

Rose Hill Primary School

Progression of Skills

Subject: **Physical Education**

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Negotiate space and obstacles safely, with consideration for themselves and others.	GAMES: Be able to run at different speeds.	GAMES: Be able to run at different speeds.	GAMES: Understand the technique for basic skills - throwing, catching, hitting, kicking, stopping.	GAMES: Understand the technique for a range of skills - throwing, catching, hitting, kicking, stopping.	GAMES: Understand technique for basic skills - throwing, catching, hitting, kicking, stopping.	GAMES: Understand technique for basic skills - throwing, catching, hitting, kicking, stopping.
Demonstrate strength, balance and coordination when playing.	Be able to jump from 1foot-1foot, 2feet-2feet,1foot-2feet, 2feet-1foot.	Be able to jump from 1foot-1foot, 2feet-2feet,1foot-2feet, 2feet-1foot.	Use these skills in isolation and in a competitive situation.	Use these skills in isolation and in a competitive situation.	Use these skills in isolation and in a competitive situation.	Use these skills in isolation and in a competitive situation.
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Be able to accurately throw underarm.	Be able to accurately throw underarm and overarm.	Understand basic tactics and rules that are sport specific.	Understand basic tactics and use them in a competitive situation.	Understand basic tactics and use them in a competitive situation.	Understand basic tactics and use them in a competitive situation.
	Be able to consistently catch with 2 hands.	Be able to consistently catch with 2 hands and sometimes with 1 hand.		Understand the rules of a range of sports and apply them to a game situation.	Understand the basic rules of a range of sports and apply to a game situation.	Understand the basic rules of a range of sports and apply to a game situation.
	Be able to participate in basic modified group/team games.	Be able to participate in basic modified group/team games.	GYMNASTICS: Understand the terms flexibility, control, balance.	GYMNASTICS: Understand the terms flexibility, control, balance.	Demonstrate an understanding of spatial awareness.	Demonstrate an understanding of spatial awareness.
	Be able to understand and apply basic rules.	Be able to understand and apply basic rules.	Demonstrate the importance of these in a range of skills - rolling, jumping,	Demonstrate the importance of these in a range of skills - rolling, jumping, balancing, locomotion.	Understand positional roles and responsibilities. Demonstrate these in a game.	Understand positional roles and responsibilities. Demonstrate these in a game.

			balancing, locomotion.			
		Understand basic key principles of attack (keep possession/score points etc.) Understand basic key principles of defence (get possession back/ stop points being scored etc.)	Create and perform a sequence.	Create and perform a sequence.	Compare and contrast performances and modify to achieve personal goals.	Compare and contrast performances and modify to achieve personal goals.
	GYMNASTICS: Know what a sequence is.	GYMNASTICS: Know what a sequence is.		Identify what has gone well and what would improve your performance.	Understand the role of the coach and the official.	Understand the role of the coach and the official.
	Be able to balance on different body parts.	Be able to balance on a range of body parts.		Combine equipment with movement to create a sequence.		Take on the role of coach.
	Be able to jump and land safely.	Be able to jump and land safely and demonstrate a range of jumps - pencil, star, tuck, 1/2 twist.		Compare and contrast performances and modify to achieve personal goals.		Be able to officiate a range of sports.
	Be able to understand basic travel (locomotion).	Be able to experiment with travel (locomotion).	DANCE: Choreograph a dance based on a specific theme.	DANCE: Choreograph a dance based on a specific theme.		Effectively link together sport specific skills.
	Create and perform a short sequence.	Create and perform a short sequence.	Perform and evaluate piece.	Perform and evaluate piece.	GYMNASTICS: Understand the terms flexibility, control, balance.	GYMNASTICS: Understand the terms flexibility, control, balance.

