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| **Progression of skills in PE at Rockcliffe CE School** |
|  |  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Gymnastics** | **Health and Self Care****(Managing self)**Children at the expected level of development will:* Manage their own basic hygiene and personal needs, including

dressing, going to the toilet and understanding the importanceof healthy food choices.**Moving and handling (Fine motor skills)**Children at the expected level of development will:* 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, paint brushes and cutlery;
* Begin to show accuracy and care when drawing.

**Moving and handling (Gross motor skills)**Children at the expected level of development will:* 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. | • To explore movementactions with control andlink them together withflow.• To explore gymnasticactions and shapes.• To explore travellingon benches.• To explore movementactions with control, andto link them together with flow.• To choose and use simple compositionalideas bycreating and performingsequences.• To repeat and link combinations of gymnastic actions.• To link combinations of movements and shapes with control. | • To remember and repeat simple gymnasticActions with control.• To balance on isolated parts of the body usingThe floor and hold balance.• To develop a range ofgymnastic moves,particularlybalancing.• To link together a number of gymnasticactions into asequence.• To explore ways of travelling around on large apparatus.• To choose and use a variety of gymnastic actions to make a sequence. | • To explore jumping techniques and link them with other gymnasticactions.• To explore jumpingtechniques and to link them with other gymnastic actions.• To select and adapt gymnastics actions to meet the task.• To work with a partner or a small group to create asequence that develops jumping skills.• To improve the ability to choose appropriateactions when creating a sequence of gymnastic movements to music. | • To identify and practise body shapes.• To identify and practise symmetrical and asymmetrical body shapes.• To constructsequences usingbalancing and linkingmovements.• To usecounterbalances andincorporate them into a sequence ofmovements.• To performmovements in canon and in unison.• To perform and evaluate own andothers’ sequences. | • To identify and practise body shapes and balances.• To identify and practise symmetrical andasymmetrical body shapes.• To use and refine thefollowing skills:flexibility, strength,balance, power and mental focus. • To develop skills for movement, includingrolling, bridging and dynamic movement.• To usecounterbalances and incorporate them into asequence ofmovements.• To performmovements in canon and in unison.• To perform and evaluate own and others’ sequences. | • To identify and practise gymnasticshapes and balances.• To identify and practise symmetrical and asymmetrical body shapes.• To constructsequences usingbalancing and linkingmovements• To usecounterbalances andincorporate them into a sequence ofmovements.• To performmovements in canon and in unison.* To perform and evaluate own and others’ sequences.
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|  | **Dance** | • To change directionduring travelling moves.• To link travellingmoves that changedirection andlevel.• To link movestogether.• To use a variety ofmoves.• To explore basic bodypatterns andmovements to music.• To use a variety ofmoves that changespeed anddirection.• To link together dance moves with gestures andchanging direction intime to music.• To practise taking offFrom different positions. | • To explore differentlevels and speeds of movement.• To compose andperform simple dance phrases.• To show contrasts insimple dances with good body shape and position.• To develop a range of dance movements and improve timing.• To work to music, creating movementsthat showrhythm and control. | • To explore dancemovements and create patterns of movement.• To work with a partner to create dance patterns.• To perform a dance with rhythm and expression.• To use knowledge ofdance to create a story in small groups.• To develop precision ofmovement.• To work co-operativelywith a group to create a dance piece.• To perform in front of others with confidence | • To identify andpractise the patternsand actions of chosendance style.• To demonstrate anawareness of the music’s rhythm and phrasing when improvising.• To create an individual dance that reflects the chosen dancing style.• To create partnereddances that reflect thedancing style and apply the key components of dance.• To perform dance using a range ofmovement patterns.• To perform and evaluate own and others’ work. | • To identify andpractise the patternsand actions of the chosen dance style.• To demonstrate anawareness of the music’s rhythm and phrasingwhen improvising.• To create and perform an individual dance that reflects the chosen dance style.• To create partnereddances that reflect thechosen dancing style and apply the keycomponents of dance.• To create group dances that reflect thedance style.• To perform a dance using a range ofmovement patterns. •To perform and evaluate own and others’ work. | • To identify and practise the patternsand actions in a streetdance style.• To demonstrate anawareness of the music’s rhythm and phrasingwhen improvising.• To create a dance that represents a street dance style.• To create a dance as a group, using any street dance moves.• To create a dance as a group, using any street dance moves.• To perform and analyse own and others’ performance |
|  | **Multi Skills / Ball Skills** | **Year 1 Multi skills**• To explore staticbalancing andunderstand the concept of bases.• To combine a number of co-ordination drills,using upper and lower body movements.• To aim a variety of balls and equipment accurately.• To time running tostop or intercept thepath of a ball.• To travel in different ways, showing cleartransitions betweenmovements.• To travel in differentdirections (side to side, up and down) with control and fluency.• To practise ABC (agility, balance and coordination)at circuit stations. | **Year 1 Ball Skills**• To master basic sending and receiving techniques.• To develop balance,agility and co-ordination.• To master basic sending and receiving skills.• To develop balance,agility and co-ordination.• To master basic sending and receiving techniques.• To develop balance,agility and co-ordination.• To master basic sending and receiving as well asdeveloping balance agility and co-ordination.• To make use of coordination,accuracy andweight transfer.• To develop receiving skills.• To use ball skills in game basedactivities. | **Year 2 Ball Skills**• To use hand-eye coordinationto control a ball.• To catch a variety of objects.• To vary types of throw.• To kick and move with a ball.• To develop catching and dribbling skills.• To use ball skills in a mini festival. | **Year 3 Ball Skills**• To be aware of others when playing games.• To choose the correct skills to meet a challenge.• To perform a range of actions, maintaining control ofthe ball.• To perform a range of catching and gathering skills with control.• To master the basic catching technique.• To catch with increasing control and accuracy.• To master the basic throwing technique.• To throw and hit a ball in different ways (e.g. high,low, fast or slow).• To apply skills and tactics in small-sided games.• To identify and follow the rules of games.* To choose and use simple tactics to suit different situations.

