

PE Skills Progression Document - Years 1- 6

Through Physical Education pupils will develop basic balance, agility and coordination allowing every child to become physically active through a variety of sporting activities and games, ensuring core values are embedded. These include social and communication skills, creativity and imagination, sportsmanship and leadership. Children will demonstrate a greater awareness of good sportsmanship, fairness and respect whilst playing competitive sport. Children will be taught PE through an engaging and varied curriculum which will promote an active and healthy lifestyle.

National Curriculum Expectations

Key Stage 1 pupils should be taught to:

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. 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.

Pupils should be taught to:

- *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.

Key Stage 2 pupils should be taught to:

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
- *perform dances using a range of movement patterns
- *take part in outdoor and adventurous activity challenges both individually and within a team
- *compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year Grp	Static balance: 1 Leg	Static Balance: Seated	Static Balance: Floorwork	Static Balance: Stance	Dynamic Balance: On a Line	Dynamic Balance: Jumping and Landing	Counter Balance: In Pairs
	The ability to hold the body stationary whilst balanced on one leg.	The ability to maintain posture and balance whilst seated on the floor.	The ability to have balance whilst focusing on supporting movement on backs and fronts.	To maintain good posture and balance whilst throwing and catching a ball.	To be able to travel along a line in different ways and directions.	To jump and land securely maintaining good posture and balance.	To be able to balance securely using a partner.
KS1 (Y&G)	On both legs: *Stand still for 30 seconds. *Complete 5 mini-squats.	* Balance with both hands/ feet down. *Balance with 1 hand/ 2 feet down. *Balance with 2 hands/ 1 foot down. *Balance with 1 hand/ 1 foot down. *Balance with 1 hand or 1 foot down. *Balance with no hands or feet down. *Pick up a cone from one side, swap hands and place it on the other side. *Return the cone to the opposite side.	*Hold mini-front support position. *Reach round and point to the ceiling with either hand in mini-front support. *Place cone on back and take it off with another hand in mini- front support. *Hold mini-back support position. *Place cone on tummy and take it off with another hand in mini- back support.	*Stand on line with good stance for 10 seconds. *Stand on a low beam with a good stance for 10 seconds.	*Walk fluidly, lifting knees to 90°. *Walk fluidly, lifting heels to bottom. *Walk forwards with fluidity and minimum wobble. *Walk backwards with fluidity and minimum wobble.	*Jump from 2 feet to 2 feet with quarter turn in both directions. *Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). *Jump from 2 feet to 2 feet forwards, backwards and side- to-side.	*Hold on and, with a long base, lean back, hold balance and then move back together. *Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. *Sit holding hands with toes touching, lean in together then apart. *Sit holding 1 hand with toes touching, lean in together then apart. *Sit holding hands with toes touching and rock forwards, backwards and side-to-side.

