

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum in Physical Education							
	<p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <p><u>Children at the expected level of development will:</u></p> <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. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><u>Pupils should be taught to:</u></p> <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. 		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><u>Pupils should be taught to:</u></p> <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. ● compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Warm up / Cool down expectations						
<ul style="list-style-type: none"> ● To describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> ● To carry and place equipment safely. ● To recognise and describe how the body feels during and after different physical activities. 	<ul style="list-style-type: none"> ● To explain what they need to stay healthy. ● To understand that we have a warm up and cool down during PE lessons. 	<ul style="list-style-type: none"> ● To recognise and describe the effects of exercise on the body. ● To describe how the body reacts at different times and how this affects performance. ● To be introduced to why we have warm up and cool down exercises as part of a PE lesson. 	<ul style="list-style-type: none"> ● To know the importance of strength and flexibility for physical activity. ● To explain why it is important to warm up and cool-down. ● To explain why exercise is good for your health. ● To explain why we have warm up and cool down exercises as part of a PE lesson. 	<ul style="list-style-type: none"> ● To know and understand the reasons for warming up and understand the importance of this. ● To carry out warm-ups and cool-downs safely and effectively. ● To confidently discuss why we have warm up and cool down exercises as part of a PE lesson. ● To share ideas on warm up and cool down exercises for PE lessons. 	<ul style="list-style-type: none"> ● To explain some safety principles when preparing for and during exercise ● To understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. ● To suggest warm up and cool down exercises that are appropriate to each specific PE lesson.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Games for Key stage 1.	Year 1	Year 2	End of Key Stage 1 expectations
<p>Invasion Games</p> <p>Games</p> <p>Ball skills</p>	<ul style="list-style-type: none"> ● To travel in a variety of ways including running and jumping. ● To begin to perform a range of throws. ● To receive a ball with basic control. ● To participate in simple games. ● To begin to develop an understanding of attacking and defending. ● To begin to understand the importance of rules in games. ● To throw underarm, bounce & catch ball by self & with partner. ● To kick/stop a ball using a confident foot while static. ● To pass a ball to a partner with both hands and feet. ● To run straight and on a curve and sidestep with correct technique. 	<ul style="list-style-type: none"> ● To be confident to send the ball to others in a range of ways. ● To receive a ball with control. ● To begin to apply and combine a variety of skills to a game situation. ● To develop strong spatial awareness. ● To begin to develop own games with peers. ● To understand the importance of rules in games. ● To perform some dribbling skills with hands and feet using space. ● To pass a ball accurately (hands & feet) over longer distances to a team mate. ● To combine stopping, pick up/collect & send a ball accurately to other players. ● To make simple decisions about when /where to move in game to receive a ball. ● To play heavily scaffolded invasion games in teams of 5 per side to encourage maximum participation. 	<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Tennis	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2 expectations
	<ul style="list-style-type: none"> ●To hit the ball off the racquet (For example tapping it to the ground, tapping it up off the racket, tapping it up with one bounce) ●To return the ball back to a partner who is throwing them the ball. ●To throw the ball accurately to a partner at the correct height. ●To stand in a ready position holding the racquet correctly. ●To change from a ready position before hit the ball to a partner. ●To begin to know what it means by a forehand and backhand position. ●To begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed. 	<ul style="list-style-type: none"> ●To hit the ball back and forth to a partner over a small space (Using cones as a net). ●To begin to hit a ball over a coned net allowing for a bounce, hit technique. ●To move from a ready position into a forehand position/backhand position quickly. ●To bring the racquet to meet the ball for a forehand and backhand hit. ●To know to use two hands for an effective backhand. ●To move racquet in a low to high swing for an effective hit. ●To serve the ball straight from hands to racquet making sure it lands 'in' on the other side. 	<ul style="list-style-type: none"> ●To hit the ball using either a fore hand or back hand motion. ●To move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is. ●To set racquet back in its ready position quickly upon recovery. ●To demonstrate the correct swing technique when hitting the ball over a tennis net sometimes showing control over the hit. ●To serve the ball correctly over the tennis net beginning to purposely aim for space to score. ●To hit the ball with some accuracy with the forehand. ●To hit the ball with some accuracy using the backhand. ●To hit the ball back and forth (in doubles teams) with some confidence using the tennis net. 	