St Michael & All Angels C of E Primary School

Progression of skills

Curriculum Area: PE

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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | (see separate document) |  |  |  |  |  |  |
| Baseline  (Autumn 1 & revisited Summer 2) |  | - To begin:  - throwing underarm  - hitting a ball with a bat  - to move & stop safely  - to throw & catch with both hands  - to throw & kick in a variety of ways |  |  |  |  |  |
| Throwing, Running, Striking, Fielding, Kicking & Rolling (inc. simple tactics) |  | - to throw underarm  - to explore overarm throwing for distance & accuracy  - to understand & apply simple tactics in a game  - to work co-operatively in a small group  - to strike a ball off a tee  - to explore & develop the skill of running fast  - to throw & kick in a variety of ways  - to explore different ways of kicking objects with accuracy & control  - to receive a kick with control  - to intercept a ball  - to explore kicking a variety of equipment  - to choose skills effectively for a game  - explore rolling different equipment | To develop & begin to apply Y1 skills with greater control & accuracy  -to develop receiving/fielding skills  -apply simple tactics to a fielding/striking game | - to send & receive a ball in a striking & fielding game  - to strike a ball in a striking & fielding game  - evaluate tactics | Continue to practice, develop, apply & evaluate striking & fielding skills, sharing success with peers | Continue to practice, develop, apply & evaluate striking & fielding skills, sharing success with peers | - bowl underarm with accuracy, catch a ball consistently, strike a ball with direction consistently, throw overarm with accuracy  - use tactics in a striking & fielding game, evaluating success & ways to improve |
| Dance |  | - to move to music  - to imitate dance moves  - to perform individual dance moves  - to create a short dance  - to move safely in a space  - to link travel, turn & stillness within a sequence  - to combine movements into a sequence with a narrative | - to change rhythm, speed, level & direction  - to dance with control & co-ordination  - to make a sequence linking actions  - to use dance to portray emotions  - to perform a short dance with a narrative | - Improvise freely, translating ideas into movement  - to share & create phrases individually & with a partner or small group  - to repeat, remember & perform phrases |  | - to compose individual & unique dance sequences  - to perform to accompaniment  - to create a dance showing clarity, fluency, accuracy & consistency |  |
| Games (Invasion, Net & Wall) |  | - apply FMS & a simple tactic in a 1v1 or 2v2 net type game | - to develop the skills of underarm throwing with accuracy, catching, dodging, passing & moving into space  - to follow simple rules in a 3v1 game | - to throw, catch & strike with control  - develop attacking skills in a 3v1 game  - apply/revise skills & tactics  - evaluate their own & others performance | - to catch with one hand  - throw, catch & strike accurately using a range of bats/racquets  - hit a ball accurately with control  - vary/adapt tactics & skills in 4v2 game | - collaborate as a team & develop defensive skills in 5v3 or 5v4 type games  - develop forehand & backhand shots with a partner  - understand the principles of attack evaluating & suggesting improvements | - apply games/sport specific skills with control & precision 4v4 or 5v5  - evaluate their own & others performance suggesting ways in which to improve them  - create, agree, explain & officiate rules |
| Gymnastics |  |  | - to plan & perform a simple sequence of movements with a narrative  - to perform individually & with a partner  - to develop the basic skills of travelling, balancing, jumping & rolling  - perform sequences using a variety of apparatus | - to adapt sequences to suit various types of apparatus  - explain how strength & agility affects the quality of performance  - create a sequence of gymnastic actions  - evaluate & recognise success | - to create a sequence with a partner including 3 phases, demonstrating control, changes of speed & direction & a variety of body shapes  - repeat, evaluate & improve | - develop complex extended sequences  - combine actions, shapes & balances  - perform consistently to an audience | - perform matched & mirrored, counter balance & counter tension paired balances  - perform a group counter balance, weight bearing balance, sequences in unison with apparatus  - work collaboratively  - link sequences to a rhythm/music |
| Athletics |  |  | - to develop the skills of:  - running fast  - different ways of throwing e.g. push  - jumping for distance  - complete running, jumping & throwing challenges | - to run fast with a change of speed & direction  - participate in a relay type race | - to run over a long distance  - to sprint over a short distance  - to throw in a variety of ways  - to throw at a target  - to jump in different ways | - to control take-off & landing when jumping  - to throw with greater consistency & accuracy  - to combine running & jumping | - develop throwing, running & jumping skills in an athletic type activity that requires stamina  - compare & contrast with previous performance highlighting & explaining improvement |
| Outdoor Adventurous Activity (OAA) |  |  |  |  | - to follow a simple map in a familiar context  - to follow a route within a time limit | - to use a map with symbols & compass directions to navigate a route with a partner | - to use a map with symbols & compass directions to compete & complete an orienteering course individually |