

PE skills progression at Woodseaves C.E. Primary Academy

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Strategy</b>	Move confidently in a range of ways, safely negotiating space.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games.	Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games.	Weigh up the options and often make good decisions about what to do. Know how to use space in games. Choose tactics/a suitable strategy to cause problems for the opposition.	Keep and use rules they are given. Suggest how rules could be changed to improve the game. Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others. Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	Respond consistently in the games they play, choosing and using skills which meet the needs of the situation. Choose positions in their teams and know how to help when attacking. Find and use space to help their team. Mark an opponent, player or players, preventing them for gaining possession.	Use attacking and defending skills appropriately in games. Choose and use different formations to suit the needs of the game. Apply tactical knowledge effectively in attacking and defending situations.
<b>Fundamentals</b>	Shows increasing control when running, jumping, throwing, catching or kicking an object. Handle equipment effectively. Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.	Increase stamina and control when running. Move fluently, changing direction and speed easily and avoiding collisions. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball, kicking and receiving.	Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. Jump from one foot, landing on the opposite or both feet. Run with co-ordination and speed showing a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.				
<b>Invasion</b>				Use a range of skills to help them keep possession and control of the ball. Pass, receive and dribble the ball, keeping control and possession consistently use a range of skills to keep possession and make progress towards a goal, on their own and with others.	Use a range of techniques when passing, e.g. high, low, bounced, fast, slow. Change direction and speed when dribbling the ball. Show growing consistency and control in games. Play with greater speed and flow.	Perform skills with accuracy, confidence and control.	Combine and perform skills with control, adapting them to meet the needs of the situation. Perform skills with greater speed.
<b>Striking and Fielding</b>				Use a range of skills with increasing control. Strike a ball with intent and throw it more accurately when bowling and/or fielding. Intercept and stop the ball with consistency, and sometimes catch the ball. Return the ball quickly and accurately. Choose and use batting or throwing skills to make the game hard for their opponents. Judge how far they can run to score points. Choose where to stand as a fielder to make it hard for the batter. Work well as a team to make it hard for the batter.		Use different ways of bowling. Bowl underarm accurately. Vary how they bowl. Bat effectively, using different types of shot. Field with increased accuracy. Throw overarm with accuracy and for a good distance. Hit the ball from both sides of the body. Direct the ball away from fielders, using different angles and speeds. Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding. Gauge when to run after hitting the ball. Use tactics which involve bowlers and fielders working together.	
<b>Net and Wall</b>				Perform the basic skills needed for the games with control and consistency. Keep a game going using a range of different ways of throwing. Vary the speed and direction of the ball. Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots. Choose good places to stand when receiving and give reasons for their choice. Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.		Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. Direct the ball reasonably well towards their opponent's court or target area. Show good backswing, follow through and feet positioning. Hit the ball with purpose, varying the speed, height and direction. Explain what they are trying to do and why it is a good idea. Spot the spaces in their opponent's court and try to hit the ball towards them. Position themselves well on court.	
<b>Dance</b>	They represent their own ideas, thoughts and feelings through dance. Children make music and dance, and experiment with ways of changing them.	Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use different transitions within a dance motif.	Begin to compare and adapt movements and motifs to create a larger sequence. Perform with some awareness of rhythm and expression.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Compose longer dance sequences in a small group.	Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence.	Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Demonstrate consistent precision when performing dance sequences.
<b>Athletics</b>				Demonstrate a range of throwing techniques, choosing projectiles according to task. Perform a range of jumps, sometimes with run ups. Run for a prolonged period of time.	Demonstrate a range of throwing techniques using accuracy and power. Perform a range of jumps, increasing in length and height. Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	Throw a range of projectiles an increasing distance. Understand how power and stamina is developed and how this improves performance.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
<b>Gymnastics</b>	Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Show good control and co-ordination in large and small movements.	Make up and perform simple movement phrases in response to simple tasks. Link and repeat basic gymnastics actions.	Repeat accurately sequences of gymnastics actions. Move smoothly from a position of stillness to a travelling movement. Move smoothly and in a controlled way from one position of stillness to another. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.	Practise an action or short sequence of movements, and improve their quality of the actions and transitions. Show control, accuracy and fluency of movement when performing actions on their own and with a partner. Adapt a sequence to include different levels, speeds or directions.	Combine actions to make sequences with changes of speed, level and direction and clarity of shape. Gradually increase the length of sequences.	Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension clear body shape and changes in direction.	Make up longer sequences and perform them with fluency and clarity of movement. Vary direction, levels and pathways, to improve the look of a sequence.
<b>Evaluating and Improving Performance</b>	Perform simple movement or dance work and talk about what they have done.	Watch others' movements carefully. Describe what they have done or seen others doing. Copy what they see and say why it is good.	Watch and describe performances accurately. With support recognise what is successful and what can be done to improve. Copy actions and ideas, and use the information they collect to improve their skills.	Identify what they do best and what they find most difficult. Recognise players who play well in games/performers who perform well and give some reasons why.	Know and explain the tactics and skills that they are confident in. Choose different ways of practising these tactics and skills. Describe the help they need to improve.	Look for specific things in a game/sequence and explain how well they are being done. Recognise parts of a performance that could be improved and identify practices that will help.	Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement and suggest how to improve them.
<b>Health and Fitness</b>	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Recognise how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know, understand and explain the reasons for warming up and cooling down. Understand why exercise is good for health, fitness and wellbeing.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively and with increasing independence. Know ways they can become healthier.
<b>Safety</b>	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.	Manage the space safely, showing good awareness of each other and apparatus. Carry and place equipment safely with guidance. With support, ensure they are dressed appropriately for the task e.g. hair tied up, jewellery removed, kit etc.	Recognise and avoid risks when handling and placing apparatus. Begin to recognise when they are dressed appropriately for the task and make any necessary adjustments independently.	Identify when their body is warm and stretched ready for PA. Identify risks within the area, with support from an adult. Independently ensure they are dressed appropriately for the task.	Devise routines of stretching exercises that prepare them for PA. Identify risks within the area at the start of each lesson. Begin to recognise that different tasks require different safety precautions e.g. shin pads, gum shields.	Take responsibility for their own warm up. Take responsibility for their own safety throughout the lesson, with support from an adult. Understand the need for different safety precautions for sports e.g. gum shields, shin pads.	Recognise that a cool down is important. Take responsibility for their own safety throughout the lesson.