• To react to situations in ways that make it difficult for opponents to win. | **Move to using/applying skills in games-based activities.** |
|  | **Throwing and Catching****(field games)** |  | **Throwing and Catching****(field games)**• To learn skills for striking and fielding games.• To practise basic striking, sending and receiving.• To use throwing andcatching skills in a game.• To practise accuracy of throwing and consistent catching.• To strike with a racket or bat.• To play a game fairly and in a sporting manner.• To use fielding skills to play a game. | **Throwing and Catching****(field games)**• To learn skills for playing striking and fielding games.• To position the body to strike a ball.• To develop catching skills.• To throw a ball for distance.• To practise throwing skills in a circuit.• To play a game fairly and in a sporting manner.• To use fielding skills to play a game. | **Throwing and Catching****(field games)**• To consolidate and develop a range of skills in striking and fielding.• To develop andinvestigate different ways of throwing and to know when it isappropriate to use them.• To practise the correct technique for catching a ball and use it in a game.• To practise the correct batting technique and useIt in a game situation.• To practise the correct technique for fielding and use it in a game situation.• To consolidate the throwing, catching andbatting skills already learned.• To strike the ball for distance.• To know how to play a striking and fielding game competitively and fairly. | **Move to using throwing and catching skills in a range of games** |
|  | **Invasion games** |  | **Skills developed in multi skills and ball skills units.** | **(Football/Hockey)**• To keep possession of a ball.• To use ABC (agility,balance, co-ordination)techniques to keep control of a ball in a competitivesituation.• To use accurate passing and dribbling in a game.• To identify and apply ways to move the ball towards an opponent’s goal.• To learn concepts of attack and defence.• To play in a mini competition. | **(Netball)**• To demonstrate basic passing and receiving skills using a netball. • To develop an understandingand knowledge of the basic footwork rule of netball.• To use good hand/eyeco-ordination to pass and receive a ball successfully.• To develop skills in therange of passes – chest pass, overhead pass,bounce pass and to understand which pass to use depending on the distance the ball needs to travel.• To understand the importance of ‘getting free’in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging.• To be able todemonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass.• To learn how to shoot.• To understand the different positions in a netball team (five-a-side). • To recognise which positions are attacking and which are defending. | **(Rugby)**• To understand the basic rules of tag rugby.• To work as a team, using ball-handling skills.• To pass and carry a ball using balance and coordination.• To use skills learned to play a game of tag rugby.• To apply rules and skills learned to a game.• To play in a mini tag rugby competition. |
|  | **Striking and fielding** |  | **Skills developed in multi skills and brilliant ball skills units.** | **(Cricket/Rounders)**• To develop andinvestigate different ways of throwing, and to know when each is appropriate.• To use ABC (agility,balance, co-ordination) tofield a ball well.* To use ABC (agility,

