


St Peter's Catholic Voluntary Academy - Progression of skills document: PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
<p>Gymnastics</p>	<p>From Early Years Framework 2020 Development Matters; Physical Development:</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>From Early Years Framework 2021 Development Matters;</p>	<p><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i></p>		<p><i>.develop flexibility, strength, technique, control and balance (or example, through athletics and gymnastics)</i></p> <p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>			<p>Show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled; describe what they do in their movement phrases</p>	<p>Plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise;</p>	<p>Use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved.</p>	<p>Perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved; lead a partner through short warm-up routines; recognise criteria that lead to improvement, eg changing a level; watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance.</p>	<p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of a task, using their knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities; use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p>	<p>Make up longer, more complex sequences, including changes of direction, level and speed; develop their own solutions to a task by choosing and applying a range of compositional principles; combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movements; in small groups, prepare a sequence to be performed to an audience; understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing; show</p>

St Peter's Catholic Voluntary Academy - Progression of skills document: PE

	<p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		<p>describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well</p>				<p>an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>
<p>Topic Suggestions:</p>							
<p>Dance</p>		<p><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i></p> <p><i>perform dances using simple movement patterns.</i></p>		<p><i>perform dances using a range of movement patterns</i></p> <p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>			
		<p>Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use</p>	<p>Perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and</p>	<p>Improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative; use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; refine, repeat and remember dance phrases and dances; perform dances clearly and fluently; show sensitivity to the dance idea and the</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cool-down exercises; show an understanding of safe</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; perform to an accompaniment expressively and sensitively; perform dances fluently and with control; warm up; work talk about dance with understanding, using appropriate</p>

St Peter's Catholic Voluntary Academy - Progression of skills document: PE

		space; describe how their lungs and heart work when dancing; describe basic body actions and simple expressive and dynamic qualities of movement	expressive qualities of dance; describe how dancing affects their body; know why it is important to be active; suggest ways they could improve their work	control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances.	accompaniment; show a clear understanding of how to warm up and cool down safely; describe, interpret and evaluate dance, using appropriate language	exercising; recognise and comment on dances, showing an understanding of style; suggest ways to improve their own and other people's work	language and terminology
Topic suggestions							
Games		<p><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i></p> <p><i>participate in team games, developing simple tactics for attacking and defending</i></p>		<p><i>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</i></p> <p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>			
		Use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit and kick a ball in a variety of ways, depending on	Show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a	<p><u>Invasion Games</u></p> <p>Use a range of skills, eg <i>throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy; choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going; explain what they need to do to get ready to play games; carry out warm ups with care</p>	<p><u>Invasion Games</u></p> <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; know the rules of the games;</p>	<p><u>Invasion Games</u></p> <p>Pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could</p>	<p><u>Invasion Games</u></p> <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; know what</p>

St Peter's Catholic Voluntary Academy - Progression of skills document: PE

		<p>the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games</p>	<p>small group to improve their skills</p>	<p>and an awareness of what is happening to their bodies; describe what they and others do that is successful; suggest what needs practising</p> <p><u>Net and Wall</u></p> <p>Keep up a continuous game, using a range of throwing and catching skills and techniques; use a small range of basic racket skills; choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; make up their own net games; understand the point of the game; keep rules effectively and fairly; recognise how net games make the body work; talk about what they do well and recognise things they could do better.</p> <p><u>Striking and Fielding</u></p> <p>Use a range of skills, <i>eg throwing, striking, intercepting and stopping a ball</i>, with some control and</p>	<p>understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</p> <p><u>Net and Wall</u></p> <p>Consolidation of year 3 plus;</p> <p>a wide range of throwing, catching and hitting skills, on both sides of their body; choose and use these skills with a good degree of accuracy; change the pace, length and direction of their throws and shots, to outwit their opponent; know where to stand; know how to defend their court; use and interpret rules fairly; help to choose activities that warm them up and get them ready to play; suggest ideas for practices they can do to improve their performances.</p>	<p>be improved in performances and suggest ideas and practices to make them better</p> <p><u>Net and Wall</u></p> <p>Use forehand, backhand and overhead shots increasingly well in the games they play; use the volley in games where it is important; use the skills they prefer with competence and consistency; understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices</p> <p><u>Striking and Fielding</u></p> <p>Strike a bowled ball: use a range of fielding skills with growing control and consistency; work collaboratively in pairs, group activities and small sided games; use and apply</p>	<p>position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance</p> <p><u>Net and Wall</u></p> <p>Consolidation of year 5 plus; Use a wide range of shots in games, with a good degree of consistency and accuracy; start a game or point with a serve of their choice; work collaboratively with a partner; organise themselves well in a team; understand the need for different tactics; choose and use tactics effectively; lead others in short warm-up routines, selecting safe and appropriate activities and exercises; identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement</p> <p><u>Striking and Fielding</u></p> <p>Consolidation of</p>
--	--	--	--	--	---	---	--

