



**Federation of Spixworth Schools
PE Skills Progression**

Curriculum	Children at the expected level of development will: <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances, using simple movement patterns 	Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances, using simple movement patterns
Coverage	A Reception Sports Person can:	A Year 1 Sports Person can:	A Year 2 Sports Person can:
Games	Control fundamental movement skills (stopping/starting on command, walking/running safely) Perform basic actions using changes of speed and direction	Know that being active is good for them Be confident in spaces used to play games Watch, copy and describe what others are doing Move with control. Hit a ball with a bat Throw in different ways Use hitting, kicking and/or rolling in a game Follow rules	Describe how their body is feeling after different activities Improve the way they coordinate and control their bodies and the range of equipment used Start to play team games Start improving accuracy of throwing and catching Use a range of skills to throw, strike and stop with control and accuracy Follow rules
Dance	Move creatively using the whole body (dancing, posing, balancing) Copy and perform basic movements	Copy dance moves Make up a short dance using simple movements Change rhythm, speed, level and direction	Change rhythm, speed, level and direction Dance with control and co-ordination Make a sequence by linking movements together Link some movement to show mood or feeling To be able to watch peers performances
Gymnastics	Develop basic strength and flexibility Copy and perform basic movements	Explore shape, space and agility in different gymnastic actions Watch, copy and describe what they and others have done Perform movement 'sentences' using a range of body actions e.g. turns, jumps, balance and levels	Remember, repeat and link combinations of gymnastic actions, shape and balances with control and precision To be able to watch peers performances Choose, use and vary simple ideas in the movement 'sentence' that they have created and perform to an audience. Improve their work



		Copy or create and link simple movement together forming a beginning, middle and end	using information they have gained by watching and listening
Athletics	Develop fundamental movement skills (running, jumping, throwing)	Use their bodies and a variety of equipment with greater control and coordination Begin to control running and jumping	Start to explore techniques for improving control and speed/distance of running and jumping
Outdoor and Adventurous Activities	Develop confidence and resilience Work with others	Follow simple routes and trails with support, orientating themselves successfully Solve simple challenges and problems successfully	Follow simple routes and trails more independently, orientating themselves successfully Solve more complex challenges and problems successfully
Health skills	Describe the difference in how their body feels when playing different games	Recognise the heart as a muscle that gets stronger through physical activity Know the importance of the warm up/cool down	Recognise the 'good health balance' of nutrition and physical activity Begin to know the names of some other muscles



**Federation of Spixworth Schools
History Skills Progression**

KS2				
Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performance with previous ones and demonstrate improvement to achieve their personal best • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of stroke effectively (for example front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations. 			
Coverage	A Year 3 Sports Person can:	A Year 4 Sports Person can:	A Year 5 Sports Person can:	A Year 6 Sports Person can:
Games	Throw and catch with control when under limited pressure. Travel whilst bouncing a ball showing control. Can use a range of skills to help keep possession and control of the ball. Can perform basic skills needed for games with control and consistency. Can choose and use batting or throwing skills to make the game harder for their opponents. Can identify that exercise is good for our bodies	An awareness of space and is able to use it to support teammates and cause problems for the opposition. Is able to move to find a space when they are not in possession during a game. Is able to catch a ball with one hand. Strike a ball with intent and throw it more accurately when bowling and/or fielding. Can use a range of skills with increasing control. Can keep and use rules they are given. Can effectively play a competitive net/wall game.	Can travel with a ball showing changes of speed and direction using either hand or foot. Can use a range of techniques when passing e.g. high, low, bounced, fast and slow. Use a number of techniques to pass, dribble and shoot. Gain possession by working as a team. Can hit the ball from both sides of the body e.g. forehand and backhand. Can hit the ball with purpose, varying height, speed and direction.	Explain complicated rules and play games showing tactical awareness. Make a team plan and communicate it to others. I can lead others in a game situation. Can dribble effectively around obstacles. Choose when to pass or dribble, so that they keep possession and make progress towards the goal. Play shots on both sides of the body and above their heads in



	Can choose good places to stand when receiving, and give reasons for their choices.			practices and when the opportunity arises in a game, Use different ways of bowling.
Dance	<p>Improvise freely, translating ideas from a stimulus into movement.</p> <p>Share and create phrases with a partner and in small groups. Repeat, remember and perform these phrases in a dance.</p> <p>Can identify that exercise is good for our bodies and why we warm up</p> <p>Can evaluate their own work and quality of performance</p>	<p>Use dance to communicate an idea. Take the lead when working with a partner or group.</p> <p>Make sure dance moves are clear and fluent.</p> <p>Work on movements and refine them.</p> <p>Compose own dances in a creative and imaginative way.</p> <p>Control their movements</p>	<p>Perform to an accompaniment, expressively and sensitively.</p> <p>Control their movements</p> <p>Dance shows clarity, fluency, accuracy and consistency.</p>	<p>Develop imaginative dances in a specific style.</p> <p>Choose own music, style and dance.</p> <p>Can evaluate their own dance and adapt it to make it better, and those of others.</p> <p>Create a structure to their dance.</p>
Gymnastics	<p>Can improve the quality of their actions, body shapes and balances.</p> <p>Can select appropriate actions and consolidate simple ideas.</p> <p>Can know the importance of strength.</p> <p>Can evaluate their work and quality of their performance.</p> <p>Can recognise how their work can be improved</p> <p>Can identify that exercise is good for our bodies why we warm up</p>	<p>Can develop a range of actions, body shapes and include in a performance.</p> <p>Can create gymnastic sequences that meet a theme or set of objectives.</p> <p>Can describe how their body reacts to different situations.</p> <p>Can make simple judgments on their own and others work.</p> <p>Can suggest ways performances can be improved.</p>	<p>Can perform actions in a fluent and consistent performance.</p> <p>Can create sequences and adapt.</p> <p>Can know and understand the basic the principles of warming up and why it is important</p> <p>Can include change of speed.</p> <p>Can include change of direction.</p> <p>Can include a range of shapes.</p>	<p>Can combine own work with that of others.</p> <p>Can link sequences to specific timings.</p> <p>Can evaluate their own work and the work of others.</p> <p>Can suggest ways of improvements.</p>
Athletics	<p>Can run at different speeds, changing speed and direction.</p> <p>Can make up and repeat a short sequence of linked jumps.</p>	<p>Can sprint over a short distance.</p> <p>Can throw in different ways.</p> <p>Can hit a target.</p> <p>Can jump in different ways.</p> <p>Can combine running and jumping.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Show developing control for throwing, running, jumping and balance</p>	<p>Develop technical understanding of athletic activity.</p> <p>Develop control for throwing, running, jumping, and balance.</p>



	<p>Can take part in a relay activity, remembering when to run and what to do</p> <p>Can identify the signs of our bodies changing to exercise</p>	<p>recognise when their heart rate, temperature and breathing rate have changed</p>		
Outdoor and Adventurous Activities	<p>Develop confidence in performing in different places and spaces.</p> <p>Can follow a map in a familiar context.</p> <p>Move from one location to another following a map.</p> <p>Use clues to follow a route.</p> <p>Follow a route safely.</p>	<p>Follow a map in a more demanding familiar context.</p> <p>Can move from one location to another following a map.</p> <p>Can use clues to follow a route.</p> <p>Can follow a route accurately, safely and within a time limit.</p>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet challenges set.</p>	<p>Develop confidence in attempting activities in familiar and unfamiliar environments.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>
Swimming	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>
Health skills	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down</p>