

St Joseph's Catholic Primary School
Physical Education - Progression in Skills

Key Stage One

During KS1 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. Knows the lesson begins with a warm up & ends with cool down.

Other Key Skill

Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson.

Understand and describe changes to their heart rate when playing different type games.

Recognise risks when handling and placing large apparatus.

Begin to understand basic principles of working with a partner or group.

Explain why running and playing games is good for them.

The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage Two

During KS2 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.

Games

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Skills	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to	Revise and refine the fundamental movement skills they have already acquired: rolling crawling walking jumping running hopping skipping climbing Progress towards a more fluent style of moving, with	Travelling Running, hopping, skipping, galloping. Change direction easily i.e. dodging and swerving. Travelling with an object i.e. beanbag, ball, bat and ball. Sending Roll a ball underarm. Throw an object underarm (beanbag). Throw an object overarm (beanbag, ball). Kick a ball. Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). Striking a ball with a bat. Receiving Trap a ball with feet. Catching a ball. Catching a ball at different heights.	Travelling Change speed and direction easily i.e. dodging and swerving. Travelling with an object i.e. running or dribbling a ball with/without equipment. Sending and Receiving – Invasion Games Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. Scoring Skills Shoot and score accurately in a range of ways. Shot from a distance and from close range. Net Wall Games Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. Keep a rally going that is not cooperative. Striking Fielding Games Hit a ball off a tee. Different ways of striking a ball using different equipment (e.g. rounders, cricket). Catch a small ball with two hands.				

	<p>wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and</p>	<p>Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. Bowl underarm and overarm with increasing accuracy and speed. Retrieve, intercept and stop a ball when fielding.</p>
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		agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		
Attacking & Defending strategies			<p>Recognise and use space in a game.</p> <p>Understand the concept of aiming and the need for accuracy.</p> <p>Use a feint to try and win a net type game.</p> <p>Throw or hit an object into space to make it more difficult for their opponents.</p> <p>Invasion type game – understand to pass the ball to a person in space (Y2).</p> <p>Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.</p>	<p>Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</p> <p>Choose when to pass or dribble, so they keep possession and make progress towards the goal.</p> <p>Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</p> <p>Defending Skills</p> <p>Know how to mark and defend their goal(s).</p> <p>Ways of keeping the ball away from defenders.</p> <p>How to mark a player and space.</p> <p>Intercept and tackle to get the ball back.</p> <p>Position themselves well on court.</p> <p>Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</p> <p>Choose and use batting or throwing skills to make the game hard for their opponents.</p> <p>Strike the ball accurately into spaces and different parts of the playing area.</p> <p>Direct the ball away from fielders using different angles and speeds.</p>
Evaluating Success			<p>Not Statutory at this stage</p> <p>But advisable in terms of supporting children's learning.</p> <p>Examples include:</p>	<p>Explain how to keep possession and describe how they and others have achieved it.</p> <p>Identify what they do best and what they find difficult.</p> <p>Explain the tactics and skills that they are confident with and use well in games.</p> <p>Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</p>

			Describe what they have done or seen others doing. i.e. opposite foot forward to throwing arm. Copy actions and ideas and use the information they collect to improve their skills.	Explain why a performance is good. Recognise and describe the best points in an individuals and a team's performance. Identify aspects of their own and others performances that needs improving.
Dance				
Developing Skills			Body Actions Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins Travel - waddle, slide Turn - spin Gesture - bob, flap Stillness - freeze Copy simple movement patterns i.e. waddling, huddle and flap wings. Show and tell using body actions to explore moods, ideas and feelings. Vary speed, strength, energy and tension of their movements.	Composing To create movement using a stimulus. To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. To create and link dance phrases using a simple dance structure or motif. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively.
Applying & Linking Skills			Choose movements to make own simple dance phrase with beginning, middle and ending. Practise and repeat these movements so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, coordination and spatial awareness.	Performing To perform dances expressively, using a range of performance skills. To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. To perform more complex dance phrases that communicate character and narrative. Perform in a whole class performance.
Evaluating Success			Not Statutory at this stage Use simple dance vocabulary to describe movement. i.e. describe what body actions they see. Describe why they think particular actions have been chosen.	Appreciating To talk about how they might improve their dances. To describe and evaluate some of the compositional features. of dances performed with a partner and in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.

			Describe how a dance makes them feel.	
Gymnastics				
Developing Skills			<p>Travelling – feet Jog, skip, gallop, hop, walk forwards, backwards.</p> <p>Travelling – hands and feet Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</p> <p>Shape Wide, thin, tuck, dish, arch.</p> <p>Rolling Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.</p> <p>Balance Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder.</p> <p>Jumping 2 feet to 2 feet, 2 to 1 and 1 to 2. 2 feet to 2 feet for height with shape</p> <p>Handle small and large apparatus Mats, benches, tables.</p>	<p>Travelling Focus on developing quality of travelling actions both on feet and hands and feet.</p> <p>Shape As KS 1 and piked and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. Explore a range of symmetrical and asymmetrical actions. Perform movements that are mirrored and/or matched.</p> <p>Balance Focus on developing balances on 1,2,3 or 4 points and large body parts. Counter balance with a partner. Counter tension with a partner.</p> <p>Rolling Focus on developing quality in all the different rolling actions from KS1. Jumping Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1. Jump with shapes in the air. ½ turn jump.</p> <p>Handle apparatus Use all actions above on the floor and over, through, across and along apparatus. Perform different combinations of actions and perform these with a change of speed, level or direction. Develop tension, extension and transfer of weight in their actions</p>
Applying & Linking Skills			<p>Create and link simple combinations of 2/3 actions / skills e.g. travel and balance. To link “like” movements with a beginning, middle and end To copy a partner’s sequence. Remember and repeat simple linked sequences. Link simple combinations of 3 / 4 actions / skills e.g. jump, travel, roll, balance. Devise short sequence, clear begin, middle, and end. Adapt sequence to include partner or apparatus.</p>	<p>Linking actions and Sequences of Movement Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. Gradually increase their length of sequence. Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement. Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner. Make up longer sequences and perform them with fluency and clarity of movement. Vary direction, levels and pathways to improve the look of a sequence. Use planned variations and contrasts in actions and speed in their sequences. Perform actions on the floor then from floor to apparatus,</p>

			Remember and repeat accurately, devised sequences	
Evaluating Success			Not Statutory at this stage Observe and describe sequences using appropriate vocabulary. Observe and copy a partner's sequence. Comment on one a sequence and say how to improve it.	Explain the difference between two performances. Make simple assessments of performance based on simple criteria given by the teacher. Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight. Suggest improvements to speed, direction and level in the composition. Watch performance and use criteria to make judgements and suggest improvements. Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.
OAA				
Trails				To improve communication skills. To improve ability to work with and trust others. To undertake an adventure trail to develop communication skills. To work safely with a partner in an adventurous environment. To complete a Trail within the school grounds. To increase confidence in decision making. To know how to use a control card.
Problem Solving				Take part in outdoor and adventurous activity challenges Develop communication and collaboration skills Evaluate their own success To take responsibility for self and others Take part in activities that involve working with and trusting others To work effectively as part of a team
Orienteering				Know some of the symbols on a orienteering map. Know how set a map. Know how to keep the map "set or "orientated" when they move around a simple course. Know the eight points of a compass. Record information accurately at the control marker. Plan effectively to visit as many control markers in the time allowed. To run safely with a map around a simple orienteering course. Navigate to a control marker on a score event course.