<ul style="list-style-type: none"> ●To turn and run to the ball getting into a forehand or backhand position en route. ●To use 'move-hit-recover' approach within a game showing facing forward on recovery. ●To confidently show a range of grips when demonstrating a backhand (continental, chopper, hammer grip). ●To use the correct swing technique and control with smooth swings keeping the path of the racquet the same. ●To serve the ball accurately making team mates have to move to send it back. ●To confidently complete a rally using both the forehand and backhand (in pairs) using the tennis net. ●To independently choose the correct shot technique (either forehand or backhand) in any given scenario. ●To hit the ball with accuracy using the forehand. ●To hit the ball with accuracy using the backhand. 	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

<u>Netball and Basketball</u>	Year 3	Year 4	Year 5	Year 6	
	Use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court)		Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court	Use of five a side basketball over a whole basketball court.	End of Key Stage 2 expectations
	<ul style="list-style-type: none"> ●To make a series of passes to team mates moving towards a scoring area. ●To show some signs of using a chest pass and shoulder pass. ●To show a target to indicate where team mates can pass to. ●To know where space is and try to move into it. ●To mark another player and defend when needed. ●To begin to practise shooting techniques. 	<ul style="list-style-type: none"> ●To use a chest pass and shoulder pass to support team in scoring. ●To make decisions regarding which is the best type of pass to use. ●To begin to use a bounce pass, which only bounces once. ●To identify space to move into and show a clear target to receive a pass. ●To mark another player and begin to attempt interceptions. 	<ul style="list-style-type: none"> ●To use all three passes (chest, shoulder & bounce) correctly. ●To use a range of speeds within a game to support a team in scoring. ●To begin to use square (across the court) & straight (up & down the court) passes to achieve pace. ●To lose a defender to receive a pass. ●To defend a player and make some successful interceptions (snatch & catch) when playing as a team. 	<ul style="list-style-type: none"> ● To know which pass is best to use and when in a game. ●To practise and implement dribbling to effectively beat an opponent. ●To use a range of square & straight passes to change direction of the ball. ●To use landing foot to change direction to lose a defender. ●To draw defender away to create space for self or team. ●To position body to defend effectively, making successful interceptions. 	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Football	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2 expectations
	<ul style="list-style-type: none"> ● To begin to dribble a ball making small touches to negotiate space. ● To begin to send a football to someone on team. ● To keep a ball under control. ● To know where space is and try to move into it. ● To mark another player and defend when needed. ● To practise shooting towards a target. 	<ul style="list-style-type: none"> ● To dribble with small touches into space. ● To send a football to someone on the team, using different parts of foot. ● To keep a ball under control when receiving a range of passes from team. ● To understand where the space is and can move into it. ● To mark another player and begin to attempt interceptions. ● To shoot towards a target with increased accuracy. ● To develop goalkeeping skills to save shots and throw the ball to teammates. 	<ul style="list-style-type: none"> ● To dribble by making small touches into space with speed. ● To pass a football to someone on the team, using different parts of foot accurately (inside and outside of the foot). ● To use a range of ways to keep a ball under control – this can be shielding the ball from defenders. ● To use different parts of the body to control the ball. ● To see space, and use it effectively when in and out of possession. ● To lose a defender to receive a pass. ● To defend against a player and make some successful interceptions for team. ● To shoot with accuracy and increased power. ● To practise effectively defending by tackling and intercepting. ● To develop goalkeeping skills by using a range of techniques to save shots and to distribute the ball to team mates through kicking and throwing. 	<ul style="list-style-type: none"> ● To dribble by making small touches into space with speed, to beat defenders. ● To make decisions regarding how and when to send a football to someone in team. ● To use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. ● To know how space changes within a game and when and how to move into changing spaces. ● To draw defender away to create space. ● To position body to defend effectively, making successful interceptions. ● To shoot with accuracy and power. ● To control the ball effectively to keep away from defending players. ● To understand when to make correct decisions when defending by either tackling or intercepting. ● To improve goalkeeping skills by using a range of techniques to save shots and to distribute the ball to team mates through kicking and throwing. To make decisions on when to use feet or hands when goalkeeping to keep shots away from goal. 	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

