**Swain House Primary School**

**PE Progression of Skills 2024-25**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1** | | | | | |
| **Movement**   * Listen and respond accurately to instructions * Develop fundamental movement stills including how to move around a space safely at different speeds, directions and at different heights (crawling, on tip-toes) * Stop in a controlled manner when moving around a space with a signal * Observe and copy the movements of others * Perform basic gymnastic actions including rolling, jumping and staying still * Combine different ways of travelling exploring a range of movements and shapes * Create linked movement phases with beginning, middle and ends | **Movement + Dance**   * Respond imaginatively, but appropriately, to a range of stimuli * Perform a range of actions and simple movement patterns with control and coordination * Compose short dances that express and communicate mood, ideas and feelings * Explore, remember and repeat short dance phrases, showing greater control and spatial awareness * Work individually and with others appropriately * Watch and describe a performance accurately, recognising what was successful * Begin to understand the importance of warming up different body parts. | **Tag Rugby**   * Know how to tag another player affectively * Develop attacking and defending skills within tag rugby. * Catch the ball with increasing accuracy. * To able to pass the ball backwards to an appropriate teammate * To follow the rules of the game. * Take up defensive positions to improve the cohesion of the team (a straight line with few gaps) * Work well as part of a team | **Hockey**   * Move the ball keeping it under control whilst changing direction, using appropriate technique. * Pass the ball, using the pushing technique, with increased accuracy. * Use tactics to keep possession e.g. not crowding the ball and finding space on the pitch. * Shoot the ball with accuracy. Ensuring they focus on direction and not just power. * Recognise what they find difficult and what they do well. * Receive and control a pass effectively, using the stick to cushion the ball in. * Devise suitable warm up activities for the upcoming activity. | **Hockey**   * Apply the attacking and defending principles in game situations and competitive games, modified where appropriate. * Hit the ball with purpose, aiming to keep possession. * Play shots on the forehand and backhand side of the body. Direct the ball at the target accurately. * Use good and appropriate footwork that allows the ball to be hit with the correct technique. * Adapt a good 'ready position' and show good position on the court. * Identify and evaluate parts of your game where you're performing well and part that can be improved * Identify spaces when out of possession to allow teammates to pass to them. | **Frisbee**   * To be able to successfully execute a backhand throw accurately to a static and/or active partner. To practice and reinforce their backhand passing. * To be aware of the circumstances in which to uses the three types of catching: the ‘pancake catch’, the ‘two handed rim catch’ and the ‘single handed rim catch’. * To understand the differences between a backhand and forehand pass and be able to select the correct pass in a game situation. * To further develop your passing ability over a longer distance with increasing accuracy and control. * To understand what a ‘cut’ is and to use it effectively in a game situation. * To effectively pivot when making a pass backhand and/or forehand pass. * Identify and evaluate parts of your game where you're performing well and part that can be improved |
| **Autumn 2** | | | | | |
| **Games**   * Listen and respond accurately to instructions and rules * Control and dribble a ball with the inside of a foot * Kick a ball to aim at a target * Successfully stop a ball using your feet * Move fluently, changing direction and speed to fit the game they are playing. * Recognise what a space is and begin to use it to an advantage * Understand why being active and playing games is good for you | **Movement + Dance**   * Respond imaginatively, but appropriately, to a range of stimuli * Perform a range of actions and simple movement patterns with control and coordination * Compose short dances that express and communicate mood, ideas and feelings * Explore, remember and repeat short dance phrases, showing greater control and spatial awareness * Work individually and with others appropriately * Watch and describe a performance accurately, recognising what was successful * Begin to understand the importance of warming up different body parts. | **Golf**   * Begin to develop the chipping technique, consistently lifting the ball from the floor. * Apply putting skills into game situations. * Control shots, not at full power, to make accurate shots * Explore and understand how correct putting techniques can create a successful shot. * Demonstrate good teamwork skills * Learn how to evaluate and recognise their own successes and areas to improve. * Follow the rules of the game accurately | **Football**   * Dribble the ball, keeping it under control whilst changing direction - use simple turns such as drag back and instep turn. * Control the ball using the correct part of their foot - instep. * Pass the ball with increasing accuracy. * Appropriately