<p>LKS2 (R&B)</p>	<p>*Stand still on uneven surface for 30 seconds. *Stand still on uneven surface for 30 seconds with eyes closed. *Complete 10 squats into ankle extensions. *Complete 5 squats with eyes closed.</p>	<p>*Sit in a dish shape and hold it for 5 seconds. *Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). *Reach and pick up cone an arms distance away and place it on the other side using the same hand (both directions). *Hold a V-shape with straight arms and legs for 10 seconds.</p>	<p>*Hold full front support position. * Lift 1 arm and point to the ceiling with either hand in front support. *Transfer cone on and off back in front support. *Transfer tennis ball on and off back in a front support. *Transfer cone on and off tummy in back support. *Transfer tennis ball on and off tummy in back support.</p>	<p>*Receive a small force from various angles. *Raise alternate feet 5 times. *Raise alternate knees 5 times (and to opposite elbows). *Catch ball at chest height and throw it back. *Catch large ball thrown at knee height and above head. *Catch a large ball thrown away from the body. *Catch small ball thrown close to and away from body.</p>	<p>*Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. *Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). *Lunge walks forwards, bringing the opposite elbow up to a 90° angle. *Complete all red challenges with eyes closed. *March, lifting knees and elbows up to a 90° angle. *Walk fluidly with heel to toe landing. *Walk fluidly, lifting knees and using heel to toe landing *Walk fluidly, lifting heels to bottom and using heel to toe landing.</p>	<p>*Jump 2 feet to 2 feet forwards, backwards and side-to-side. *Hop forward and backwards, freezing on landing. *Jump 1 foot to other forwards and backwards, freezing on landing. *Hop sideways, raising knee and freezing on landing. *Jump 1 foot to the other sideways, raising knee and freeze on landing. *Jump from 2 feet to 2 feet with 180° turn in either direction. *Complete a tucked jump. *Complete a tucked jump with 180° turn in either direction.</p>	<p>*Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. *Stand on 1 leg while holding on to partner's opposite foot. *Hold on and, with a short base, lean back, hold balance and then move back together. *Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. *Perform above challenges with eyes closed.</p>
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<p>UKS2 (P&BI)</p>	<p>*Place cones at 12, 3, 6 and 9 o'clock on an imaginary clock face and pick them up with the same hand. *Complete 5 ankle extensions with eyes closed. *Complete 10 squats into ankle extensions with eyes closed. *Complete above challenges on an uneven surface. *Complete above challenges on an uneven surface with eyes closed.</p>	<p>*Reach and pick up cones from in front, to the side and from behind. *Reach and pick up cones from in front, to the side and from behind with eyes closed. *Reach and pick up cones from in front, to the side and from behind while a partner applies a force. *Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force. *Turn 360° in either direction, first on the floor then on a bench.</p>	<p>*Hold front support position with only 1 foot in contact with floor and transfer cone and tennis ball on and off back. *Rotate fluently from front support to back support, and then continue rotating with fluency. *Above tasks with eyes closed.</p>	<p>*Throw and catch 2 small balls alternately, using both hands, both close to and away from the body. *Strike small ball back to a partner with a racket. *Strike a small ball back to a partner from across the body with a racket. *Throw and catch a small ball, catching across the body with either hand. *Throw and catch 2 balls alternately, catching across the body with either hand. *Volley large ball back to a partner with either foot.</p>	<p>*Sidestep in both directions. *Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots *Move sideways, stepping across the body (lateral step-over). *Perform 'grapevines' (step-over, sidestep, step-behind, repeat) *Complete LKS2 challenges then above challenges with eyes closed. *Lunge walks backwards. *Lunge walks backwards with opposite elbow at 90°. *Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°. *Perform above challenges with eyes closed</p>	<p>*Jump 2 feet to 2 feet with a 180° turn in the middle (both directions). *Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions). *Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides). *Jump from vertical stance forwards into lunge position while holding ball off centre (both sides). *Jump 2 feet to 2 feet with 360° turn (in both directions).</p>	<p>*Complete all LKS2 challenges with eyes closed. *Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together. *Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms.</p>
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Year Group	Coordination: sending and receiving	Coordination: Ball skills	Coordination: Footwork	Agility: Ball Chasing	Agility: Reaction and Response	Dance
	Sending and receiving with ball is an essential skill in many competitive sports and games.	The ability to hold and move a ball correctly for specific games.	Footwork is a key skill when it comes to attacking and defense.	To chase and retrieve a ball travelling at speed.	To improve reaction time to a stimulus (ball).	Children learn to talk about and use different movements to music both individually and with their peers.
KS1 (Y&G)	<ul style="list-style-type: none"> * Throw tennis ball, catch rebound with same hand after 1 bounce. * Throw a tennis ball, catch, rebound with the same hand without a bounce. * Throw a tennis ball, catch a rebound with another hand after 1 bounce. * Throw a tennis ball, catch a rebound with another hand without a bounce. * Strike a large, soft ball along the ground with your hand 5 times in a rally. * Roll a large ball and collect the rebound. * Roll a small ball and collect the rebound. * Throw a large ball and catch the rebound with 2 hands. 	<ul style="list-style-type: none"> *Sit and roll a ball up and down legs and round upper body using 1 hand. *Stand and roll a ball up and down legs and round upper body using 1 hand. *Sit and roll a ball along the floor around the body using 2 hands. *Sit and roll a ball along the floor around body using 1 hand (right and left). *Sit and roll a ball down legs and around upper body using 2 hands. *Stand and roll a ball up and down legs and round upper body using 2 hands. 	<ul style="list-style-type: none"> *Combine side-steps with 180° front pivots off either foot. *Combine side-steps with 180° reverse pivots off either foot. * Skip with knee and opposite elbow at 90° angle. *Hopscotch forwards and backwards, hopping on the same leg (right and left). *Side-step in both directions. * Gallop, leading with either foot. * Hop on either foot. * Skip. 	<ul style="list-style-type: none"> *Start in a seated/lying position, throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. *Start in a seated/lying position, chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction. * Roll a ball, chase and collect it in a balanced position facing the opposite direction. * Chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction. 	<p>From 1, 2 and 3 metres:</p> <ul style="list-style-type: none"> *React and catch tennis ball dropped from shoulder height after 1 bounce. *React and catch large ball dropped from shoulder height after 2 bounces. *React and catch large ball dropped from shoulder height after 1 bounce. 	<ul style="list-style-type: none"> *Perform dances using simple movement patterns individually and within a group
LKS2 (R&B)	<ul style="list-style-type: none"> *Strike a ball with alternate hands in a rally. *Kick a ball with the same foot. 	<p>In 20 seconds or less:</p> <ul style="list-style-type: none"> *Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 	<ul style="list-style-type: none"> *Hopscotch forwards and backwards, alternating hopping leg each time. * Move in a 3-step 	<ul style="list-style-type: none"> *Chase a large rolled ball, let it roll through legs and then collect it in a balanced position facing the 	<p>From 1, 2 and 3 metres:</p> <ul style="list-style-type: none"> * React and catch tennis ball dropped from shoulder height 	<ul style="list-style-type: none"> *Perform dances using a range of movement patterns individually and within a group *Use simple dance

