



## PE Skills Progression

<b>Subject:</b>	PE	<b>Subject Leader/s:</b>	Pippa Hatchett, Kelsey Farrell, Chris Corfield, Michael Short.
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Aspect	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	End of Y1 expectation	End of Y2 expectation	End of Y3 expectation	End of Y4 expectation	End of Y5 expectation	End of Y6 expectation
Team Games and strategy	Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Accurately shadow a partners movement	Pass a ball, bean bag or tag in a team game, working collaboratively. Use simple tactics in attacking and defending.	Create their own games, adapting rules and displaying knowledge of warm up and cool downs. Choose tactics to cause a problem for an opposition.	Follow rules to play more challenging games such as rounders, hockey, non-stop cricket and team-tag. Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	Explain, evaluate and develop ideas and plans for a game that includes a scoring system. Mark an opposing player or players, preventing them from gaining possession.	Use and adapt tactics, choosing the most effective one for different situations. Apply tactical knowledge effectively in attacking and defending situations.
Sending and striking	Pat, throw, kick, stop and sometimes catch a ball.	Stop or catch a bean bag or ball, and hit with a bat or racket.	Keep control of ball-based equipment (e.g. a hockey stick), working effectively as part of a team.	Throw, catch, strike and field a ball with control and accuracy.	Use different techniques and skills to pass, dribble, travel and shoot in ball games.	Select and perform combinations of sending and striking skills with confidence, accuracy and consistency.
Dance and Performance	Perform a simple movement or dance work, sometimes with a partner. Identify a simple goal in PE.	Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings. Identify a simple goal in PE and talk about how they could achieve	Create/perform a sequence of movements, showing good balance/body tone. Recognise their strengths in PE, identifying areas for improvement.	Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make	Perform individually or with a partner/group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a	Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own

		it.		improvements to their performance.	range of audiences. Compare performances with previous ones.	performance in order to achieve their personal best.
Athletics	Run a short distance with some control. Jump with both feet from standing. Throw an object in a given direction (e.g. javelin).	Run a short distance with coordination and speed. Throw and object overarm. Jump on one foot, landing on the opposite or both feet.	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups.	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	Explain how power and stamina is developed and how this improves performance and put into practise, recording their results over a period of time (e.g. six weeks).	Demonstrate a high level of control, speed, strength and stamina, when running, jumping and throwing and self-evaluate.
Gymnastics	Show control and coordination when moving or standing still. Perform basic sequences using space safely and recognising simple technical words (e.g. roll, travel and balance).	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well performed move.	Vary height and speed in a sequence of gymnastic movements.	Combine movements, actions and balances individually or collaboratively to create a fluid routine.	Create and perform more complex sequences including change of direction, travelling, speed and height, showing good stability and core strength.	Combine and perform gymnastic actions using the whole body, adapting movements and balances to a routine so that they fit into a sequence.
Swimming					Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example; front crawl, back crawl and breast stroke.	