

Meldreth Primary Progression in Physical Education

Physical Education Skills Progression & Prior Learning

EYFS (Development Matters): Revise and refine the fundamental movement skills they have already acquired ♣ progress towards a more fluent style of moving, with developing control and grace. ♣ develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ♣ develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ♣ combine different movements with ease and fluency. ♣ confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ♣ develop overall body-strength, balance, co-ordination and agility. ♣ further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ♣ develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

KS1 (National Curriculum): 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

KS2 (National Curriculum): 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. ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Dance On Parade* Toys* Christmas production To move different parts of my body To dance on the spot and when moving To copy an action To move to music with some prompts To move energetically and safely</p>	<p>Dance Moving Words* Weather* Christmas production To move to music independently To link together a small number of movements To copy simple dance moves performed by an adult To move safely in a space To travel across a space in different ways</p>	<p>Dance Great Fire of London * Magical friendships * Christmas production To link different actions together in a sequence To perform actions with control To show coordination To perform actions at different speeds, levels and direction</p>	<p>Dance Machines * Solar System * To perform longer sequences of actions from memory To create phrases with a partner and perform them to others To create actions from a stimuli To begin to create actions which convey a feeling</p>	<p>Dance Rugby and the Haka * Cold Places* To perform actions which convey a mood or feeling To take the lead when working in a group To use mirror and cannon to develop dance To feedback on elements I like in a dance and those which could be altered. To dance in unison</p>	<p>Dance Dance Styles * On the beach * To time my movements in line with a piece of music To dance fluently with clear and precise movements To use the correct posture and range of technique To use a dance I have been taught to inspire my own choreography</p>	<p>Dance Football * Why bully me?*</p> <p>To dance in different styles and create own movements for these To choose own music to accompany a dance To develop and improve based upon feedback To show a journey / story through dance To use a variety of speeds, levels, directions, spaces and styles within a dance</p>
<p>Gymnastics Fun gym shapes* Move and Hold* To jump and land safely To balance in different ways To jump in different ways on the floor and on low apparatus To create shapes on my own and copy those shown by an adult To control my body as I move</p>	<p>Gymnastics Rock and Roll* Jumping Jacks* To rock, roll and jump with control and in different ways To stretch and tense own body To bend, stretch, relax and move to create different shapes independently To move along apparatus of different heights with control and to safely dismount apparatus</p>	<p>Gymnastics Points of contact* Ball, Wall and Tall* To work on my own and with a partner To focus and control my balance when moving and jumping To link different movements together into a sequence To create a sequence using taught elements To climb up and along apparatus To jump off apparatus with control and balance</p>	<p>Gymnastics Hand apparatus * Patterns and Pathways* To develop routines which show different shapes, balances and transitions To perform to others To begin to feedback on others performances To use contrasting movements when working with a partner To know how to adapt a routine when performing on the floor and apparatus</p>	<p>Gymnastics Principles of balance* Rotation* To create sequences with control and greater balance and focus To develop and improve a sequence based on feedback To control timings when working independently and with a partner To use a range of levels, direction, rotations and jumps within a performance To travel across higher apparatus in different</p>	<p>Gymnastics Press and Go* Pair composition* To develop sequences when working with a group. To increase the complexity of performances. To use core strength to make movements extended, pointed, fluent and controlled. To make use of all available space. To ensure performances use previously taught and new skills (canon, mirror, unison, floor,</p>	<p>Gymnastics Body symmetry* Group work* To incorporate a range of jumps, rolls, balances, shapes and transitions in sequence. To control weight, speed, timings and balance. To develop a sequence to incorporate both floor and apparatus with clearly identifiable timings To create sequences of a longer time showing complex movements and a range of levels, speeds</p>