	EYFS	Key Stage 1	Key Stage 2
<b>OAA Decision making</b>	With support	Increasing independence	Offering explanations/justifications for their decision making.
<b>Taking risks</b>	Understanding that the adults have made it safe to take risks	Developing understanding of evaluating a risk, before having a go.	Calculate the risk and understand what the consequences may be.
<b>Problem solving/resilience</b>	Through questioning from an adult	With increasing independence and through questioning from peers.	Assessing successes and altering accordingly.
<b>Self confidence/self belief</b>	With adult reassurance. Developing an understanding it is okay to fail.	Become leaders and work as part of a team, listening and considering others.	Courage of own ideas. Support younger/less confident peers to succeed.
<b>Stamina</b>	Overcome fears with support e.g. climbing a tree to a higher level.	Sustain activities for prolonged periods of time. Persevere when cold/wet.	Complete a task without adult intervention.
<b>Swimming</b>	N/A	N/A	Swim competently, confidently and proficiently for 25m. Use the strokes front crawl, back stroke and breaststroke effectively. Tread water for 30 seconds, get in and out of the pool safely, call for help from the pool, float for 30 seconds.

\*Skills for OAA have been broken down into Key Stages. Children will be developing skills appropriate to their own ability, not necessarily key stage.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Values</b> We will ensure our school values focus each half term is developed through PE and Sport.	<b>Responsibility</b> Self-discipline Self-respect Humility	<b>Hope</b> Confidence Expectation optimistic	<b>Co-operation</b> Collaborate United	<b>Honesty</b> Trust Fair reliable	<b>Understanding</b> Supportive Kind Compassionate	<b>Courage</b> Bravery Nerve