challenge a player in possession of the ball. * Apply the basic defending principles and tactics in game situations. Ensuring they are not just chasing the ball in groups and finding appropriate spaces and positions. * Employ appropriate positions when attacking, finding spaces on the pitch. * Learn to recognise their own success | **Gymnastics**   * Explore, improvise and combine movement ideas fluently and effectively. * Perform movements accurately, with a sense of rhythm. * Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. * Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. * Develop flexibility, strength, control, technique and balance * Know the names of each movement in gymnastics e.g dish, pike etc * Identify which aspects of a performance were performed consistently, accurately, fluently and clearly; being able to provide constructive feedback to others. | **Hockey**   * Apply the attacking and defending principles in game situations. * Use different skills (dribbling and passing) to keep possession of a ball as part of a team. Change speed and direction to get away from defenders. * Develop control whilst dribbling at speed - can use just one side of the stick in these situations. * Take up positions between the ball and the goal to stop the opposition making progress towards the goal. * Use the hockey stick to control the ball, cushioning the ball. * Identify and evaluate parts of your game where you're performing well and part that can be improved * Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Spring 1** | | | | | |
| **Movement**   * Listen and respond accurately to instructions * Develop fundamental movement stills including how to move around a space safely at different speeds, directions and at different heights (crawling, on tip-toes) * Stop in a controlled manner when moving around a space with a signal * Observe and copy the movements of others * Perform basic gymnastic actions including rolling, jumping and staying still * Combine different ways of travelling exploring a range of movements and shapes * Create linked movement phases with beginning, middle and ends. | **Multiskills**   * Participate in team games - showing good awareness of others and using some simple tactics * Pass a ball using your feet accurately and with control * Show control when moving, changing speed and direction, both with and without a ball or piece of apparatus * Dribble the ball at increasing speed, keeping it under control * Throw a ball in different ways (fast, slow, high, low) mastering the basic throwing techniques. * Catch balls of varying sizes consistently whilst moving * Recognise what is successful. Use actions and ideas you have seen to improve your own skills. | **Football**   * Move with a ball keeping it under control, using the correct part of your foot. * Begin to use the instep to control the ball when receiving a pass. * Pass/send a ball with increasing accuracy and at different speeds. * Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). * Employ simple tactics in game situations. * Learn how to evaluate and recognise their own successes and areas to improve. * Follow the rules of the game accurately | **Swimming**   * 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 | * To develop an awareness of the rules of ultimate frisbee and an understanding of the principle of ‘spirit of the game’. * Begin to learn the skills of the three types of catching: the ‘pancake catch’, the ‘two handed rim catch’ and the ‘single handed rim catch’. * To begin to use the forehand and backhand throws with appropriate technique over a short distance. * To begin to effectively pivot when making a pass backhand and/or forehand pass. | **Tag Rugby**   * Incorporate the rules of the game into small sided games like passing backwards. * To pass and catch the ball whilst running at different speeds. * Keep control of the ball when running and passing, ensuring that the passing is accurate. * Understand the importance of keeping in a line in both attacking and defending plays, and applying in game situations. * Successfully remove tags in accordance with the rules. * To understand the rules of the game and participate in full games. * Use the whole pitch to create space and score tries. Use the same variable in more than one location in a program. |
| **Spring 2** | | | | | |
| **Multiskills**   * Bounce a ball and catch it * Aim to hit a target by throwing a piece of apparatus (ball, quoit or beanbag) * Can begin to skip using a rope with control * Aim to hit a target by rolling a ball * Bounce a ball continuously by hand * Bounce a ball continuously with a bat * Can accurately catch a piece of apparatus (ball, quoit or beanbag). | **Gymnastics**   * Perform a range of actions with control and confidence * Explore, remember and repeat a range of gymnastic actions with control, precision and coordination * Recognise a range of holds and balances (pike, dish, tuck, star, straddle and arch) and begin to use in sequences, moving smoothly from one position to another. * Form simple sequences using the floor and a variety of apparatus * Watch and describe a performance accurately * Develop agility, balance and coordination * Understand and describe changes to your heartrate when playing a game | **Gymnastics**   * Perform a range of actions, agilities and