<u>Striking and fielding</u>	Year 1	Year 2	End of Key Stage 1 expectations
	<ul style="list-style-type: none"> ●To show some different ways of hitting, throwing and striking a ball. ●To hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) ●To play as a fielder and get the ball back to a bowler. ●To begin to follow some simple rules (carrying the bat, not over taking someone). 	<ul style="list-style-type: none"> ●To send a ball off a tee using a bat or a racket. ●To begin to hit the ball from a bowler using a bat with a large surface area. ●To stop moving when the 'bowler' has the ball. ●To play as a fielder and pass the ball back to the bowler to make the runner stop. ●To follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops). 	<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Cricket	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2 expectations
	<ul style="list-style-type: none"> ●To throw and catch the ball accurately. ●To use fielding skills to stop the ball effectively. ●To catch the ball from short and long distances. ●To learn batting control. ●To learn the role of backstop. ●To play in a match and work as team, using tactics in order to beat another team. ●To practise bowling (under arm) accurately to the batter. 	<ul style="list-style-type: none"> ●To throw and catch the ball accurately under pressure. ●To develop batting with accuracy to aim the shot towards a target. ●To choose and use a range of simple tactics in isolation and in a game context. ●To consolidate existing skills and apply with consistency. ●To bowl (under arm) with accuracy by throwing at the appropriate height and pace. ●To apply tactics into a game situation by distributing fielders evenly and working as a team. 	<ul style="list-style-type: none"> ●To link together a range of skills and use in combination. ●To collaborate as a team to choose, use and adapt rules in games to effectively try to win a game. ●To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance. ●To comment and critique on each other's technique when batting and bowling. ●To hit the ball with increased accuracy and power. ●To bowl the ball overarm with some accuracy from a standing position. 	<ul style="list-style-type: none"> ●To apply with consistency standard cricket rules in a variety of different styles of games. ●To attempt a small range of recognised shots in isolation and in competitive scenarios. ●To apply shots in different directions of the cricket pitch. ●To use a range of tactics for attacking and defending in role of bowler, batter and fielder. ●To bowl the ball overarm with some accuracy from a running position. ●To effectively comment and critique on each other's technique when batting, bowling and fielding. 	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Rounders	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2 expectations
	<ul style="list-style-type: none"> ●To be able to play simple rounders games ●To learn the basic rules of rounders. ●To apply some rules to games. ●To develop and use simple rounders skills. ●To practise hitting the ball effectively. ●To practise throwing the ball with some accuracy towards a batter. ●To begin to apply the basic rules – e.g. not overtaking a fellow batter. 	<ul style="list-style-type: none"> ●To develop the range of rounders skills that can apply in a competitive context. ●To hit the ball with accuracy. ●To hit the ball with good contact. ●To throw the ball to the fielders and the batter with increased accuracy. ●To choose and use a range of simple tactics in isolation and in a game context ●To identify different positions in rounders and the roles of those positions. ●To apply tactics to a competitive game and apply the rules of rounders into a game scenario. 	<ul style="list-style-type: none"> ●To link together a range of skills and use in combination. ●To collaborate as a team to choose, use and adapt rules in games. ●To recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance. ●To throw and catch under pressure. ●To use a range of fielding skills to stop the ball effectively. ●To learn batting control. ●To learn the role of backstop and develop how to use them effectively. ●To play in a game scenario and work as team, using tactics in order to beat another team. 	<ul style="list-style-type: none"> ●To apply consistently rounders rules in conditioned games. ●To play small sided games using standard rounders pitch layout. ●To use a range of tactics for attacking and defending in role of bowler, batter and fielder ●To effectively hit the ball with accuracy and power to avoid fielders. ●To bowl the ball accurately towards the batter and to throw the ball accurately towards the bowler. ●To comment and critique each other's technique when bowling, batting and fielding. ●To distribute fielders effectively to help your team in a game scenario. ●To play competitive games effectively and use knowledge of tactics and skills to help your team to win a game. 	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Dance and Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	National Curriculum						
