



St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

Progression of skills in PE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Respond to instructions and commands.</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>Be still in different body shapes and balances and combine different ways of travelling.</p> <p>Handle apparatus safely.</p> <p>Recognise how it feels when the body is tense.</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p> <p>Perform at different levels.</p> <p>Perform a 2 footed jump.</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p> <p>Develop short sequences on their own.</p> <p>Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation).</p> <p>Describe what they have done and what they have seen. (Make easier or harder and use advice to improve).</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction.</p>	<p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, through, across and along apparatus.</p> <p>Perform easy combinations of contrasting actions.</p> <p>Work independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Include changes of dynamics. Work with a partner.</p> <p>Ask which parts of task they have completed and the ones they still need to practice.</p> <p>Compare and contrast similar performances.</p> <p>Suggest ways to improve the quality of sequence.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with other in a group (matching and mirroring).</p> <p>Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve.</p> <p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Work as a group and share roles fairly.</p> <p>Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions).</p> <p>Know how gymnastics promotes strength, power and suppleness.</p> <p>Understand the importance of warming up.</p> <p>Value of exercise outside of school day.</p> <p>Devise effective warm up for gymnastics.</p> <p>Set out and do risk assessments on apparatus.</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
Dance	<p>Copy, explore and remember basic movements and body patterns.</p> <p>Learn basic movements relating to feelings.</p> <p>Show that they have a clear starting and finishing position.</p> <p>Link movements to sounds and music.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Use and negotiate space clearly.</p> <p>Describe a short dance using appropriate vocabulary.</p> <p>Respond imaginatively to stimuli.</p>	<p>Begin to improvise both independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a longer sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p> <p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important.</p> <p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p>	<p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Understand how a dance is formed and performed.</p> <p>To evaluate, refine and develop their own and others' work.</p> <p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p>



St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

		Evaluate and improve a dance performance by recording and viewing their rehearsals. Remember and repeat simple dance phrases. Perform dances using simple movement patterns.	Keep up an activity over a period of time and know what they need to warm up and cool down for dance.	Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work.	Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Begin to show a change of pace and timing in movements. Use the space provided effectively. Improvise with confidence, still demonstrating fluency across the sequence. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Demonstrate a strong imagination when creating own dance sequences and motifs. Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. Begin to show a change of pace and timing in movements. Move accurately to the beat. Improvise with confidence, still demonstrating fluency across the sequence. Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Modify parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
Invasion games	To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Choose and use skills effectively for particular games: -Throw a ball accurately to a target using increasing control. -Explore throwing and catching in different ways. -Explore kicking in different ways with increasing control. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Participate in team games. Develop simple attacking and defending techniques.	Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. Recognise what is successful and how to use this knowledge. Participate in team games. Understand and develop tactics for attacking and defending. Pass and receive a ball in different ways with control and increased accuracy.	Practise passing to a partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. Use communication skills to help others know where they are going. Look when travelling and what happens after they have passed ball. Play games that involve keeping possession and scoring in targets (3 vs 1 and 4 vs 1 games) Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be.	Play 3 vs1 and 4 vs1 learning how to use the space and help each other. Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar across invasion games. Know what rules are needed to make games fair. Understand simple patterns of play. Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. Know what they need to improve their game and what they need to practice.	Show ways to keep ball away from defenders, e.g. how to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent. Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more. Change pitch size to make games better.	Understand that when team has the ball they are attacking and when they haven't they are defending. Understand different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to get ready for games. Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear. Know how to check playing area. Know how playing invasion games helps your fitness and benefits of playing outside of school.
Net and ball games	Focus on throwing and catching. Play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. Play running and avoiding games. Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. Participate in team games.	Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games.	Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Use different shots. Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how can they make it difficult for opponent to receive ball.	Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball. Understand where to stand when receiving. Understand attack and defence tactics. Understand rules about the games.	Hold and swing racket and know where to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head. Use different types of shots during a game. Improve accuracy. Explain why they or others are playing well in the games. Know what they need to get better at and what to practice.	Devise a scoring system. Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. Know where to stand when attacking and defending. Explain why they or others are playing well in the games. Know what they need to get better at and what to practice.

