



St. Luke's Halsall CE Primary School Physical Education Progression of Skills

<u>Athletics</u>							
<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Skip. Hop and stand on one leg and hold a pose for a game.</p>	<p><u>Running</u></p> <p>Run in different directions with control and balance.</p> <p>Move safely in a space.</p> <p><u>Jumping</u></p> <p>Jump in different ways landing safely.</p> <p>Jump as high and as far as possible.</p> <p><u>Throwing</u></p> <p>Roll equipment in different ways.</p> <p>Use underarms throwing.</p> <p>Throw an object at a target.</p>	<p><u>Running</u></p> <p>Travel at different speeds and paces when running.</p> <p>Stop safely from different speeds.</p> <p>Change direction with balance and co-ordination.</p> <p><u>Jumping</u></p> <p>Link running and jumping movements with some control and balance.</p> <p>Jump as high or as far as possible.</p> <p>Land safely and with control and balance.</p> <p><u>Throwing</u></p> <p>Use underarm and overarm to throw</p>	<p><u>Running</u></p> <p>Run at different paces describing the pace they are going.</p> <p>Control speed while changing direction with balance and co-ordination.</p> <p>Control their speed when moving around and over obstacles.</p> <p><u>Jumping</u></p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump from a standing position and land with balance and control.</p> <p>Practice taking off and landing in different ways.</p> <p>Understand the importance of bending</p>	<p><u>Running</u></p> <p>Choose a pace and maintain it while running.</p> <p>Understand the importance of adjusting running pace based on the distance they are running.</p> <p>Focus on their arms and legs to improve their running technique.</p> <p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Work as part of a team to complete relay races.</p> <p><u>Jumping</u></p> <p>Use one and two feet to take off and land safely with control.</p>	<p><u>Running</u></p> <p>Accelerate and decelerate smoothly.</p> <p>Carry out an effective sprint finish.</p> <p>Choose a safe and consistent pace for different distances.</p> <p>Demonstrate an improved technique for sprinting and long-distance running.</p> <p>Compete in relay events, understanding when it is their turn to run and pass over a baton.</p> <p><u>Jumping</u></p> <p>Attempt to beat set targets.</p> <p>Safely transfer weight from one leg to another while jumping.</p>	<p><u>Running</u></p> <p>Accelerate from different starting positions.</p> <p>Identify the best pace for a running event based on their fitness level.</p> <p>Continue to develop their technique for sprinting.</p> <p>Use an effective sprint start. Smoothly pass a baton using the backhand technique.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Understand stamina and explain the importance of using it in running events.</p> <p><u>Jumping</u></p>	<p><u>Running</u></p> <p>Accelerate during a sprint to overtake competitors.</p> <p>Build up speed quickly for sprint finish.</p> <p>Continue to develop their sprinting technique to improve their balance and momentum while running.</p> <p>Find a consistent stride pattern to clear hurdles using lead leg technique.</p> <p>Work in a team to competitively perform in a relay race.</p> <p>Be able to identify good tactics and methods based on each participants strength.</p> <p>Select and apply the best pace for a running event.</p>