	<p><u>Personal, Social and Emotional Development - Managing Self:</u></p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Physical Development - Gross Motor Skills:</u></p> <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 <p><u>Expressive Arts and Design - Being Imaginative and Expressive:</u></p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • perform dances using a range of movement patterns. • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Dance	Year 1	Year 2	End of Key Stage 1 expectations
	<ul style="list-style-type: none"> ● To copy dance moves. ● To make up a short dance, after watching one. ● To change rhythm, speed, level and direction. ● To copy, remember and repeat actions. ● To create a short motif inspired by a stimulus. 	<ul style="list-style-type: none"> ● To change rhythm, speed, level and direction with consistency. ● To dance with control and co-ordination. ● To make a sequence by linking sections together. ● To link some movement to show a mood or feeling. ● To use simple choreographic devices such as unison, canon and mirroring. ● To use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. ● To perform sequences of their own composition with coordination. ● To perform learnt skills with increasing control. ● To watch and describe performances, and use what they see to improve their own performance. ● To talk about the differences between their work and that of others. 	<p>Children should be taught to perform dances using simple movement patterns.</p> <p>Use movement imaginatively, responding to stimuli, including music and performing basic skills.</p> <p>Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures.</p> <p>Express and communicate ideas and feelings.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Dance	Year 3	Year 4
	Progression of skills	
	<ul style="list-style-type: none"> • To perform pair/group dance involving canon & unison, meet & part. • To respond to music in time & rhythm to show like/unlike actions. • To respond to music to express a variety of moods & feelings. • To identify and repeat the movement patterns and actions of a chosen dance style. • To compose a dance that reflects the chosen dance style. • To confidently improvise with a partner or on their own. • To compose dance sequences in a small group. • To perform and create sequences with fluency and expression. • To comment on others performance and begin to advise on how they could improve it. 	<ul style="list-style-type: none"> • To demonstrate precision and some control in response to stimuli. • To begin to vary dynamics and develop actions and motifs in response to stimuli. • To demonstrate rhythm and spatial awareness whilst dancing. • To change parts of a dance as a result of self-evaluation. • To use simple dance vocabulary when comparing and improving work. • To perform and apply skills and techniques with control and accuracy. • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result based on others comments.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Dance	Year 5	Year 6	
	Progression of skills		End of Key Stage 2 expectations
	<ul style="list-style-type: none"> ● To identify and repeat the movement patterns and actions of a chosen dance style. ● To compose individual, partner and group dances that reflect the chosen dance style. ● To use dramatic expression in dance movements and motifs. ● To perform with confidence, using a range of movement patterns. ● To demonstrate strong and controlled movements throughout a dance sequence. ● To combine flexibility, techniques and movements to create a fluent sequence ● To link actions to create a complex sequence using a full range of movement. 	<ul style="list-style-type: none"> ● To move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. ● To show a change of pace and timing in their movements. ● To move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. ● To dance with fluency and control, linking all movements and ensuring that transitions flow. ● To demonstrate consistent precision when performing dance sequences. ● To modify some elements of a sequence as a result of self and peer evaluation. ● To use complex dance vocabulary to compare and improve work. ● To perform the sequence in time to music. ● To choose and use criteria to evaluate own and others' performance. ● To explain why they have used particular skills or techniques, and the effect they have had on their performance. ● To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 	<p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment.</p> <p>Through dance, develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Gymnastics	Year 1	Year 2	End of Key Stage 1 expectations
	<ul style="list-style-type: none"> ● To begin to describe their own work using simple gym vocabulary with support. ● To copy and explore basic movements with some control and coordination. ● To begin to perform at different levels individually and in groups. ● To balance with some control. ● To make different body shapes individually and in groups. ● To perform a two footed jump. ● To use equipment safely. ● To make body tense, relaxed, curled and stretched, showing some tension. ● To begin to work alone/with someone to make a sequence of shapes/travels. ● To climb safely, showing some shapes and balances when climbing. ● To keep balance travelling in a range of ways along bench, spots, mat etc. ● To roll in stretched/curled positions e.g. 