



Park Road CP PE Progression of skills



A document to show how each skill is taught through each year group, through different sports.

Year Group	Gymnastics	Dance	Multi skills	Invasion games	Field games (Throwing and catching) (Striking and fielding)	Athletics - Track and Field	Net and wall
EYFS	<ul style="list-style-type: none"> • Build core strength. • Make body tense, relaxed, curled and stretched. • Balance on small/large body parts & understand stillness • Make large and small body shapes • Perform basic travelling actions on various body parts <p style="color: green;">End point: Be able to create different body shapes. To use apparatus confidently.</p>	<ul style="list-style-type: none"> • Move to music. • Copy dance moves. • Perform some dance moves. • Move around the space safely. <p style="color: green;">End point: Use core movement skills to create fluid movements. To use apparatus confidently.</p>	<p style="color: blue;"><u>Fundamental skills</u></p> <ul style="list-style-type: none"> • Send & receive a ball by rolling from hand & striking with foot. • Aim and throw object underarm. • Catch balloon/bean bag and sometimes a bouncing ball. • Move and stop safely in a specific area. • Play a passing & target game alone and with a partner <p style="color: green;">End point: They will be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children • Adjusting speed or changing direction to avoid obstacles. <p style="color: green;">End point: Be able to demonstrate strength, balance and coordination when playing. Children will be able to negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Can catch a bean bag / smaller ball.</p> <p style="color: green;">End point: Be able to demonstrate strength, balance and coordination when playing.</p>	<ul style="list-style-type: none"> • To explore different methods of throwing. <p style="color: green;">End point: Be confident in trying under arm and over arm throw.</p>	

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Year 1	<ul style="list-style-type: none"> • To explore gymnastic actions and shapes. • Begin to work alone/with someone to make a sequence of shapes/travels • To explore movement actions with control, and to link them together with flow. • Climb safely, showing some shapes and balances when climbing. • Keep balance travelling in a range of ways along bench, spots, mat etc. • To link combinations of movements and shapes with control. • To choose and use simple compositional ideas by creating and performing sequences. <p>End point: Be able to create different body shapes.</p>	<ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. <p>End point: To be able to travel in time to music.</p>	<p>Fundamental skills</p> <ul style="list-style-type: none"> • To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with control and fluency. • To practise ABC (agility, balance and coordination) at circuit stations. 	<ul style="list-style-type: none"> • Football Develop balance, agility and co-ordination. • Kick/stop a ball using a confident foot while static. • Master basic sending and receiving skills. • Run straight and on a curve and sidestep with correct technique. • Begin to follow some simple rules. 	<ul style="list-style-type: none"> • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To play a game fairly and in a sporting manner. • Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) • Play as a fielder and get the ball back to a stop zone • Begin to follow some simple rules (carrying the bat, not over taking someone) 	<ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running 	

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Year 2	<ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others). • Be still on single/two + points of contact on floor/apparatus showing tension & control. • Link known shape/travel/roll/jump to a balance using floor and on apparatus. • Jump/land with control using different body shapes in flight. • To choose and use a variety of gymnastic actions to make a sequence. <p>End point: Create sequences involving rolls, jumps, travelling and shape and including at least one-point balances.</p>	<ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control. 		<p>Football</p> <ul style="list-style-type: none"> • Perform some dribbling skills with hands and feet using space. • Pass a ball accurately over longer distances to a team-mate. • Combine stopping, pick up/collect & send a ball accurately to other players. • Make simple decisions about when /where to move in game to receive a ball. • To use hand-eye coordination to control a ball. • To kick and move with a ball. • To develop catching and dribbling skills. • To use ball skills in a mini game. 	<ul style="list-style-type: none"> • To throw a ball for distance. • To practise throwing skills in a circuit. • To learn skills for playing striking and fielding games. • Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops • Stop moving when the 'bowler' has the ball • Play as a fielder and pass the ball back to the bowler to make the runner stop • Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops) 	<ul style="list-style-type: none"> • 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 run for distance. • To complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> • To learn how to hold a racket appropriately. • To position the body to strike a ball.

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Year 3	<ul style="list-style-type: none"> • Use a greater number of own ideas for movement in response to a task • Combine arm actions with skips/leaps/steps/jumps & spins in travel • Travel while using various hand apparatus (ribbon/hoop/rope/ball) • Know principles of balance and apply them on floor and apparatus • Improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music • Explore jumping techniques and to link them with other gymnastic actions <p>End point: Be able to create sequences using hand apparatus, arm movements and balance.</p>	<ul style="list-style-type: none"> • To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of dance to create a story in small groups. • To develop precision of movement. • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence. 	<p>Swimming</p> <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 develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water. • To swim front crawl for 25m 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • To be aware of others when playing games and develop skills as a team. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • Move holding a rugby ball. • Know where to score a try and how to position the ball to score a try. • Move into spaces to avoid defenders. • Make a backward pass to team-mates, using the direction most comfortable. • Know to tag team-mates and when to defend. • To play in a mini competition. • Apply learned skills in a game of tag rugby. 	<p>Rounders</p> <ul style="list-style-type: none"> • To develop a range of skills in striking and fielding. • To develop and investigate different ways of throwing and to know when it is appropriate to use them. • To practise the correct technique for catching a ball and use it in a game. • To practise the correct batting technique and use it in a game situation. • To practise the correct technique for fielding and use it in a game situation • To consolidate the throwing, catching and batting skills already learned • To strike the ball for distance 	<ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique • To improve throwing technique • To reinforce jumping techniques • To understand the relay and passing the baton. • To choose and understand appropriate running techniques • To compete in a mini-competition, recording scores 	<p>Tennis</p> <ul style="list-style-type: none"> • To consolidate how to hold a racket appropriately • To position the body to strike a ball • To get the ball into play • To accurately serve underarm • Tap the ball back and forth to partner • Begin to know what it means by a forehand and backhand position • Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed

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Year 4	<ul style="list-style-type: none"> • Share ideas and give positive criticism/advice to self & others. • Create & perform matching/mirroring sequences explaining how it could be improved • Perform at least 3 different rolls with some control • Link a roll with travel and balance using floor and apparatus with good body control • To perform movements in canon and in unison • Use counterbalances and incorporate them into a sequence of movements <p>End point: Be able to create sequences with balance and counterbalance</p>	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of chosen dance style • To demonstrate an awareness of the music's rhythm and phrasing when improvising • To create an individual dance that reflects the chosen dancing style • To create partnered dances that reflect the dancing style and apply the key components of dance • To perform dance using a range of movement patterns • To perform and evaluate own and others' work 	<p><u>Swimming</u></p> <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 develop balance, link activities and travel further on whole stroke. • To show breath control • Introduction to deeper water. • Treading water. • To swim front crawl for 25m 	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> • Move with speed (and change of) with the ball and without. • Use speed and space to avoid opponent. • Pass backwards and in both directions and sometimes on the move. • Tag the person who has the ball, but can mark a player who doesn't have the ball. • To play in a mini competition. Be able to evade and tag opponents. • Develop tactics as a team. • Apply learned skills in a game of tag rugby. 	<p><u>Rounders</u></p> <ul style="list-style-type: none"> • To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well. • To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye coordination to strike a moving ball. • To develop fielding skills and understand their importance when playing a game. • To play in a competitive situation, and to demonstrate sporting behaviour 	<ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. <ul style="list-style-type: none"> • 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 a competition. 	<ul style="list-style-type: none"> • To play a variety of shots in a game situation and to explore when different shots should be played. • To accurately serve underarm and overarm. • Begin to tap a ball over a net allowing for a bounce, hit technique • Know to use two hands for an effective backhand

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Year 5	<ul style="list-style-type: none"> • Perform and evaluate own and others' sequences. • Include change of speed, direction and shape in movements • Follow a set of 'rules' to produce a sequence, possibly made by peers • Create mirror/matching/canon sequence varying dynamics/levels/direction etc • Perform movements in canon and in unison • To use and refine the following skills: flexibility, strength, balance, power and mental focus <p style="color: green;">End point: Be able to create sequences in unison/canon involving different speeds, direction and shape.</p>	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style • To demonstrate an awareness of the music's rhythm and phrasing when improvising • To create and perform an individual dance that reflects the chosen dance style • To create partnered dances that reflect the chosen dancing style and apply the key components of dance • To create group dances that reflect the dance style • To perform a dance using a range of movement patterns. • To perform and evaluate 		<p style="color: blue;">Quicksticks - Hockey</p> <ul style="list-style-type: none"> • To understand how to make space by moving away and coming back and by dodging • Dribble the ball keeping it close using the correct side of the stick • To recognise which positions are attacking and which are defending • To understand the importance of 'getting free' in order to receive a pass • Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders • Choose between the two passes (push/slap) and explain simply why • Make a direct pass while dribbling • Begin to mark a player causing opponent's difficulty • Show some signs of an approaching a player to tackle and cause pressure • Use speed to dribble the ball into space. • Successfully score while in the D 	<p style="color: blue;">Cricket</p> <ul style="list-style-type: none"> • To develop skills in batting and fielding • To choose fielding techniques • To run between the wickets. • To run, throw and catch • To develop a safe and effective overarm throw • To learn batting control. • To learn the rules for cricket. • To use all the skills learned by playing in a mini tournament 	<ul style="list-style-type: none"> • To use correct technique to run at speed. To develop the ability to run for distance. • To throw with accuracy and power. • 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 demonstrate good techniques in a competitive situation. 	<p style="color: blue;">Badminton</p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To develop a backhand technique and use it in a game • To practise techniques for all shots. • To use the scoring system and court for badminton. • To play a badminton game using an overhead serve and the correct selections of shots. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.

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Year 6	<ul style="list-style-type: none"> • Select a suitable routine to perform to different audiences, bearing in mind <i>who</i> the audience is. • Evaluate own and others' sequences. • Perform movements in canon and in unison. • Transfer sequence above onto suitably arranged apparatus & floor. • Perform 6-8 part floor sequence as individual, pair & small group to a piece of music. • Demonstrate 3 paired balances in sequence using various skills/actions. <p>End point: Be confident performers to an audience.</p>	<ul style="list-style-type: none"> • Be aware of & use musical structure, rhythm & mood & can dance accordingly • Use appropriate criteria & terminology to evaluate performances • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create group dances that reflect the chosen dancing style and apply the key components of dance. • To perform a dance using a range of movement patterns. 		<p>Quicksticks - Hockey</p> <ul style="list-style-type: none"> • To understand how to make space by moving away and coming back and by dodging. • To understand the positions on a team • Use speed, changing of direction and indian dribbling to advance towards team's goal. • Use a range of passes knowing which one depending on the distance of the pass. • Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). • Know when to defend and what defence skills could be used. • Successfully score while in the D. 	<p>Cricket</p> <ul style="list-style-type: none"> • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance • To use a range of tactics for attacking and defending in role of bowler, batter and fielder 	<p>To use correct technique to run at speed.</p> <ul style="list-style-type: none"> • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation. 	<p>Badminton</p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve. • To understand how to use different shots to outwit an opponent in a game. <ul style="list-style-type: none"> • To develop knowledge, understanding and principles within a singles and doubles game, including tactics and strategies used.