	<p>*Kick a ball with alternate feet.</p> <p>*Roll 2 balls alternately using both hands, sending 1 as the the other is returning.</p> <p>*Alternately throw and catch 2 tennis balls against a wall.</p> <p>*Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p> <p>*Throw 2 tennis balls against a wall in a circuit, in both directions.</p>	<p>*Move a ball round waist 17 times.</p> <p>*Stand with legs apart and move a ball around alternate legs 16 times.</p> <p>In 20 seconds or less:</p> <p>* Stand with legs apart and move ball in figure of 8 around both legs 12 times.</p> <p>* Move the ball around the waist into a figure of 8 around both legs 10 times.</p> <p>* Move ball around waist and then around alternate legs 12 times.</p> <p>* Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</p>	<p>zigzag pattern forwards and backwards. *Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</p> <p>*Move in 3-step zigzag pattern, with the knee raised across the body just before changing the lead leg and direction.</p> <p>*Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</p>	<p>opposite direction.</p> <p>*Chase a large bouncing ball, let it roll through legs and then collect it in a balanced position facing the opposite direction.</p> <p>*Complete above challenges with tennis balls.</p> <p>*Roll and chase a large ball, stopping it with the knee sideways onto the ball (long barrier position) facing the opposite direction.</p> <p>*Perform the above challenge with a tennis ball.</p> <p>*Roll and chase a large ball, stopping it with the head in the front support position facing the opposite direction.</p> <p>From 1, 2 and 3 metres:</p> <p>*React and catch a tennis ball dropped from shoulder height after 1 bounce.</p> <p>*React and catch a large ball dropped from shoulder height after 2 bounces.</p> <p>*React and catch a large ball dropped from shoulder height after 1 bounce.</p>	<p>after 1 bounce, balancing on 1 leg.</p> <p>*React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p>	<p>vocabulary to compare and improve work.</p>
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<p>UKS2 (P&BI)</p>	<p>*With a partner, simultaneously pass a large ball along the floor with feet and throw a tennis ball for 10 continuous passes. *With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds.</p>	<p>*Stand with legs apart and complete 20 front to back catches with a bounce in between. *Perform above 30 times without the ball bouncing in between. *Complete above tasks with head up throughout. *Complete 11 overhead throws and catches. *Complete 12 long circles (forwards and then backwards). *Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions).</p>	<p>*Move in 3-step zigzag pattern while alternating knee raise and foot behind. *Move backwards in-3 step zigzag pattern with cross-over (swerve). *Move backwards in 3-step zigzag pattern with knee raised across body.</p>	<p>*Stand facing partner, who feeds the ball over head, then turns and catches it after 1 bounce. *Stand facing away from the partner, who feeds the ball over head, reacts and catches it after 1 bounce. *Perform above challenge but catch ball on instep of foot and lower it to the ground.</p>	<p>From 1, 2 and 3 metres: *React to a call from a partner when they drop the ball, turn and catch it after 1 bounce, on both legs and then balancing on 1 leg. *Perform the above challenge but react to the sound of bounce rather than call. *Perform above challenges, but also step across body and bring hand across body to catch ball with one hand.</p>	<p>*Beginning to compare and adapt movements and motifs to create a larger sequence. *Perform dances using a range of movement patterns individually and within a group with fluency, linking all movements and ensuring they flow. *Use more complex dance vocabulary to compare and improve work.</p>
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Year Group	Personal and Social	Competitive Sport
	<p>Pupils should begin to become responsible for their own learning journey, selecting and embracing appropriate challenges. They should learn the importance of perseverance; improving performance through regular practise. Children should develop skills by practising on their own and with others. They should also learn to give support and guidance to their peers to help improve performance and be given</p>	<p>To encourage a healthy competition and attitude. It is important to offer the opportunity for all young people to be involved in a range of sports and provide a meaningful experience, whatever the children's age or ability. Pupils should be provided the benefits of teamwork, resilience and leadership skills, respect and humility in handling success or disappointment.</p>