'log' and 'egg rolls' 	<ul style="list-style-type: none"> ● To describe their own work using simple gym vocabulary. ● To copy and explore basic movements with growing control and coordination. ● To balance with control. ● To make different body shapes. ● To explore and create different patterns and ways of moving. ● To use equipment in a variety of ways. ● To link movements together to create a sequence individually and within a group. ● To make body tense, relaxed, curled and stretched, in a range of movements. ● To perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others). ● To be still on single/two + points of contact on floor/apparatus showing tension & control. ● To link known shape, travel, roll or jump to a balance using floor & on apparatus. ● To jump/land with control using different body shapes in flight. 	<p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Gymnastics	Year 3	Year 4
	<ul style="list-style-type: none"> ● To use simple gym vocabulary to describe how to improve performances. ● To copy, explore and remember a variety of movements and uses these to create their own sequence. ● To use turns whilst travelling in a variety of ways. ● To begin to show flexibility in movements. ● To begin to show good technique when travelling, balancing and using equipment. ● To begin to notice similarities and differences between sequences. ● To use a greater number of own ideas for movement in response to a task. ● To combine arm actions with skips/leaps/steps/jumps & spins in travel. ● To travel while using various hand apparatus,(ribbon/hoop/rope/ball). ● To know principles of balance and apply them on floor & apparatus. 	<ul style="list-style-type: none"> ● To use gym vocabulary to describe how to improve performances. ● To create sequences using various body shapes and equipment. ● To understand composition by performing more complex sequences. ● To begin to show strength, technique and flexibility throughout performances. ● To begin to link skills with control, technique, coordination and fluency. ● To combine equipment with movement to create sequences. ● To share ideas and give positive criticism/advice to self & others. ● To create & perform matching/mirroring sequences explaining how it could be improved. ● To perform at least 3 different rolls (shoulder, forward, back) with some control. ● To link a roll with travel and balance using floor and apparatus with good body control.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Gymnastics	Year 5	Year 6	End of Key Stage 2 expectations
	<ul style="list-style-type: none"> ● To create sequences using various body shapes and equipment. ● To understand composition by performing more complex sequences. ● To begin to show strength, technique and flexibility throughout performances. ● To begin to links skills with control, technique, coordination and fluency. ● To combine equipment with movement to create sequences. ● To use gym vocabulary to describe how to improve and refine performances. ● To select and combine their skills, techniques and ideas with others. ● To develop strength, technique and flexibility throughout performances. ● To link skills with control, technique, coordination and fluency. ● To begin analysing and commenting on skills and techniques and how these are applied in their own and others' work. ● To include change of speed, direction and shape in movements. ● To follow a set of 'rules' to produce a sequence, possibly made by peers. ● To create a mirror, matching or canon (paired) sequence with varying dynamics, levels and direction. 	<ul style="list-style-type: none"> ● To use more complex gym vocabulary to describe how to improve and refine performances. ● To plan and perform, with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction. ● To show strength, technique and flexibility throughout performances. ● To apply combined skills accurately and appropriately, consistently showing precision, control and fluency. ● To analyse and comment on skills and techniques and how these are applied in their own and others' work. ● To select a suitable routine to perform to different audiences, bearing in mind <i>who</i> the audience is. ● To transfer sequences onto suitably arranged apparatus and floor ● To perform 6-8 part floor sequence as individual, pair and small group to a piece of music ● To demonstrate 3 paired balances in sequence using various skills/actions 	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Athletics	Year 1	Year 2	End of Key Stage 1 expectations
	<ul style="list-style-type: none"> ● To use varying speeds when running. ● To explore footwork patterns. ● To explore arm mobility. ● To practise short distance running. ● To run at different speeds. ● To jump from a standing position. ● To hop from a standing position. ● To perform a variety of throws with basic control. ● To use equipment safely. 	<ul style="list-style-type: none"> ● To change speed and direction whilst running. ● To jump from a standing position with accuracy. ● To hop from a standing position with accuracy. ● To perform a variety of throws with control and coordination. ● To use equipment safely. ● 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 complete an obstacle course with control and agility. 	<p>Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Athletics	Year 3	Year 4
