p>To use a variety of moves.</p> <p>To explore basic body patterns and movements to music.</p> <p>To use a variety of moves that change speed and direction.</p> <p>To link together dance moves with gestures and changing direction in time to music.</p> <p>To practise taking off from different positions.</p> <p>To complete an obstacle course with control and agility</p>	<p>To explore different levels and speeds of movement.</p> <p>To compose and perform simple dance phrases.</p> <p>To show contrasts in simple dances with good body shape and position.</p> <p>To develop a range of dance movements and improve timing.</p> <p>To work to music, creating movements that show rhythm and control.</p> <p>To work to music, creating movements that show rhythm and control.</p>	<p>Pupils should be taught to perform dances using a range of movement patterns. They can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To explore dance movements and create patterns of movement.</p> <p>To work with a partner to create dance patterns.</p> <p>To perform a dance with rhythm and expression.</p> <p>To use knowledge of dance to create a story in small groups.</p> <p>To develop precision of movement.</p> <p>To work cooperatively with a group to create a dance piece.</p> <p>To perform in front of others with confidence</p>	<p>To identify and practise the patterns and actions of chosen dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create an individual dance that reflects the chosen dancing style.</p> <p>To create partnered dances that reflect the dancing style and apply the key components of dance.</p> <p>To perform dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work</p>	<p>To identify and practise the patterns and actions of the chosen dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create and perform an individual dance that reflects the chosen dance style.</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</p> <p>To create group dances that reflect the dance style.</p> <p>To perform a dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	<p>To identify and practise the patterns and actions in a street dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create a dance that represents a street dance style.</p> <p>To create a dance as a group, using any street dance moves.</p> <p>To create a dance as a group, using any street dance moves.</p> <p>To perform and analyse own and others' performance.</p>

## ATHLETICS

EYFS	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Children show good control & co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space.	Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	To use varying speeds when running. To explore footwork patterns. To explore arm mobility. To explore different methods of throwing. To practise short distance running	To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course	Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. They should develop flexibility, strength, technique, control and balance	To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To understand the relay and passing the baton. To choose and understand appropriate running techniques. To compete in a mini competition, recording scores.	To select and maintain a running pace for different distances. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.	To use correct technique to run at speed. To develop the ability to run for distance. To throw with accuracy and power. To identify and apply techniques of relay running. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. To demonstrate good techniques in a competitive situation.	To investigate running styles and changes of speed. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns To understand which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.

## OAA – Outdoor Adventurous Activities

EYFS	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
		<p>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p>	<p>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. Dw1eAssociate the meaning of a key in the context of the environment.</p>	<p>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

## SWIMMING

EYFS	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
					<p>Pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. They must use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] . They should learn to perform safe self - rescue in different water -based situations.</p>		<p>To develop basic pool safety skills and confidence in water.                      To develop travel in vertical or horizontal position and introduce floats.                      To develop push and glides, any kick action on front and back with or without support aids.                      To develop entry and exit, travel further, float and submerge.                      To develop balance, link activities and travel further on whole stroke.                      To show breath control.                      Introduction to deeper water.                      Treading water.</p>	<p>To develop basic pool safety skills and confidence in water.                      To develop travel in vertical or horizontal position and introduce floats.                      To develop push and glides, any kick action on front and back with or without support aids.                      To develop entry and exit, travel further, float and submerge.                      To develop balance, link activities and travel further on whole stroke.                      To show breath control.                      Introduction to deeper water.                      Treading water</p>	