skills with consistency, fluency and clarity of movement * When working as part of a group, experiment with a wide range of actions, patterns and speed to create the most effective result * Create gymnastics routines and sequences that meet a theme or set of condition. * Have routines that show a clear beginning, middle and end. * Develop flexibility, strength, control, technique and balance * Create, perform and repeat sequences that include changes of dynamic e.g. changes of level, speed or direction * Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. | **Netball**   * Develop the understanding of the importance of speed when playing invasion games. * Get into good positions to pass, receive, and shoot the ball. * Begin to pass the ball using different techniques – chest and bounce pass. * Shoot using the correct technique and score with increasing accuracy. * Use a range of tactics, including finding and using space | **Football**   * Choose and take up appropriate positions on the pitch, ensuring they are not just following where the ball goes. * Pass using the appropriate part of the foot, with accuracy and control. * Keep possession of the ball through dribbling when faced with opponents. * Recognise when to use different parts of the foot to shoot. E.g. instep for control and laces for power. * Apply basic principles for defending - marking and covering opposition players skillfully * Learn how to evaluate and recognise success * Understand how physical activity can contribute to a healthy lifestyle. | **Netball**   * Know and use the three types of passes necessary to attack purposefully in game situations. * Use space on the pitch to work as a team effectively. * Use a variety of tactics to keep possession of the ball as a team. * Use the defending principles such as marking, tracking runs and covering space to gain possession. * Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. * To understand the rules of the game and participate in full games. * Recognise and evaluate their own, and their peers', performances providing constructive feedback, to understand how to improve in different physical activities. |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Summer 1** | | | | | |
| **Athletics – Throughout the whole of Summer Term**   * Explore and practice a variety of movements including running, jumping and throwing techniques * Show understanding and a basic level of control, coordination and consistency when running * Experiment with different jumping techniques, showing control, coordination and consistency throughout * Practice the underarm throw technique, aiming towards a target showing increased control * Develop the overarm throw technique, aiming accurately towards a target. * Show good teamwork and sportsmanship when taking part in competitive throwing/sports. | **Cricket**   * Develop fundamental movement skills, becoming increasingly confident and competent * Gather and catch a ball with increasing accuracy within game situations * Hit the ball with increasing accuracy, beginning to think of the direction you are hitting in the ball in * Throw and hit the ball in different ways (high, low, fast, slow) * React to situations in ways that make it difficult for opponents, applying simple tactics * Begin to understand the importance of preparing safely for exercise - warming up * Recognise what is successful with yourself and others. | **Athletics**   * Show control, coordination and consistency when running and jumping * Show control when performing throwing skills, exercising the correct technique * Choose the appropriate running speed to meet the demand of the task. * Understand the pace judgement when running over an increased distance * Enjoy and fairly compete with others * Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. * Begin to describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise | **Athletics**   * Devise suitable warm-up activities for the upcoming activities. * Perform a throwing technique with control, coordination and consistently. * Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task (such as when jumping off one foot) * Combine basic jump actions to form a jump combination, using an appropriate controlled jumping technique. * Learn how to evaluate and recognise their own successes and areas to improve. * Perform competitively with others * Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. | **Netball**   * Participate in competitive games, modified where appropriate. * Pass with accuracy, confident and control whilst developing technique - using chest pass, bounce pass and shoulder pass. * Keep possession of the ball when faced with opponents. * Know how to mark and defend their own goal. * Begin to improve their decision making when faced with the opportunity to shoot. * Begin to understand how muscles work and explain how the body reacts to physical activity (linked to theme). * Identify strengths and weaknesses of your own and other performances and explain your reasoning. | **Athletics**   * Understand and apply appropriate pace judgement for the running distance to be covered. * Understand and apply appropriate throwing and jumping techniques to achieve maximum distance and height. * Successfully run, jump, catch and throw in isolation and in combination. * Share, discuss and apply athletic techniques with others, working effectively as part of a team. * Compare their performance with previous ones and demonstrate improvement to achieve their personal best. * Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles. |