	<ul style="list-style-type: none"> ● To begin to run at speeds appropriate for the distance. ● To perform a running jump with some accuracy. ● To perform a running skip with some accuracy. ● To perform a variety of throws using a selection of equipment with improved accuracy. ● To use equipment safely and with good control. ● To begin to record peers performances. ● To run in different directions and at different speeds, using a good technique. ● To understand the relay and passing the baton. ● To choose and understand appropriate running techniques. 	<ul style="list-style-type: none"> ● To run at different speeds appropriate for distance. ● To understand there are different running techniques and try some of these. ● To begin to perform a running jump with more than one component. ● To begin to demonstrate accuracy in throwing using a selection of equipment. ● To begin to describe athletic performance using correct vocabulary. ● To use equipment safely and with good control. ● To record peers performances and begin to evaluate these. ● To practise 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.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Athletics	Year 5	Year 6	End of Key Stage 2 expectations
	<ul style="list-style-type: none"> ● To begin to use a variety of running types with confidence. ● To perform a running jump with more than one component. ● To demonstrate accuracy and power in throwing using a selection of equipment. ● To describe athletic performance using correct vocabulary. ● To use equipment safely and with good control. ● To record peers performances and evaluate these. ● To use correct technique to run at speed. ● To develop the ability to run for distance. ● To identify and apply techniques of relay running. ● To explore different footwork patterns. ● To understand which technique is most effective when jumping for distance. ● To learn how to use skills to improve the distance of a pull throw. ● To demonstrate good techniques in a competitive situation. 	<ul style="list-style-type: none"> ● To use a variety of running types with confidence. ● To confidently perform a running jump with three components (triple jump). ● To demonstrate accuracy, power and confidence in throwing, using a selection of equipment. ● To describe athletic performance using correct vocabulary. ● To use equipment safely and with good control. ● To record peers performances and evaluate these. To respond to peer evaluation in order to improve own performance. ● To investigate running styles and changes of speed. ● To throw safely and with understanding. ● To demonstrate good running technique in a competitive situation. ● To use different footwork patterns effectively. ● To implement the most effective technique when jumping for distance. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Outdoor Adventurous Activities and Team Building	Year 1	Year 2	End of Key Stage 1 expectations
	<ul style="list-style-type: none"> ● To starts to develop listening skills. ● To work with others in a group. ● To begin to think activities through. 	<ul style="list-style-type: none"> ● To develop listening skills. ● To work with others in a group. ● To begin to think activities through and begin to problem solve. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Outdoor Adventurous Activities and Team Building	Year 3	Year 4
	<ul style="list-style-type: none"> ● To develop good listening skills. ● To discuss and work with others in a group. ● To begin to think activities through and problem solve. ● To demonstrate an understanding of how to stay safe. ● To use verbal communication within group activities to help solve problems. ● To use non-verbal communication strategies to help solve problems/complete challenges. ● To follow the instructions of others when working within a team. ● To evaluate their own performance. 	<ul style="list-style-type: none"> ● To use listening skills to follow instructions ● To share ideas and work with others in a group ● To problem solve and share ideas when problem solving. ● To use verbal communication within group activities to help complete challenges. ● To use non- verbal communication within group activities to help complete challenges. ● To evaluate their own performance and others within a group.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Outdoor Adventurous Activities and Team Building	Year 5	Year 6
	<ul style="list-style-type: none"> ● To develop communication skills. ● To discuss and work with others in a group. ● To think activities through and problem solve using general knowledge. ● To choose and apply strategies to solve problems with support. ● To demonstrate a good understanding of how to stay safe. ● To plan ideas of how to solve a problem before attempting it. ● To decide if verbal or non-verbal communication is the most effective choice when solving problems. ● To begin to take the lead within a group challenge and is starting to give clear instructions to others. ● To evaluate their own and the team's performance within a challenge and make suggestions of how to improve for next time. 	<ul style="list-style-type: none"> ● To develop strong communication skills. ● To discuss and work with others in a group. ● To think activities through and problem solve effectively. ● To choose and apply strategies to solve problems both individually and in a group. ● To demonstrate a good understanding of how to stay safe. ● To take the lead within a group challenge and give clear instructions to others. ● To take the lead within a group challenge and give clear instructions to others. ● To decide if verbal or non-verbal communication is the most effective choice when solving problems and say why. ● To evaluate own and the team's performance within a challenge and make suggestions of how and why they need to improve for next time.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Outdoor Adventurous Activities