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		<p>objects of different sizes and shapes.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Add power to their throws to increase the distance.</p> <p>Use different techniques to roll the ball at different speeds and in varying directions.</p>	<p>your knees when landing. Land safely with balance and control.</p> <p style="text-align: center;"><u>Throwing</u></p> <p>Develop both underarm and overarm throwing techniques to improve the accuracy and distance of their throw.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Practice different techniques to achieve greater distance in their throws.</p>	<p>Learn how to combine a hop, step, and jump to perform a triple jump. Use arms and upper body to create an effective take off in standing long jump.</p> <p>Demonstrate techniques to improve their balance on landing.</p> <p>Land safely with balance and control.</p> <p style="text-align: center;"><u>Throwing</u></p> <p>Perform a push throw using objects of different sizes and weight.</p> <p>Continue developing their technique to increase the distance of their throw.</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p>	<p>Developing their jumping for distance and height. Use arms and upper body in time with jump to extend distance in both long jump and triple jump.</p> <p>Begin to measure the distance jumped. Land safely with balance and control.</p> <p style="text-align: center;"><u>Throwing</u></p> <p>Perform a pull/overhead throw with power and accuracy.</p> <p>Measure the distance of theirs and their peers throws.</p> <p>Continue to develop and improve their throwing technique to increase accuracy and distance.</p>	<p>Continue to develop and improve their jumping technique for distance. Perform an effective standing long jump.</p> <p>Improve technique for dynamic long jump, focusing on timing on take-off.</p> <p>Show perseverance to achieve their personal best. Investigate different jumping techniques.</p> <p>Measure the distance height jumped with accuracy.</p> <p>Land safely with balance and control.</p> <p style="text-align: center;"><u>Throwing</u></p> <p>Perform a fling throw and practice using disc shaped objects, propelling them with power and accuracy.</p> <p>Choose techniques to propel different objects in the most effective ways for accuracy and distance.</p>	<p style="text-align: center;"><u>Jumping</u></p> <p>Develop the technique for the standing and dynamic vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Land safely and with balance and control.</p> <p style="text-align: center;"><u>Throwing</u></p> <p>Perform a heave throw using objects of different weights and sizes.</p>
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						<p>Measure and record the distance of theirs and their peers throws.</p> <p>Continue to develop and improve their throwing technique to increase accuracy and distance.</p>	<p>Understand and demonstrate the correct technique for throwing discus and javelin.</p> <p>Continue to develop their throwing techniques and support others in achieving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>
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Dance							
<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Begin to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Join a range of movements together.</p> <p>Follow a basic movement sequence.</p> <p>Perform actions at different speeds.</p>	<p>Copy and repeat basic body patterns and movements to music.</p> <p>Use a variety of movements to change speed and direction.</p> <p>Move in their own space while aware of those around them.</p> <p>Remember simple dance steps and perform them in a controlled manner.</p> <p>Choose appropriate movements for different dance ideas.</p> <p>Begin to use counting to remember and repeat actions.</p> <p>Use simple dance patterns or gymnastics movements to create a sequence.</p>	<p>Perform body actions with control and co-ordination.</p> <p>Copy, remember and repeat simple actions with varying speed and levels.</p> <p>Create a short routine inspired by a stimulus.</p> <p>Demonstrate feeling and emotion through their movements.</p> <p>Begin to select simple actions to construct basic sequences.</p> <p>Move in time with music and improve the timing of their actions with counting.</p> <p>Adapt their actions based on the speed and tempo of music.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create and share a sequence of movements. Begin to compare and adapt movements and create a larger sequence.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Repeat, remember and perform actions with confidence.</p> <p>Use dance patterns to create a story as a group.</p> <p>Begin to improvise independently and in small groups to create a simple dance.</p> <p>Use matching, mirroring, and contrasting in their dance.</p>	<p>Work in a controlled way by changing speed/direction/shape.</p> <p>Link together actions to create a dance with an understanding of compositional devices.</p> <p>Respond to stimuli to create movement phrases.</p> <p>Use formation, canon, and unison to develop a dance.</p> <p>Refine, repeat, and remember dance phrases.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Demonstrate rhythm and spatial awareness. Modify parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Demonstrate smooth transition into between movements.</p> <p>Perform to music remembering whole sections of the movement.</p> <p>Demonstrate a wide range of dynamics.</p> <p>Perform in time to music and demonstrate a good understanding for more complex rhythms.</p> <p>Use transition to link motifs together. Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Isolate multiple parts of the body with clarity alignment and strength.</p> <p>Demonstrate a range of emotional responses.</p> <p>Demonstrate a change of pace and timing in their movements.</p> <p>Comfortably implement their own ideas with the group as well as supporting my peers.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence moving rhythmically and accurately.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use dance vocabulary to compare and improve work.</p>



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							<p>Perform a sequence in time to music.</p> <p>Link actions to create a complex sequence using a full range of movement.</p>
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Gymnastics

