

St. Michaels P.E Skills Progression

Dance

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Move to music.	Dance imaginatively.	Dance with control and coordination.	Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills. Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings.	Perform pair/group dance involving canon & unison, meet & part	Respond imaginatively to stimuli related to character/music/story.	Show/fluency/control in chosen dances in response to stimuli.	Create & perform dances in a variety of styles consistently.	Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns.
Copy dance moves.	Copy increasingly complex dance moves.	Change rhythm, speed, level and direction with consistency.						
Perform some dance moves.	Make up a short dance, after watching one.	Make a sequence by linking sections together.		Respond to music in time & rhythm to show like/unlike actions.	Perform clear & fluent dances that show sensitivity to idea/stimuli.	Perform fluent dances with characteristics of different styles/eras.	Be aware of & use musical structure, rhythm & mood & can dance accordingly.	
Move around the space safely.	Change rhythm, speed, level and direction.	Link some movement to show a mood or feeling.		Respond to music to express a variety of moods & feelings.	Make up dance within a small group.	Adapt & refine (in pair/group), dances that vary direction, space & rhythm.	Use appropriate criteria & terminology to evaluate performances.	

Gymnastics

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Make body tense, relaxed, curled and stretched.	Make body tense, relaxed, curled and stretched, showing some tension.	Make body tense, relaxed, curled and stretched, in a range of movements.	Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility,	Use a greater number of own ideas for movement in response to a task.	Share ideas and give positive criticism /advice to self & others.	Combine own work with that of others, identifying strengths & weaknesses.	Select a suitable routine to perform to different audiences, bearing in mind <i>who</i> the audience is.	Children should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics

Balance on small/large body parts & understand stillness.	Begin to work on alone/with someone to make a sequence of shapes/travels.	Perform a sequence with changes in speed & direction including 3 different actions (<i>sometimes giving advice to others</i>)	balance and coordination, individually and with others. Refine movements into sequences.	Jump/land with control using different body shapes in flight.	Perform at least 3 different rolls (shoulder, forward, back) with some control.	Include change of speed, direction and shape in movements.	Transfer sequence above onto suitably arranged apparatus & floor.
Make large and small body shapes.		Be still on single/two + points of contact on floor/apparatus showing tension & control		Travel while using various hand apparatus,(ribbon/hoop/rope/ball).	Link a roll with travel and balance using floor and apparatus with good body control.	Follow a set of 'rules' to produce a sequence, possibly made by peers.	Perform 6-8 part floor sequence as individual, pair & small group to a piece of music.
Climb & hang from apparatus safely.	Climb safely, showing some shapes and balances when climbing.	Jump/land with control using different body shapes in flight.		Know principles of balance, agility, coordination and apply them on floor & apparatus.	Show a kinaesthetic awareness to improve placement and alignment of body parts.	Create mirror /matching/cannon(pair) sequence varying dynamics/levels/direction etc.	Demonstrate 3 paired balances in sequence using various skills/actions. Practice and refine.
Perform basic travelling actions on various body parts.	Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls'	Link known shape/travel/roll/jump to a balance using floor & on apparatus				Demonstrate good kinaesthetic awareness – placement and alignment.	Range of movements could include – Travel, balances, swinging, springing, flight, vaults, rotations, inversions, bending/ stretching/twisting, gestures, linking skills...

Athletics

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
<u>Running</u>							
Learn to run and stop when asked Learn to negotiate large spaces when running(playground) Continue to learn to negotiate various spaces when running Run at different speed Run and stop Run in different directions	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors.	

Play games such as sticky toffee	Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting	Run with basic techniques following a curved line.	Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Speed up and slow down smoothly	Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
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Jumping

Learn to go up and down stairs/steps Learn to jump and land two footed Reception Successfully jump and land on two feet showing control – using various equipment including climbing frames Show confidence to jump of a range of heights, single step/climbing frame/gym table Using bouncy hoppers to show control over taking off and landing jumping in various ways	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
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Throwing

Show and interest in throwing various objects and talk about the effects throwing has on each object Describe what they do to throw an object Describe what they do to throw an object	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques
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Throw a range of balls/bean bags Show control over throwing Throw and catch a bean bag/large ball/small ball Throw with some accuracy					Continue to develop techniques to throw for increased distance.	to throw for accuracy. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
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Invasion Games – KS1