End of Key Stage 2 expectations

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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)
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

National Curriculum: Swimming and Water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
- perform safe self-rescue in different water-based situations.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Swimming and Water Safety	By the end of Year 4:	By the end of Year 6:	End of Key Stage 2 expectations:
	<ul style="list-style-type: none"> ● To develop basic pool safety skills and confidence in water. ● To develop travel in vertical or horizontal position and introduce floats. ● To develop push and glides, any kick action on front and back with or without support aids. ● To develop entry and exit, travel further, float and submerge. ● To begin to show breath control. ● To tread water with confidence for 30 seconds. ● To submerge their heads in water. ● To begin to use different strokes when swimming. 	<ul style="list-style-type: none"> ● To develop a knowledge and understanding of water safety. ● To know, how and when to use appropriate survival and self-rescue methods. ● To have a knowledge and understanding of local hazards. ● To know what to do to help others. ● To swim in deeper water during swimming lessons. ● To show breath control whilst swimming. ● To tread water with confidence for 1 minute. ● To use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) showing they are able to co-ordinate their movements. ● To use strokes that are recognisable to an onlooker and be strong at the beginning and end of a length. ● To be able to swim at least 25m (can be more). 	<p>Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.</p> <p>To use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Four Corner Plenary	EYFS	Year 1	Year 2
Psychological	<ul style="list-style-type: none"> ● To talk about which activity they participated in. 	<ul style="list-style-type: none"> ● To remember the rules of different games. 	<ul style="list-style-type: none"> ● To talk about the rules of games. ● To talk about new skills that they have learnt.
Social	<ul style="list-style-type: none"> ● To understand the difference between working individually and in a team. 	<ul style="list-style-type: none"> ● To discuss how they worked together. ● To discuss how they helped others. 	<ul style="list-style-type: none"> ● To discuss different ways that they communicated with others. ● To discuss how they encouraged others in the lesson.
Technical/Tactical	<ul style="list-style-type: none"> ● To talk about what they did in each activity (e.g. throwing). 	<ul style="list-style-type: none"> ● To discuss different techniques used in the lesson. 	<ul style="list-style-type: none"> ● To discuss different techniques used in the lesson with increased confidence. ● To discuss the technique needed in different scenarios. ● To discuss different equipment used in different scenarios.
Physical	<ul style="list-style-type: none"> ● To talk about what they did in each activity (e.g. running). 	<ul style="list-style-type: none"> ● To discuss different physical techniques used in each activity. 	<ul style="list-style-type: none"> ● To discuss different physical techniques used in each activity with increased confidence.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Four Corner Plenary	Year 3	Year 4
Psychological	<ul style="list-style-type: none"> ●To discuss decisions that they made in a game with prompts. ●To discuss the rules of a game confidently. ●To discuss confidence in different scenarios. ●To discuss new skills that they have learnt. 	<ul style="list-style-type: none"> ●To discuss the importance of rules within each game. ●To discuss decision making within different scenarios. ●To discuss how they have gained confidence in different scenarios. ●To discuss new skills and areas to improve. ●To discuss how to beat opponents in competitive scenarios.
Social	<ul style="list-style-type: none"> ●To discuss how they communicated with others verbally. ●To discuss team work used in different scenarios. ●To begin to comment on other peoples performance. 	<ul style="list-style-type: none"> ●To discuss the importance of communicating with others. ●To discuss how they worked as a team and how this could improve next time. ●To comment with increased confidence on others performance and begin to offer advice to others. ●To discuss different ways that they communicated in different scenarios.
Technical/Tactical	<ul style="list-style-type: none"> ●To begin to discuss skills that have been developed. ●To discuss their own technique and to begin to comment on the technique of others. ●To discuss different equipment and how this affects the game. 	<ul style="list-style-type: none"> ●To discuss different techniques used in different scenarios. ●To discuss what they did to try to beat their opponent. ●To discuss what they did in order to achieve the lesson objective. ●To discuss different ways in which they have shown control. ●To discuss why different equipment was used in different scenarios.