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Begin to climb up apparatus using alternate feet with increasing accuracy.</p> <p>Skip, hop and stand on one leg and hold a pose for a game.</p>	<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Begin to stretch in different ways.</p> <p>Jump in a range of ways from once space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around under, over and through different objects and equipment.</p>	<p>Remember and repeat actions and shapes and link them together to make a sequence.</p> <p>Perform action and movement sequences with a beginning, middle and end.</p> <p>Recognise and copy contrasting actions.</p> <p>Show awareness of space while traveling.</p> <p>Travel with control and care.</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps landing safely.</p>	<p>Perform basic gymnastics actions with some control and balance.</p> <p>Plan and repeat simple sequences of actions.</p> <p>Link actions to make a sequence.</p> <p>Travel in different ways, including rolling, jumping, and balancing.</p> <p>Travel with increasing control and care.</p> <p>Travel in unison with a partner.</p> <p>Use shapes when performing other skills, such as rolling, jumping, and balancing.</p> <p>Hold a still shape whilst balancing on different points of the body.</p>	<p>Complete actions with increasing balance and control.</p> <p>Develop the quality of their actions, shapes, and balances.</p> <p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Choose and plan sequences of contrasting actions.</p> <p>Use a range of jumps in their sequences.</p> <p>Adapt sequences to suit different types of apparatus.</p> <p>Link combinations of actions with increasing confidence including changes of direction, speed and level.</p> <p>Create interesting body shapes while holding</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions, and levels in their sequence.</p> <p>Safely perform balance individually and with a partner.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Understand how body tension can improve the control and quality of their movements.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Watch, describe and suggest possible improvements to other performance and their own.</p>	<p>Select ideas to compose specific sequences of movement, shapes, and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes, and balances fluently and with control.</p> <p>Confidently use equipment to vault in variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength technique and flexibility throughout performances.</p> <p>Create and perform sequences using apparatus, individually and with a partner or group.</p> <p>Make simple judgments about performances</p>	<p>Combine and perform gymnastic actions shapes and balances with control and fluency.</p> <p>Create and perform sequences using the full range of actions and movement: travelling, balancing, holding, shapes, jumping, leaping, swinging, vaulting, and stretching.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique, and flexibility throughout performances.</p> <p>Use compositional devices to improve the</p>



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		<p>Move around under, over and through different objects and equipment.</p> <p>Use apparatus safely.</p>	<p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off equipment safely.</p>	<p>balances with control and confidence.</p> <p>Travel with co-ordination control and care.</p> <p>Travel in a variety of different ways using turns.</p> <p>Begin to use equipment to vault.</p> <p>Begin to recognise how performance could be improved.</p>	<p>Move with clarity, fluency and expression.</p> <p>Travel in different ways including flight.</p> <p>Use equipment to vault in a variety of different ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p>	<p>and suggest ways they could be improved.</p> <p>Use synchronisation mirroring a matching when performing with a partner and group.</p> <p>Recognise the position of their centre of gravity and how best to use it in relation to their base of support to perform the strongest balances.</p>	<p>quality of their sequences.</p> <p>Suggest changes and use feedback to improve a sequence.</p>
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Whole-School Games

Striking and Hitting a Ball

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Direct a ball striking it with different parts of the body.</p> <p>Kick an object at a target.</p>	<p>Use striking skills during games.</p> <p>Practice basic striking skills sending and receiving an object.</p> <p>Perform a floor rally with a partner.</p> <p>Strike a ball with a bat, racket or hockey stick.</p>	<p>Strike the ball with increased control.</p> <p>Strike the ball consistently towards a target.</p> <p>Use different parts of the body to strike the ball during a game.</p> <p>Demonstrate good body position when striking the ball.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of striking and fielding skills.</p> <p>Strike the ball for distance and accuracy.</p>	<p>Strike a ball with accuracy and control using different objects i.e., Rackets, Bats and Sticks.</p> <p>Be able to rally the ball with a partner in the air and on the ground.</p> <p>Use hand-eye co-ordination to strike a moving and stationary ball.</p> <p>Use multiple shots in a game situation.</p> <p>Accurately serve a ball underarm in tennis.</p>	<p>Control the speed and direction of a ball to strike it away from fielding players.</p> <p>Explore the timing of striking a ball to allow different shots.</p> <p>Explore when different shots are best used.</p> <p>Demonstrate different cricket strokes to defend their wicket.</p> <p>Develop a backhand technique and use it effectively during games.</p>	<p>Strike a ball over longer distances with direction.</p> <p>Demonstrate good hand-eye co-ordination to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game and serve at different lengths.</p> <p>Judge the flight and bounce of bowl and throws and adjust their body accordingly.</p>



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Whole-School Games

Throwing and Catching

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Roll object in different ways using different parts of the body.</p> <p>Throw an object underarm towards a target.</p> <p>Catch equipment using two hands.</p> <p>Keep eyes open and focus on the ball when catching.</p>	<p>Perform underarm and over arm throws.</p> <p>Throw and catch a ball by themselves.</p> <p>Using rolling, underarm and overarm skills in a game.</p> <p>Practice throwing accurately.</p> <p>Make consistent catches using objects of different size.</p>	<p>Throw different equipment in different ways for accuracy and distance.</p> <p>Throw and catch a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw ball for accuracy and distance.</p> <p>Consistently hit a target when throwing.</p> <p>Use hand-eye co-ordination to control a ball.</p> <p>Vary types of throw used based on situation.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct catching techniques in each sport and use them during a game.</p> <p>Use controlled catching and gathering skills.</p> <p>Catch with increasing control and accuracy.</p> <p>Control the speed, height, and direction of their throws.</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Develop an effective overarm bowl with a run up.</p> <p>Consistently strike a target while bowling.</p> <p>Develop different ways of throwing and catching.</p> <p>Use different techniques to block and slow the pace of a travelling ball.</p>	<p>Consolidate different ways of throwing and catching and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successful under pressure in a game.</p> <p>React quickly to make catches.</p> <p>Develop techniques to safely hit a target an opponent is running towards.</p>



