**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
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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