	DANCE: Be able to choreograph a short piece based on a theme.	DANCE: Be able to choreograph a short piece based on a theme.	Compare and contrast performances and modify to achieve personal goals.	Compare and contrast performances and modify to achieve personal goals.	Demonstrate the importance of these in a range of skills- rolling, jumping, balancing, locomotion.	Demonstrate the importance of these in a range of skills- rolling, jumping, balancing, locomotion.
	Be able to perform their piece.	Understand what a motif is.		Begin to create longer dance sequences in a larger group.	Create and perform a sequence.	Create and perform a sequence.
		Understand what choreography means.		Begin to demonstrate rhythm and spatial awareness.	Carry out peer observations and offer constructive feedback to improve future performance.	Carry out peer observations and offer constructive feedback to improve future performance.
		Be able to perform their piece.	ATHLETICS: Understand the terms strength, technique, control.	ATHLETICS: Understand the terms strength, technique, control.	Compare and contrast performances and modify to achieve personal goals.	Compare and contrast performances and modify to achieve personal goals.
	ATHLETICS: Be able to run at different speeds.	ATHLETICS: Be able to run at different speeds.	Demonstrate these in a range of events – running, jumping, throwing.	Demonstrate these in a range of events – running, jumping, throwing.	Modify performance to incorporate feedback and improve outcomes.	Modify performance to incorporate feedback and improve outcomes.
	Be able to jump from 1foot-1foot, 2feet-2feet, 1foot-2feet, 2feet-1foot.	Be able to jump from 1foot-1foot, 2feet-2feet, 1foot-2feet, 2feet-1foot.	Compare and contrast performances and modify to achieve personal goals.	Compare and contrast performances and modify to achieve personal goals.		Understand the role of the coach and take on this role.
	Be able to accurately throw underarm.	Be able to accurately throw underarm and overarm.	Can use equipment safely and with good control.	Can use equipment safely and with good control.		Demonstrate variations in speed, levels and directions.

	Be able to consistently catch with 2 hands.	Be able to consistently catch with 2 hands and sometimes with 1 hand.		Begin to describe good athletic performance using correct vocabulary.	DANCE: Choreograph a dance based on a specific theme.	DANCE: Choreograph a dance based on a specific theme.
	OAA: Be able to participate in basic modified group/team games and challenges.	OAA: Be able to participate in basic modified group/team games and challenges.		Understand the role of the official in events.	Perform and evaluate piece.	Perform and evaluate piece.
	Be able to understand and apply basic rules.	Be able to understand and apply basic rules.	OAA: Understand key terms communication, challenge, co-operation, teamwork.	OAA: Understand key terms communication, challenge, co-operation, teamwork.	Understand the terms relationships, dynamics, levels, pathways.	Understand the terms relationships, dynamics, levels, pathways.
		Know and be able to demonstrate teamwork.	Take part in team building activities.	Take part in team building activities.	Demonstrate these in a piece of dance.	Demonstrate these in a piece of dance.
			Take part in challenges with hoops etc.	Take part in challenges with hoops etc.	Compare and contrast performances and modify to achieve personal goals.	Compare and contrast performances and modify to achieve personal goals.
				Choose and apply strategies to solve problems with support.	Modify performance to incorporate feedback and improve outcomes.	Modify performance to incorporate feedback and improve outcomes.
				Discuss and work with others in a group to overcome problems and challenges set.	ATHLETICS: Understand the terms strength, technique, control.	ATHLETICS: Understand the terms strength, technique, control.
				Compare and contrast performances and	Demonstrate these in a range of events.	Demonstrate these in a range of events.

				modify to achieve personal goals.		
			SWIMMING: Swim unaided up to 25 metres.	SWIMMING: Swim unaided up to 25 metres.	Identify which key terms are dominant in each event.	Identify which key terms are dominant in each event.
			Use one basic stroke, breathing correctly.	Use one basic stroke, breathing correctly.	Coach and evaluate peers.	Coach and evaluate peers.
			Control leg movements.	Control leg movements.	Compare and contrast performances and modify to achieve personal goals.	Compare and contrast performances and modify to achieve personal goals.
					Can use equipment safely and with good control.	Can use equipment safely and with good control.
					Begin to describe good athletic performance using correct vocabulary.	Begin to describe good athletic performance using correct vocabulary.
					Understand the role of the official in events.	Understand the role of the official in events and take on this role effectively.
					Begin to record peers' performances and evaluate them using correct vocabulary.	Understand the role of the official in events and take on this role effectively.
						Describe good athletic performance using correct vocabulary.
					OAA:	OAA:

					Understand key terms communication, challenge, co-operation, teamwork.	Understand key terms communication, challenge, co-operation, teamwork.
					Take part in team building activities.	Take part in team building activities.
					Take part in challenges with hoops etc.	Take part in challenges with hoops etc.
					Accept opportunities for leadership throughout.	Accept opportunities for leadership throughout.
					Accept opportunities for evaluation and feedback throughout.	Accept opportunities for evaluation and feedback throughout.
					Compare and contrast performances and modify to achieve personal goals.	Compare and contrast performances and modify to achieve personal goals.
						Think and discuss activities through and problem solve using general knowledge.
						Begin to choose and apply strategies to solve problems independently.