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Whole-School Games

Traveling

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Begin to develop their movement, balancing, riding and ball skills.</p> <p>Skip, hop and stand on one leg and hold a pose for a game.</p>	<p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p>	<p>Travel with a ball in different ways.</p> <p>Develop static and dynamic dribbling using feet and hands.</p> <p>Travel with a ball in different directions and control with fluency.</p>	<p>Move the ball with hands and feet while moving.</p> <p>Control speed of the ball when moving.</p> <p>Use kicking and dribbling skills in a game.</p> <p>Show understanding of which parts of the hands and feet are most effective for dribbling.</p>	<p>Move with the ball in a variety of different ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p> <p>Dribble the ball with either hand or foot with some control.</p>	<p>Move with the ball using range of techniques showing control and fluency.</p>	<p>Link dribbling with other ball skills, such as shooting and passing across a range of sports.</p> <p>Use dribbling in game scenarios with success.</p>	<p>Show confidence in using ball skill in various ways in a game situation and like these together effectively.</p>

Using Space

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
		<p>Move safely around the space and equipment.</p> <p>Travel in different directions including sideways and backwards.</p>	<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p>	<p>Use different ways of travelling at different speed and following different pathways, directions of courses.</p>	<p>Find useful space and get into it to support teammates.</p>	<p>Make the best use of space to pass and receive the ball.</p>	<p>Demonstrate an increasing awareness of space.</p>	<p>Demonstrate a good awareness of space.</p>



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			Begin to use space in a game.	Change speed and direction whilst running. Begin to choose and use the best space in a game.				
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Whole-School Games

Passing

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Kick and throw an object at a target. Use different equipment to strike a ball towards a target.	Pass the ball to teammate in a game. Use kicking skills in a game. Kick a ball to a partner using the side foot technique.	Understand and demonstrate different techniques to pass the ball to teammates. Pass a ball while static and moving.	Pass the ball in multiple ways in a game situation with some success. Consistently control the speed of their passes.	Pass the ball with increasing speed, accuracy, and success in a game situation. Demonstrate good control when passing in a variety of situations.	Pass a ball with speed and accuracy using appropriate techniques in a game situation. Successfully link passing with other ball skills with fluency. Know when to pass and when to dribble in a game.	Choose and make the best in a game. React and adapt passing technique based on game situation. Develop techniques to disguise passes or fool opponents.

Possession

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
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			Develop an understanding of when you do or do not have possession.	Know how to win back and keep possession of the ball in a game situation.	Occasionally contribute towards helping their team to keep and win back possession of the in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively in a team game. Develop techniques to control the speed of games when in possession.
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Whole-School Games

Attacking and Defending

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Play a range of chasing and catching games.	Begin to use the terms attack defending. Practice attacking techniques such as dodging past defenders. Practice defending techniques such as tackling, blocking, and marking players.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack and defend to play a game successfully.	Use basic attacking and defending skills in a game. Use blocking and fielding skills to stop a ball travelling past them. Begin to develop their positioning during a game to mark opposition players.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Move in time with their teammates and choose good attacking and defending positions. Use shooting skills in a game.	Describe what attacking and defending skills can be used in different sports. Choose the best tactics for attacking and defending. Use fielding skills as a team to prevent the opposition from scoring.	Show good reactions in games and be able to think ahead to create a plan of attack and defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.



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Tactics and Rules

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Follow simple rules and instructions.	Follow simple rules to play games, including team games. Begin to apply and follow rules fairly.	Play fairly and within the rules during team games.	Apply and follow rules fairly. Remember and describe basic game rules in invasion games. Know how to play a striking and fielding game fairly. Show and understanding of when rules have been broken and the repercussions in team games.	Adapt rules to alter games. Create and identify rules that could improve the inclusivity of team games. Vary the tactics they use in games.	Be able to lead and umpire existing games with confidence. Devise and adapt rules to create their own game. Apply rules for safe and fair play in created games.	Show leadership skills in team games. Communicate plans and input ideas to improve tactics. Follow and create complicated rules to play a game successfully.