	opportunities to take the lead on group tasks.	
KS1 (Y&G)	<ul style="list-style-type: none"> *Try several times if at first I dont succeed. *Ask for help when appropriate. *Follow instructions, practise safely and work on simple tasks by myself. *Enjoy working on simple tasks with help. *Help, praise and encourage others in their learning. *Work sensibly with others, taking turns and sharing. *Play with others and take turns and share with help. 	<ul style="list-style-type: none"> *Perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. *Perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. *Move confidently in different ways. *Begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well. *Understand and follow simple rules. *Name some things I am good at. *Follow simple instructions. *Begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. *Explore and describe different movements. *Observe and copy others.
LKS2 (R&B)	<ul style="list-style-type: none"> *Know where I am with my learning and have begun to challenge myself. *Show patience and support others, listening carefully to them about our work. *Show others my ideas. 	<ul style="list-style-type: none"> *Perform and repeat longer sequences with clear shapes and controlled movement. *Select and apply a range of skills with good control and consistency. *Understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. *Make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.
UKS2 (P&BI)	<ul style="list-style-type: none"> *Create my own learning plan and revise that plan when necessary. *Accept critical feedback and make changes. *View new challenges as opportunities to learn and develop. *Recognise my strengths and weaknesses and set myself appropriate targets. *React positively when things become difficult. *Persevere with a task and improve my performance through regular practice. *Involve others and motivate those around me to perform better. *Give and receive sensitive feedback to improve myself and others. *Negotiate and collaborate appropriately. *Cooperate well with others and give helpful feedback. 	<ul style="list-style-type: none"> *Perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. *Effectively transfer skills and movements across a range of activities and sports. *Perform a variety of skills consistently and effectively in challenging or competitive situations. *Use combinations of skills confidently in sport specific contexts. *Perform a range of skills fluently and accurately in practice situations. *Review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.

*Help organise roles and responsibilities and guide a small group through a task.

- * To have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.
- * Understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.
- * Effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
- * Respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.
- * Link actions and develop sequences of movements that express my own ideas.
- * Change tactics, rules or tasks to make activities more fun or challenging.