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.



St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

	Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination.	Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination.	Stand when receiving. Understand attack and defence tactics. Understand rules about the games.	Describe what they do and what they find hard. Talk about how to change the court to make it easier/harder. Say what they do well in a game and what they need help with and what they need to practice	Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.	Understand how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.
Striking and fielding	Be confident and safe in the spaces used to play games. Understand that being active is good for them and fun. Participate in team games. To learn skills for striking and fielding games. To practice basic striking, sending and receiving. To use throwing and catching skills in a game. To practice accuracy of throwing and consistent catching. To strike with a racket or bat. To play a game fairly and in a sporting manner. To use fielding skills to play a game.	Choose, use and vary simple tactics. Use information to improve their work. Participate in team games. Perform fielding techniques with increased control and co-ordination. To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. To practice throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game.	Recognise how specific activities affect their bodies. Understand the importance of keeping warm. To consolidate and develop a range of skills in striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To practice the correct technique for catching a ball and use it in a game. To practice the correct batting technique and use it in a game situation. To practice the correct technique for fielding and use it in a game situation. To consolidate the throwing, catching and batting skills already learned. To strike the ball for distance. To know how to play a striking and fielding game competitively and fairly.	Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games. Recognise good performance and identify the parts of a performance that need improving. To develop and investigate different ways of throwing, and to know when each is appropriate. To use ABC (agility, balance, co-ordination) to field a ball well. Move into good positions for catching and apply it in a game situation. To use hand-eye co-ordination to strike a moving and a stationary ball. To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour.	Develop the range and consistency of their skills, especially in specific striking and fielding games. Know how to warm up. Understand what to include in a warm up in order to improve performance. Understand why exercise is good for their fitness, health and well-being. To choose effective fielding techniques. To run, throw and catch. To develop a safe and effective overarm throw. To learn effective batting control. To use all the skills learned by playing in a mini-tournament.	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. Evaluate strengths and weaknesses in their own and others' performances and suggest improvements. To throw and catch under pressure. To use fielding skills to stop the ball effectively. To learn batting control. To play in a tournament and work as a team, using tactics in order to beat another team.
Multi-skills & athletics	Multi Skills: Take part in multi-skills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. To explore static balancing and understand the concept of bases. To combine a number of co-ordination drills, using upper and lower body movements. To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball. To travel in different ways, showing clear transitions between movements. To travel in different directions (side to side, up and down) with control and fluency. To practice ABC (agility, balance and coordination) at circuit stations. Athletics: To use varying speeds when running. To explore footwork patterns. To explore arm mobility. To explore different methods of throwing. To practice short distance running.	Multi Skills: Take part in multi-skills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. Develop balance, agility and co-ordination. Explore movement techniques with increased control. How to run, throw and jump and perform these with increased control and co-ordination. Athletics: 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 with control and agility.	Multi Skills: Choose skills and equipment to meet the challenges they are set, e.g. by increasing the distance thrown. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their heart, breathing and temperature during different types of athletic activity. Athletics: 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.	Multi Skills: Practise 5 basic jumps, e.g. hop, step, jump. Combine basic actions and form simple jump combinations. Throw into a target using slinging, pushing and pulling actions. Describe and evaluate the effectiveness of performance and recognise aspects that need improving. Athletics: Run for short distances and times, and for longer distances and times. To select and maintain a running pace for different distances. To practice 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.	Multi Skills: Choose their favourite ways of running, jumping and throwing. Choose the best equipment for different activities. Set themselves and others targets in different events. Watch a partners athletic performance and identify the main strengths. Identify parts of the performance that need to be practised and refined, and suggest improvements. Athletics: To use correct technique to run at speed. To develop the ability to run for distance. Know how to plan a run so they pace themselves evenly or unevenly. 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. Learn how to use skills to improve the distance of a pull throw. To demonstrate good techniques in a competitive situation.	Multi Skills: Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing. Understand why exercise is good for fitness, health and wellbeing. Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. Athletics: To investigate running styles and changes of speed. Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. To practice 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.

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.



St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

						To understand which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.
Swimming					Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.	