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<u>Health and Fitness</u>							
<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Describe how the body feels when exercising and resting.	Describe how the body feels during exercise. To describe the parts of the body that allow us to exercise. Understand the reason we warm up. Carry and place equipment safely.	Describe how the body feels during and after physical activity. Begin to understand why it is important to warm and cool down the body. Begin to understand what the body needs to keep healthy. Explain the body parts used in warm up.	Recognise and describe the effects of exercise on the body. Explain why it is important to warm up and cool down. Understand the importance of strength and flexibility in sport. Describe what is needed to maintain a healthy lifestyle.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health and what else is needed to maintain a healthy lifestyle. Explain reasons for warmups and cool downs.	Explain how exercise is important for health and wellbeing. Explain ways to become healthier. Understand the role of different organs during exercise. Explain safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Understand how body parts are functioning during exercise. Locate the muscles groups activated during different activities. Understand the importance of warming up and cooling down. Carry out warm-ups and cooldowns safely and effectively. Understand why exercise is good for health, fitness, and wellbeing and the ways we can improve our health.



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Compete and Perform

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learn skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learn skills with increasing control. Compete against themselves and others.	Develop the quality of actions in their performances. Perform learn skills and techniques with control and confidence. Compete against themselves and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply variety of skills and techniques confidently consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.

Evaluate and Improve

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Talk about what they and other have done during lessons.	Watch and describe what their peers have done. Begin to say how they could improve. Talk about what they did and did not enjoy in lessons.	Talk about the similarities and differences between theirs and others performance. Watch and describe performances and use what they see to improve their performance.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Set basic physical targets to improve their individual performance.	Compare their work with others and use the comparison to make improvements to their performance. Watch and evaluate performances giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Compare and comment on skills, techniques, and ideas they and others have used. Use their observations to improve their work. Work on personal targets and design activities to reach their goals. Explain why they have used skills or techniques and the	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements. Analyse and explain why they have used specific skills or techniques. Modify use of skills or techniques to improve their work.



St. Luke's Halsall CE Primary School Physical Education Progression of Skills

					Recognise an area for improvement and set an attainable personal target.	effect they have had on their performance.	Create their own success criteria for evaluating performances. Recognise areas of strength and weakness in their performance and their peers.
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St. Luke's Halsall CE Primary School Physical Education Progression of Skills

Swimming

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
				<p>Perform a recognisable stroke on my front or back with aids.</p> <p>Float in the water on my front and back in the shape of a star.</p>	<p>Swim one length on their front or back in a recognised stroke without aids.</p>	<p>Perform safe self-rescue in different water-based situations.</p> <p>Swim competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke, and breaststroke).</p>	<p>Children who do not achieve the National Curriculum Targets will work on skills from previous year groups.</p>

Outdoor Adventurous Activities

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Communicate simple instructions.</p> <p>Follow instructions.</p> <p>To follow path and lead others.</p> <p>Listen to others' ideas.</p> <p>Suggest ideas to solve tasks.</p>	<p>To say when they successful at solving challenges.</p> <p>To follow instructions carefully.</p> <p>Share ideas and help solve tasks.</p> <p>Work co-operatively with a partner and a small group.</p>	<p>Work within a group to read a basic map to follow directions on a simple route safely.</p> <p>Identify symbols used on a key.</p> <p>Use good communication skills to solve problem whilst working in a group.</p>	<p>Identify point of interest on a map.</p> <p>Create basic routes and improve them to increase the challenge of the course.</p> <p>Complete an orienteering course more than once and begin to identify ways of improving their completion time.</p>	<p>Communicate and collaborate with other to follow planned routes and solve problems.</p> <p>Read keys and symbols on a map and recognise points of interest.</p>	<p>Plan and follow detailed routes using symbols taking account of safety and danger.</p> <p>Find the quickest path whilst recording data.</p> <p>Read keys and symbols on an orienteering map and use them to navigate and plan a route.</p>



St. Luke's Halsall CE Primary School Physical Education Progression of Skills

	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Work with a partner and a small group.</p>	<p>To show honesty and play fairly.</p> <p>Understand how to use, follow and create a simple diagram/map.</p>		<p>Set the map to a direction of travel and follow basic paths.</p>		<p>Prepare routes for their peers.</p>
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