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>
Send & receive a ball by rolling from hand & striking with foot.	Kick/stop a ball using a confident foot while static.	Perform some dribbling skills with hands and feet using space.	Children should participate in team games, developing simple tactics for attacking and defending.
Aim & throw object underarm.	Throw underarm, bounce & catch ball by self & with partner.	Pass a ball accurately (hands & feet) over longer distances to a team mate.	
Catch balloon/bean bag/scarf & sometimes a bouncing ball.			
Move and stop safely in a specific area.	Run straight and on a curve and sidestep with correct technique.	Combine stopping, pick up/collect & send a ball accurately to other players.	
Play a passing & target game alone and with a partner.	Begin to follow some simple rules.	Make simple decisions about when /where to move in game to receive a ball.	

Invasion Games – KS2 – Netball

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Make a series of passes to team mates moving towards a scoring area.	Use a chest pass and shoulder pass to support team in scoring.	Use all three passes (chest, shoulder & bounce) correctly.	Know which pass is best to use and when in a game.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic
Show some signs of using a chest pass and shoulder pass.	Make decisions regarding which is the best type of pass to use.	Use a range of speeds within a game to support a team in scoring.	Use a range of square & straight passes to change direction of the ball.	

Show a target to indicate where I'd like to pass to.	Begin to use a bounce pass, which only bounces once.	Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.	Use landing foot to change direction to lose a defender.	principles suitable for attacking and defending.
Know where space is and try to move into it.	Identify space to move into and show a clear target to receive a pass.	Lose a defender to receive a pass.	Draw defender away to create space for self or team.	
Mark another player and defend when needed.	Mark another player and begin to attempt interceptions. Know where positions are allowed on a court.	Defend a player and make some successful interceptions (snatch & catch) when playing as a team.	Position body to defend effectively, making successful interceptions.	

Invasion Games – KS2 - Football

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
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Begin to dribble a ball making small touches.	Dribble with small touches into space.	Dribble making small touches into space with speed.	Dribble making small touches into space with speed, to beat defenders.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
Begin to send a football to someone on team.	Send a football to someone on the team, using different parts of foot.	Send a football to someone on the team, using different parts of foot accurately.	Make decisions regarding how and when to send a football to someone in team.	
Keep a ball under control.	Keep a ball under control when receiving a range of passes from team.	Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).	Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.	
Know where space is and try to move into it.	Understand where the space is and can move into it.	See space, and use it effectively.	Know how space changes within a game and when and how to move into changing spaces.	
		Lose a defender to receive a pass.	Draw defender away to create space.	
Mark another player and defend when needed.	Mark another player and begin to attempt interceptions.	Defend a player and make some successful interceptions for team.	Position body to defend effectively, making successful interceptions.	

Invasion Games – KS2 – Tag Rugby

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Move holding a rugby ball.	Move with speed (and change of) with the ball and without.	Be able to evade and tag opponents.	Further develop ability to evade and tag opponents.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and Defending.
Know where to score a try and how to position the ball to score a try.	Begin to make a high pop pass to avoid a defender.			
Move into spaces to avoid defenders.	Use speed and space to avoid defenders.	Be able to pass and receive a pass at speed in a game situation.	Running at speed, changing direction at speed.	
Make a backward pass to team mates, using the direction most comfortable.	Pass backwards and in both directions and sometimes on the move.	Develop tactics as a team, refining attacking and defending skills.	Play effectively in attack and defence.	
Know to tag team mates when to defend.	Tag the person who has the ball, but can mark a player who doesn't have the ball.	Apply learned skills in a game of tag rugby.	Score points against opposition and support player with the ball.	

Invasion Games – KS2 - Hockey

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Begin to show how to hold a hockey stick and which side to use.	Sometimes change direction of travel by rotating and turning stick to support this.	Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.	Use speed, changing of direction and indian dribbling to advance towards team's goal.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
Use a simple push pass to another team mate.	Use a push pass to make a direct pass. Begin to use a slap pass (bringing stick back and causing more power).	Choose between the two passes (push/slap) and explain simply why.	Use a range of passes knowing which one depending on the distance of the pass.	

