

P.E Skills Progression

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Dance	<p>Reception Year 1 Year 2 End of KS expectations: Children will be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings.</p>	<p>Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings Respond imaginatively to stimuli related to character/music/story Perform clear & fluent dances that show sensitivity to idea/stimuli Make up dance within a small group.</p>	<p>Children will be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns.</p>
Gymnastics	<p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	<p>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 Perform basic core gymnastic skills i.e. roll, balance, travel Know principles of balance and apply them on floor & apparatus. 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 (shoulder, forward, back) with some control Link a roll with travel and balance using floor and apparatus with good body control.</p>	<p>Combine own work with that of others, identifying strengths & weaknesses. 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/pair sequence varying dynamics/levels/direction etc. Select a suitable routine to perform to different audiences, bearing in mind who the audience is. Transfer sequence above onto suitably arranged apparatus & floor Perform 6-8 part floor sequence as individual, pair & small group Demonstrate 3 paired</p>

			or group balances in sequence using various skills/actions
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	KS1	LKS2	UKS2
<i>Invasion Games/ Net and Ball</i>	<p>Perform some dribbling skills with hands and feet using space. Pass a ball accurately (hands & feet) 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. Apply a tactic in a 3v1 game. Engage in simple, competitive and co-operative games. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Use a chest pass and shoulder pass to support team in scoring. Make decisions regarding which is the best type of pass to use. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. Know where positions are allowed on a court. Play competitive 3v3 or 4v4 games.</p>	<p>Know which pass is best to use and when in a game. Use a range of square and straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. Apply tactics to outwit opponents successfully. Identify ways to improve their individual and team performance. Children will be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.</p>

<p>Striking and Fielding Games</p>	<p>Send a ball off a tee using a bat or a racket 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. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Begin to use a bat to hit a ball or bean bag. Play a simple game involving striking and fielding. Begin to follow some simple rules (carrying the bat, not over taking someone) Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops). Play competitively to score points.</p>	<p>Play small sided competitive games. To apply with consistency rules in a variety of different styles of games. To use a range of tactics for attacking and defending in role of bowler, batter and fielder Pupils will be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.</p>
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<p>Athletics</p>	<p>Run with agility and confidence. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain effective running style. Run for distance. Complete an obstacle course with control and agility. Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Enjoy communicating, collaborating their own success. Pupils will be taught to use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores. Select and maintain a running pace for different distances. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation.</p>	<p>Investigate running styles and changes of speed. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation. 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 and evaluate their own success.</p>
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Swimming		<p>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.</p>	<p>Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (e.g.: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.</p>
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