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  |