Physical	<ul style="list-style-type: none"> ●To discuss why they used different physical techniques in different scenarios. ●To discuss different physical techniques that they used as well as commenting on the technique of others. 	<ul style="list-style-type: none"> ● To confidently discuss why they used different physical techniques in different scenarios. ●To confidently discuss different physical techniques that they used as well as beginning to comment on how others could improve. ●To comment on different physical techniques needed in different scenarios.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Four Corner Plenary	Year 5
Psychological	<ul style="list-style-type: none"> ● To confidently discuss the importance of rules within each game. ● To confidently discuss decision making within different scenarios. ● To confidently discuss how they have gained confidence in different scenarios. ● To confidently discuss new skills and areas to improve. ● To confidently discuss how to beat opponents in competitive scenarios. ● To begin to discuss awareness of space and opponents during a game scenario.
Social	<ul style="list-style-type: none"> ● To confidently discuss the importance of communicating with others. ● To confidently discuss how they worked as a team and how this could improve next time. ● To begin to discuss reasons why different outcomes occurred as well as what they would change next time. ● To comment with confidence on others performance and offer advice to others on how to improve next time. ● To confidently discuss different ways that they communicated in different scenarios.
Technical/Tactical	<ul style="list-style-type: none"> ● To confidently discuss different techniques used in different scenarios. ● To confidently discuss what they did to try to beat their opponent. ● To confidently discuss what they did in order to achieve the lesson objective. ● To confidently discuss different ways in which they have shown control and how they can develop it. ● To confidently discuss why they chose different equipment in different scenarios. ● To look at their own performance and discuss how this could be improved next time.
Physical	<ul style="list-style-type: none"> ● To confidently discuss why they used different physical techniques in different scenarios. ● To confidently discuss different physical techniques that they used as well as beginning to comment on how others could improve. ● To comment with confidence on different physical techniques needed in different scenarios. ● To look at their own performance and discuss how this could be improved next time.

Ferndale Primary School – Progression of skills and Age related expectations in Physical Education

Four Corner Plenary	Year 6
Psychological	<ul style="list-style-type: none"> ●To confidently discuss the importance of rules within each game. ●To confidently discuss decision making within different scenarios. ●To confidently discuss how they have gained confidence in different scenarios. ●To confidently discuss new skills and areas to improve. ●To confidently discuss how to beat opponents in competitive scenarios. ●To discuss awareness of space and opponents during a game scenario. ●To discuss how they used space to beat opponents during a game scenario.
Social	<ul style="list-style-type: none"> ●To confidently discuss the importance of communicating with others. ●To confidently discuss how they worked as a team and how this could improve next time. ●To begin to discuss reasons why different outcomes occurred as well as what they would change next time. ●To comment with confidence on others performance and offer advice to others on how to improve next time. ●To confidently discuss different ways that they communicated in different scenarios. ●To discuss how they have used different gestures to aid their success in game scenarios. ●To justify reasons why they made decisions to aid their team.
Technical/ Tactical	<ul style="list-style-type: none"> ●To confidently discuss different techniques used in different scenarios. ●To confidently discuss what they did to try to beat their opponent. ●To confidently discuss what they did in order to achieve the lesson objective. ●To confidently discuss different ways in which they have shown control and how they can develop it. ●To confidently discuss why they chose different equipment in different scenarios. ●To look at their own performance and discuss how this could be improved next time. ●To discuss how they used positioning within game scenarios. ●To discuss how they kept possession within different invasion games. ●To discuss why they made or created space in different game scenarios.
Physical	<ul style="list-style-type: none"> ● To confidently discuss why they used different physical techniques in different scenarios. ●To confidently discuss different physical techniques that they used as well as beginning to comment on how others could improve. ●To comment with confidence on different physical techniques needed in different scenarios. ●To look at their own performance and discuss how this could be improved next time. ●To discuss how they protected the ball within different invasion games. ●To discuss how they varied their movement to affect the outcome in different game scenarios. ●To discuss how flexibility, athleticism and balance aided their overall success within a lesson.