| **Summer 2** | | | | | |
| **Dance – Covered in Spring Term**   * Respond imaginatively to a range of stimuli * Move confidently and safely in their own general space, using changes of speed, level and direction * Perform movement using a range of different body action and body parts - with control and accuracy * Create linked movements, combining different ways of travelling, with beginnings, middles and endings * Describe what it feels like to breathe quickly during exercise * Describe what they have done or seen other doing * Describe what they like about a performance | **Athletics**   * Explore and practice a variety of athletic movements (including running, jumping and throwing techniques) and applying them to a variety of activities * Develop coordination an balance whilst exploring different running, jumping and throwing techniques * Understand the variety of correct running techniques, showing control and consistency * Develop the distance running technique, knowing the difference between sprinting and running over longer distances * Develop a range of jumping techniques * Develop the underarm and pull throwing technique | **Striking and Fielding**   * Throw the ball increasing distances, with accuracy, when fielding * When fielding, intercept and stop the ball consistently * Catch the ball with increasing consistency * Use the correct technique when batting (hands in the correct order and position, correct stance) * Hit a stationary ball with increasing power whilst using the correct technique * Work well as part of a team, employing simple tactic, particularly when fielding to make it harder for the batter * Identify what you need to practice, improving performance. | **Cricket**   * Show control, coordination and consistency when throwing a ball using the overarm technique. * Know when to appropriately use the fingers up or fingers down catch technique and apply it with accuracy. * Hit a ball with increasing control from a tee and progress to without a tee. * Explain the tactics used in games as well taking up spaces and positions with meaning. * Communicate and collaborate with other when following the rules of a game. * Choose fielding skills which make it difficult for your opponent. * Recognise what you do well and what you find difficult in order to improve. | **Cricket**   * Develop control and technique whilst bowling, aiming towards to the target with accuracy. * Hit the ball with purpose and direction, varying speed and height, as well as thinking of tactics needed to score more runs * Choose appropriate catching and fielding techniques to meet the needs of the situation, such as long stop or fingers up catching. * Work as part of a team, ensuring everyone has a role to play. * Field by throwing a ball accurately at a set of stumps. * Create short warm up routines that follow basic principles e.g. raising body temperature and mobilising joints and muscles. * Watch and evaluate the success of games and performances | **Rounders**   * Retrieve, intercept and stop a ball when fielding - using appropriate techniques to ensure they don't allow it past them. * Use skills and tactics to outwit opponents when fielding and batting * Use the correct posture and an appropriate swing when batting, ensuring a good contact is made with the ball. * Successfully catch, using appropriate technique. * Work as part of a team to cover areas of the field to make it harder for the batter to score runs. * Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. * Develop an understanding of how to improve in different physical activities and sports. |
| **Dance Extra Skills** | | | | | |
|  |  | * Explore and create narratives in response to a stimulus * Show control, accuracy and fluency of movement when performing actions with a partner or in a small group * Develop dance phrases using canon, unison, repetition, action/reaction and question/answer * Communicate what you want through your dances and perform with control * Combine actions and maintain the quality of performance when performing at the same time as a partner * Describe and evaluate the effectiveness and quality of a dance * Collaborate with others. |  | * Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. * Work effectively as part of a team * Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles. * Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus * Use basic compositional principles when creating dances – combining movements fluently and effectively. * Perform a range of movements accurately with a sense of rhythm. * Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. | * Move in a way that reflects the music. * Perform dances in both canon and unison, with clarity and confidence * Explore and practice movement ideas inspired by a stimulus. * Explore, improvise and combine movement ideas fluently and effectively. * Perform routines and movements to an audience with rhythm and confidence. * Share ideas in small groups, working together to create a routine incorporating different elements. * Assess and provide feedback on other routines, as well as their own, to improve. |