				ways To include the floor and apparatus in routines	apparatus, jumps, rolls, shapes and balances)	and directions along with different gymnastic movements (rolls, jumps, balances, shapes)
Games Multiskills – Fundamentals Unit 1 * To throw a ball with two hands To roll a ball in different directions, to my partner or towards a target To kick a ball forwards, backwards and sideways To move safely in a space To demonstrate strength and coordination	Games Fundamentals units 1 & 2* To throw over-arm and under-arm To roll with greater accuracy To receive a ball, pass or throw with control and coordination To aim at a target To travel with or move a ball in different directions To participate in simple games	Games Fundamentals Unit 1 and 2* Focus on striking * To bounce pass To catch a ball with two hands across a longer distance To throw, pass, kick, roll and catch in games To follow rules to play simple games To apply simple tactics when attacking and defending	Games Ball handling * Ball on the ground *Tennis* Striking and fielding* To throw and catch with control and across different distances To play on and as part of a team To move into a space to send and receive a pass To play fairly and show an awareness of others To communicate with team players so all know what is happening To participate in different games and sports	Games Net games - Tennis * Ball on the ground – football and hockey * Striking and fielding* To throw and catch with one hand To use tactics and skill to keep possession To develop an understanding of rules in different games and apply to a game situation To receive and pass a ball with control from both stationary and moving positions and to a given target To hold and use a range of equipment accurately and safely To play a range of games with some competitive	Games Football * Netball * Striking and fielding* To identify tactics to gain possession To develop team communication and dynamics to play games effectively To develop speed of passing To develop techniques to pass, dribble and shot To identify spaces to move into and call from when attacking To mark players effectively and defend a space	GamesNetball* Hockey* Tag Rugby* Striking and fielding* To follow and understand rules for a broad range of games To communicate with teammates to create a tactical plan. To take leadership in a game situation To use a range of tactics for attacking and defending To develop accuracy of kicking, shooting and passing when in time pressured game situations To evaluate own and others performance To play and participate in a range of games both for enjoyment and competitively
Athletics Multiskills – Fundamentals Unit 2* To run to an end goal keeping focused To throw different objects in a straight line To travel along a track in different ways To balance a bean bag on my head To move energetically	Athletics Sports Day event practice To use arms and body position to propel forwards when sprinting To jump forwards swinging arms To travel a variety of objects towards a target (bean bags, javelins) To run across a longer distance	Athletics Sports Day event practice To think about feet and arm positions when running, throwing and jumping To jump over low hurdles To balance whilst walking along different sized objects, in different directions and with a bean bag on my head To recognise some athletics sports and equipment	Athletics Challenges * To experience running at different paces To jump for distance To experience a 3 part athletic event To experience running in teams To run over barriers To recognise a range of athletics sports and equipment	Athletics Pentathlon* To refine sprinting & run for a distance To perform a long jump with one step To refine a team (relay) running strategy To develop the sling throw (discus)	Athletics Heptathlon* To triple jump to refine and further develop a variety of running, jumping and throwing techniques To set targets and monitor progress To be able to identify the correct pace / strength needed for a particular event	Athletics Decathlon * Personal Challenges – circuits To use a hammer To develop personal performance To organize and participate in athletics competition To develop a knowledge of preparing for, participating in, and recovering from a training session To create their own interval and circuit training session
Outdoor and Adventurous Activities Balance Bikes	Outdoor and Adventurous Activities Trails, trust and team work* Scootability To develop basic strategies to solve simple problems To learn to work as part of a team through small team based challenges To develop an understanding of risk taking To develop basic orienteering skills	Outdoor and Adventurous Activities OAA* To follow instructions and remember what has been seen To follow trails and remember what has been seen To solve small simple problems and discuss actions To understand shapes on paper and use a map	Outdoor and Adventurous Activities Team building and orienteering * To improve skills of cooperation and teamwork, problem solving and map reading To solve simple group problems using communication To discuss and evaluate the effectiveness of performances by self and others	Outdoor and Adventurous Activities OAA* To develop communication and cooperation skills in order to solve problems and develop trust To solve simple problems and discuss actions To be able to listen to and give instructions To recognise hazards and assess risks To create and follow a range of trails To develop the skills of map reading and map orientation	Outdoor and Adventurous Activities Problem Solving and trust games * To develop clear communication skills and trust To perform a variety of skills through clearly communicated instructions To work as a team in creating a safe obstacle course To develop non-verbal communication skills To work collaboratively as a team to successfully solve problems	Outdoor and Adventurous Activities OAA* To solve a range of problems and develop ways of solving new problems To build on and develop communication and cooperation skills To learn about different knots and how to use them To design and build various sized shelters To learn to use a compass effectively

