ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

PE: Whole School Progression of Skills

Progression of Skills: Physical Education			
Swimming and water safety National Curriculum Aims: Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: • 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.	**KS1 National Curriculum Aims:** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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 Aims:** 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. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 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.	
	By the End of Year 2	By the End of Year 4	By the End of Year 6
Health and Fitness	Children will be able to: - recognise and describe how the body feels during and after different physical activities. - explain what they need to stay healthy.	Children will be able to: - describe how the body reacts at different times and how this affects performance. - explain why exercise is good for your health.	Children will be able to: - understand the importance of warming up and cooling down. - carry out warm-ups and cool-downs safely and effectively. - understand why exercise is good for health, fitness and wellbeing.
Dance	Children will be able to: - 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.	Children will be able to: - 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.	Children will be able to: - 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.

	- remember and repeat dance phrases. perform short dances, showing an understanding of expressive qualities. - describe the mood, feelings and 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	- refine, repeat and remember dance phrases and dances. - perform dances clearly and fluently. - show sensitivity to the dance idea and the accompaniment. - show a clear understanding of how to warm up and cool down safely. - describe, interpret and evaluate dance, using appropriate language.	- warm up and cool down independently. - understand how dance helps to keep them healthy. - use appropriate criteria to evaluate and refine their own and others' work. - talk about dance with understanding, using appropriate language and terminology.
Gymnastics	Children will be able to: - 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.	Children will be able to: - 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, e.g. changing a level. - watch, describe and suggest possible improvements to others' performances - suggest improvements to their own performance.	Children will be able to: - 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 an awareness of factors influencing the quality of a performance and suggest aspects that need improving.
Invasion Games	Children will be able to: - show awareness of opponents and teammates 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.	Children will be able to: - 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	Children will be able to: - 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 position they are playing in and how

	- describe how their bodies work and feel when playing games. - work well with a partner and in a small group to improve their skills.	- 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.	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.
Net and Wall Games	Children will be able to: - show awareness of opponents and teammates 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 small group to improve their skills.	Children will be able to: - 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.	Children will be able to: - 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
Striking and Fielding Games	Children will be able to: - show awareness of opponents and teammates 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.	Children will be able to: - use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, 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.	Children will be able to: - strike a bowled ball. - use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency. - work collaboratively in pairs, group activities and small-sided games. - use and apply the basic rules consistently and fairly.

	- use a variety of simple tactics. - describe how their bodies work and feel when playing games. - work well with a partner and in a small group to improve their skills.	- 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.	- understand and implement a range of tactics in games. - recognise the activities and exercises that need including in a warm up. - identify their own strengths and suggest practices to help them improve.
Multi-skills and Athletics	Children will be able to: - run at fast, medium and slow speeds, changing speed and direction. - link running and jumping activities with some fluency, control and consistency. - make up and repeat a short sequence of linked jumps. - take part in a relay activity, remembering when to run and what to do. - throw a variety of objects, changing their action for accuracy and distance. - recognise when their heart rate, temperature and breathing rate have changed.	Children will be able to: - 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.	Children will be able to: - 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.
Outdoor and Adventurous		Children will be able to: - 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.	Children will be able to: - 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

		- 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. -	- 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.
Swimming and water safety		Children will be able to: - swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. - use one basic method to swim the distance, making sure that they breathe. - using floats, swim over longer distances and periods of time with a more controlled leg kick. - join in all swimming activities confidently. - explore freely how to move in and under water. - recognise how the water affects their temperature. - recognise how their swimming affects their breathing. - identify and describe the differences between different leg and arm actions.	Children will be able to: - swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. - use three different strokes, swimming on their front and back. - control their breathing; swim confidently and fluently on the surface and under water. - work well in groups to solve specific problems and challenges, sharing out the work fairly. - recognise how swimming affects their body, and pace their efforts to meet different challenges. - suggest activities and practices to help improve their own performance