Dribble the ball keeping it close to me using the correct side of stick.	Use speed to dribble the ball into space.	Make a direct pass while dribbling.	Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).
Show some signs of approaching a player to tackle and cause pressure.	Maintain defence and keep the pressure until possession is gained.	Begin to use stick to mark a player from the side line causing them difficulty.	Know when to defend and what defence skills could be used.
Begin to attempt to score a goal from anywhere.	Attempt to score inside a designated scoring area.	Successfully score while in the scoring area.	Seize an opportunity to score, sometimes quite quickly.

<u>Striking and Fielding Games</u>				<u>Cricket</u>				
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Aim and throw object underarm.	Show some different ways of hitting, throwing and striking a ball.	Send a ball off a tee using a bat or a racket.	Children should participate in team games, developing simple tactics for attacking and defending.	Throw and catch under pressure.	To develop the range of Cricket skills they can apply in a competitive context.	To link together a range of skills and use in combination.	To apply with consistency standard cricket rules in a variety of different styles of games.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending
Catch balloon/bean bag/scarf & sometimes a bouncing ball	Play as a fielder and get the ball back to a STOP ZONE	Play as a fielder and pass the ball back to the bowler to make the runner stop.		Use fielding skills to stop the ball effectively.	To consolidate existing skills and apply with consistency	To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.	To attempt a small range of recognised shots in isolation and in competitive scenarios.	
		Stop moving when the ‘bowler’ has the ball.		Learn batting control.				
Use hand to strike a bean bag or ball and move towards a scoring area	Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).	Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops.		Learn the role of backstop.				
Begin to use a bat to hit a ball or bean bag.	Begin to follow some simple rules (carrying the bat, not over taking someone).	Follow rules for a game (carry the bat, don’t overtake, run around the outside of the hula hoops)		Play in a tournament and work as team, using tactics in order to beat another team.	To choose and use a range of simple tactics in isolation and in a game context.	To collaborate as a team to choose, use and adapt rules in games.	To use a range of tactics for attacking and defending in role of bowler, batter and fielder.	
<u>Rounders – KS2</u>								
<u>Year 3</u>	<u>Year 4</u>		<u>Year 5</u>	<u>Year 6</u>		<u>End of KS2 expectations</u>		
Be able to play simple rounders games	Identify different positions in rounders and the roles of those positions.		Collaborate as a team to choose, use and adapt rules in games.	Apply consistently rounders rules in conditioned games.		Children should be taught to play competitive games, modified where appropriate, such as football, netball,		
Apply some rules to games.	Choose and use a range of simple tactics in isolation and in a game context.		Play in a tournament and work as team, using tactics in order to beat another team.	Use a range of tactics for attacking and defending in role of bowler, batter and fielder.		rounders, cricket, hockey, basketball, badminton and tennis, and apply basic		

Develop and use simple rounders skills.	Develop the range of rounders skills that can apply in a competitive context.	Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance and link together a range of skills including: throw and catch under pressure; use fielding skills to stop the ball effectively; learn batting control; learn the role of backstop.	Play small sided games using standard rounders pitch layout.	principles suitable for attacking and defending.
<u>Tennis – KS2</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc).	Tap the ball back and forth to a partner over a small space.	Tap the ball using either a fore hand or back hand motion.	Turn and run to the ball getting into a forehand or backhand position en-route.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
Tap the ball back and forth to partner.	Begin to tap a ball over a net allowing for a bounce, hit technique.	Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.		
Stand in a ready position holding racquet correctly.	Move from a ready position into a forehand position/backhand position quickly.	Move towards the ball from ‘ready’ position choosing either forehand or backhand depending on where the ball is.	Use ‘move-hit-recover’ approach within a game showing facing forward on recovery	
<u>OAA (Outdoor and Adventurous Activities)</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves accurately around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course than can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Orientate themselves with confidence and accurately 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.	Take part in outdoor and adventurous activity challenges individually and with a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	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. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.	

Begin to choose equipment that is appropriate	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan / organise a trail that others can follow.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.	
Communicate with others.	Communicate clearly with others/work as part of a team. Begin to use a map to complete an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary.	
			Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.	
Begin to complete activities in a set time. Begin to offer an evaluation of personal performances and activities.	Complete a course more than once. Begin to identify ways of improving completion each time. Offer an evaluation both personal performances and activities. Start to improve trails to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of a course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.	
Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others performances. Explain why they have used particular skills or techniques, and the effect they have had on their performances.	Thoroughly evaluate their own and others work, suggest thoughtful and appropriate improvements.	