St Peter's Catholic Voluntary Academy - Progression of skills document: PE

				<p>accuracy; choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going; explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies; describe what they and others do that is successful; suggest what needs practising.</p>	<p><u>Striking and Fielding</u></p> <p>Consolidation of year 3 plus;</p> <p>play games with speed and precision; hit a bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; throw a ball well from a distance; play games well using a variety of skills and equipment; choose and vary a range of tactics; make good tactical decisions quickly, while remaining aware of what is going on around them; explain what happens to their bodies as they work, and how this varies from game to game; identify and describe successful play; identify parts of play that could be improved.</p>	<p>the basic rules consistently and fairly; understand and implement a range of tactics in games; identify own strengths and identify practices to improve.</p>	<p>year 5 plus; play games effectively, reading situations and responding quickly; bat, bowl and field with control; use a range of tactics for attacking and defending as batters, bowlers and fielders; identify the main types of fitness needed for these games and use them in warm-up routines; identify their own and others' strengths and devise practices that lead to improvement.</p>
Topic suggestions							

St Peter's Catholic Voluntary Academy - Progression of skills document: PE

Athletics		<p><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i></p>	<p><i>use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i></p> <p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>				
		N/A	<p>Understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language.</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language.</p>	<p>Consolidation of year 3 plus; demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges; organise small groups safely, making sure that all members have roles to play; predict how different activities will affect their heart rate and temperature; explain why particular activities are used in a warm up and suggest other suitable activities; suggest how performances could be improved, using given criteria.</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria.</p>	<p>Consolidation of year 5: plus; show good control, speed, strength and stamina when running, jumping and throwing; adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules; organise and judge events and challenges well; identify activities that help develop stamina or power and suggest how some can be used when warming up; pick out the important features of a performance; make good suggestions about what could be improved.</p>

St Peter's Catholic Voluntary Academy - Progression of skills document: PE

Swimming				<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</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>perform safe self-rescue in different water-based situations.</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
OAA		No specific NC objective		<p>Take part in outdoor and adventurous activity challenges both individually and within a team. Compare performances with previous ones and demonstrate improvement to achieve tier personal best.</p>			
OAA		N/A	<p>Identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another; respond to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others, discussing how to follow trails and solve problems; recognise that different tasks make their body work in different ways; comment on how they went about tackling tasks.</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment changes and the challenge increases; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about their work differently.</p>	<p>Consolidation of year 3 plus; Move through familiar and less familiar environments; use and adapt their skills and strategies as the situation demands; prepare well for challenges, showing an awareness of safety and of others; show initiative when working in a group; respond to problems in a well thought-out, planned way; identify ways to prepare physically for activities; identify strengths and weaknesses in the way challenges were approached; suggest alternative solutions.</p>	<p>Choose and perform skills and strategies effectively; find solutions to problems and challenges; plan, implement and refine the strategies they use; adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood; prepare physically and organisationally for challenges they are set, taking into account the group's safety; identify what they do well, as individuals and as a group; suggest ways to improve.</p>	<p>Consolidation of year 5 plus; Work in familiar and changing environments; adapt quickly to new situations; devise and put into practice a range of solutions to problems and challenges; understand clearly the nature of a challenge or problem and what they want to achieve; take a leading role when working with others; prepare efficiently and safely; identify and respond to events as they happen; identify effective performances and solutions; take the lead in planning to improve</p>

St Peter's Catholic Voluntary Academy - Progression of skills document: PE

							weaknesses.
--	--	--	--	--	--	--	-------------