

Furneux Pelham School – Skills Progression for *Physical Education*



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Area 1 Take part in outdoor and adventurous activity challenges both individually and within a team.							
Indoor and outdoor activities				Follow a map in a familiar context. Move from one location to another following a map. Use clues to follow a route. Follow a route accurately, safely and within a time limit.	Follow a map in a more demanding familiar context. Move from one location to another following a map. Use clues to follow a route. Follow a route accurately, safely and within a time limit.	Follow a map in an unknown location. Use clues and compass directions to navigate a route. Change my route if there is a problem. Change my plan if I get new information.	Plan a route and series of clues for someone else. Plan with others taking account of safety and danger.
Key National Curriculum Area 2 Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.							

Games	<p>Find a clear space avoiding obstacles in lessons and in games.</p> <p>Control large and small objects with hands and feet to include; patting, pushing and kicking.</p> <p>Catch a bean bag /large ball when thrown accurately.</p> <p>Throw a beanbag/large ball in a given direction.</p>	<p>Move and stop safely.</p> <p>Kick in different ways.</p> <p>Hit a ball with a bat.</p> <p>Roll a piece of equipment.</p> <p>Catch with both hands.</p> <p>Throw underarm.</p>	<p>Change direction showing control and coordination.</p> <p>Travel with equipment including bouncing ball, dribbling ball at feet, dribbling with stick and ball.</p> <p>Throw and catch with control when under limited pressure.</p>	<p>Change speed and direction easily.</p> <p>Jog whilst dribbling a ball with hands, ball at feet and with stick and ball.</p> <p>Pass and receive using different techniques throw and catch with control when under limited pressure.</p> <p>Throw and shoot a ball at a target with some accuracy.</p>	<p>Dodge to change direction easily.</p> <p>Travel with an object whilst running (dribbling with hands, feet, stick and ball) looking forward and keeping ball under close control.</p> <p>Catch with one hand. hit a ball accurately and with control.</p>	<p>Change speed and direction easily whilst dribbling ball with hands, feet, stick.</p> <p>Use a number of techniques to pass, dribble and shoot. pass in different ways.</p> <p>Use forehand and backhand with a racquet.</p> <p>Shoot accurately in a range of ways using different equipment.</p> <p>Shoot from close range and distance.</p>	<p>Change speed and direction easily whilst dribbling ball with hands, feet, stick keeping ball in close control.</p> <p>Use dribbling to successfully progress a ball forward in games.</p> <p>Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games.</p> <p>Shoot accurately in a range of ways using different equipment.</p>
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		Follow rules.	Follow rules. Decide where the best place to be is during a game. Use one tactic in a game. Stay in a 'zone' during a game.	Know and use rules fairly to keep games going. Be aware of space and use it to support team mates and cause problems for the opposition. Keep possession with some success when using equipment that is not used for throwing and catching skills.	Vary tactics and adapt skills according to what is happening. Choose the best tactics for attacking and defending. Keep possession of the ball.	Gain possession by working as a team.	Make a team plan and communicate it to others. Lead others in a game situation. Explain complicated rules. Umpire.
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Key National Curriculum Area 3
Develop flexibility, strength, technique, control and balance.

Gymnastics	Jump and land on both feet. Show some confidence when jumping from apparatus.	Make my body tense, relaxed, curled and stretched. Copy sequences and repeat them.	Use contrast in sequences. Make controlled movements. Plan and show a sequence of moves.	Use a greater number of ideas for movement in response to a task. Compare and contrast gymnastic	Include change of speed and change of direction. Include a range of shapes.	Make complex or extended sequences. Perform consistently to different audiences.	Combine own work with that of others. Link sequences to specific timings.
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	<p>Land in a controlled position on both feet.</p> <p>Travel with confidence on, over and through apparatus.</p> <p>Explore travelling on different body.</p>	<p>Roll in different ways.</p> <p>Travel in different ways. balance in different ways.</p> <p>Stretch in different ways.</p> <p>Curl in different ways.</p> <p>Climb safely.</p>	<p>Make improvements to sequences.</p>	<p>sequences, commenting on similarities and differences.</p> <p>Adapt sequences to suit different apparatus.</p>	<p>Combine action, balance and shape.</p> <p>Work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>Movements are accurate, clear and consistent.</p>	
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Key National Curriculum Area 4

Use running, jumping, throwing and catching in isolation and in combination.

Athletics	<p>Show improved control and coordination when walking and running.</p> <p>Negotiate obstacles when walking and running.</p> <p>Negotiate space when running at speed.</p>	<p>Copy different ways for running for speed and distance. Run in different directions and at different speeds.</p> <p>Copy basic jumping patterns and land with control.</p>	<p>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some control and consistency.</p> <p>Repeat a short sequence of linked jumps.</p>	<p>Run at fast, medium and slow speeds, changing speed and direction.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Throw a variety of objects, changing my action for</p>	<p>Sprint over a short distance. run over a long distance.</p> <p>Jump in different ways.</p> <p>Combine running and jumping.</p> <p>Throw in different ways. hit a target.</p>	<p>Understand why pacing is important and can judge my speed effectively.</p> <p>Run over hurdles at speed.</p> <p>Demonstrate control when taking off and landing in a jump.</p>	<p>Choose the best pace to sustain my running when taking part in longer runs.</p> <p>Accurately mark a sprint start and use it to gain power.</p> <p>Demonstrate stamina.</p>
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	Explore jumping and landing on feet with some control.	Copy throwing techniques with some accuracy.	Throw a variety of objects.	accuracy and distance as required.		Have good control, speed and power when jumping. throw with accuracy.	Use skills in different situations. Throw with improved technique and power.
Key National Curriculum Area 5 Perform dances using a range of movement patterns.							
Dance	Imitate movement in response to movement. Use and remember simple action in response to music or actions.	Move to music. copy dance moves. Perform some dance moves. Move around the space safely. Dance imaginatively.	Change rhythm, speed, level and direction. Dance with control and co-ordination. Make a sequence by linking sections together. Make up a short dance.	Improvise freely, translating ideas from a stimulus into movement. Share and create phrases with a partner and in small groups. Repeat, remember and perform these phrases in a dance.	Work on my movements and refine them. Compose my own dances in a creative and imaginative way. Make controlled movements. make sure my dance moves are clear and fluent.	Perform to an accompaniment, expressively and sensitively. Make controlled movements. dance with clarity, fluency, accuracy and consistency.	Develop imaginative dances in a specific style. Choose own music, style and dance.
Key National Curriculum Area Swim competently, confidently and proficiently; use a range of strokes effectively; perform safe self-rescue in different water-based situations.							
Swimming	Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Use 3 different strokes, swimming on front and back.						

	<p>Control breathing.</p>
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Swim confidently and fluently on the surface and under water.

Work well in groups to solve specific problems and challenges, sharing out the work fairly.

Recognise how swimming affects the body, and pace efforts to meet different challenges.