						To become confident with using a compass and map together To complete in an orienteering event
Health & Fitness To have fun whilst participating in physical activity To name some ways to keep a healthy diet To know what exercise is To get dressed independently	Health & Fitness To recognise what the body feels like when it is exercising To follow simple warm up instructions and explain why it is important to warm up	Health & Fitness To identify how different physical activities make the body feel To explain why a warm up / cool down is important To stretch and develop flexibility To begin to identify different food groups which support the different needs of our bodies	Health & Fitness To explain the impact exercise can have on our body To begin to identify that different sports need different preparations To begin to name different muscles within the body	Health & Fitness To recognise different ways to warm up and cool down for different exercise types To recognise where strength is needed and how to develop this To name a range of muscles in the body and begin to identify which they are working on / using during physical activity To have a greater understanding of the link between food and drink and exercise	Health & Fitness To understand and explain the impact of a good warm up on their performance and sporting ability To understand and explain the risk of not completing a warm up and cool down To explain which muscles they need to stretch and focus on during warm up and cool downs	Health & Fitness To understand why exercise is good for their physical and mental well being To independently prepare their bodies for physical activity To understand how to cool down effectively after To take an independence over their physical activity contribution
Swimming - Skills and Water Confidence Beginners - Can move around the pool independently Can float with the use of aids Can travel on my front and/or back without aids Can travel 10 meters on my front and/or back without aids Can travel on my front and/or back with aids		Swimming - Skills and Water Confidence Improvers - I understand how to achieve a streamlined body position Can swim 1 stroke with good technique over at least 10 meters Can swim 2 strokes with good technique over at least 10 meters Can swim 25 meters competently and proficiently using at least 1 stroke		Swimming - Skills and Water Confidence Advanced - I understand the importance of a streamlined body position Can swim 1 stroke with a controlled and an efficient technique Can swim 2 strokes with a controlled and an efficient technique Can swim 3 strokes with a controlled and an efficient technique Can swim at least 25 meters using front crawl, backstroke and breaststroke		
Swimming - Stroke Development Beginners - Can submerge my whole head Can blow bubbles Can float without aids Can push and glide Can jump into the water		Swimming - Stroke Development Improvers - Can submerge to pick an object off of the bottom of the pool I am able to combine different floating shapes I am able to perform a sculling action I am able to jump into deep water		Swimming - Stroke Development Advanced - I am able to tread water I am able to demonstrate surface divers Can demonstrate a range of safe entry techniques I am able to identify areas of good technique and areas of improvement Can perform water rescue techniques		
Greater Depth EYFS/KS1: <ul style="list-style-type: none"> Children who can persevere with a task and improve their performance through regular practice. Children who take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs. Children who show the ability and confidence performing skills in a competitive format. Children who are able to work effectively as a team showing great sportsmanship and encouraging of others. Children who are able to effectively transfer skills in PE lessons from one sport to another sport. 				Greater Depth at KS2: <ul style="list-style-type: none"> Children who have the confidence to lead a warm up / task or group showing signs of a good sports leader. Children who take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. Children who show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises. Children who show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary. Children who are able to review, analyse and evaluate their own and others' strengths and weaknesses. Children who set personal challenges and are able to achieve these challenges. 		