balance, co-ordination) tomove into good positions for catching and apply it in a game situation.• To use hand-eye coordination to strike a moving and a stationary ball.• To develop fielding skills and understand their importance when playing agame.* To play in a competitive

situation, and todemonstrate sporting behaviour. | **(Cricket)**• To develop skills inbatting and fielding.• To choose fieldingtechniques. • To runbetween the wickets.• To run, throw and catch.• To develop a safe and effective overarm throw.• To learn batting control.• To use all the skills learned by playing in a mini tournament. | **(Rounders)**• To throw and catchunder pressure.• To use fielding skills to stop the ball effectively.• To learn batting control.• To learn the role ofbackstop.• To play in a tournament and work as team, using tactics in order to beat another team.• To play in a tournamentand work as team, using tactics in order to beat another team. |
|  | **Net games** |  | **Skills developed in multi skills and brilliant ball skills units.** | **(Short Tennis)**• To become familiar with balls and short tennis rackets.• To get the ball into play.• To accurately serveunderarm.• To build up a rally.• To build a rally, focusing on accuracy of strokes.• To play a variety of shots in a game situation and toexplore when differentshots should be played.• To play a competitive tennis game. | **(Tennis)**• To identify and apply techniques for hitting a tennis ball.• To develop thetechniques for ground strokes and volleys.• To develop a backhand technique and use it in a game.• To practise techniquesfor all strokes. • To use thescoring system and court for singles tennis.• To play a tennis game using an overhead serve and the correct selectionsof shots.• To understand and use doubles scoring in a tennis game. | **(Tennis/Badminton)**• To demonstrate and use the correct grip of the racket and understand how to get into the ready position.• To use good hand/eyeco-ordination to be able to contact the shuttle with the face of the racket.• Understand how toserve the shuttle in order to start the game.• Recognise thedifference between thelow serve and the highserve.• To develop children’sability to perform andunderstand the ‘overhead clear’ shot and the impactthat playing the overhead clear can have on winningpoints during game play.• To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why.• To understand how to use different shots to outwit an opponent in a game.• To develop knowledge,understanding andprinciples within a doubles game, including tactics and strategies used. |
|  | **Athletics**  |  | **Active Athletics**• To use varying speeds when running.• To explore footworkpatterns.• To explore arm mobility.• To explore differentmethods of throwing.• To practise short distance running. | **Active Athletics**• To run with agility andconfidence.• To learn the best jumping techniques fordistance.• To throw different objects in a variety ofways.• To hurdle an obstacle and maintain effectiverunning style.• To run for distance.• To complete an obstacle course with control and agility. | **Active Athletics**• To run in differentdirections and at different speeds,using a good technique.• To improve throwing technique.• To reinforce jumpingtechniques.• To understand the relay and passing the baton.• To choose and understand appropriateRunning techniques.• To compete in a mini competition,Recording scores. | **Young Olympians****(Athletics)**• To select and maintain a running pace for differentdistances.• To practisethrowing with power and accuracy.• To throw safely and with understanding.• To demonstrategood runningtechnique in acompetitivesituation.• To explore different footwork patterns.• To understand which technique is most effective when jumping for distance.* To utilise all the skills learned in this unit in a competitive situation.
 | **Young Olympians****(Athletics)*** To use correct

technique to run at speed.• To develop the ability to run fordistance.• To throw with accuracy and power.• To identify and apply techniquesof relay running.• To exploredifferentfootworkpatterns.• To understandwhich techniqueis most effective when jumping for distance.• Learn how touse skills toimprove thedistance of a pull throw.• To demonstrategood techniquesin a competitive situation. | **Young Olympians****(Athletics)**• To investigaterunning styles and changes of speed.• To practisethrowing withpower andaccuracy.• To throw safely and with understanding.• To demonstrategood runningtechnique in acompetitivesituation.• To explore different footwork patterns. • To understand which technique is most effective when jumping for distance.• To utilise all the skills learned inthis unit in a competitive situation. |
|  | **Swimming**  |  | **Offered at Key Stage 2 rather than Key Stage 1** | * 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.
 | * 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.
 | * To develop basic pool

safety skills andconfidence in water.* To develop travel in

vertical or horizontalposition and introducefloats.* To develop push and

glides, any kick action onfront and back with orwithout support aids.* To develop entry and

exit, travel further, floatand submerge.* To develop balance, link

activities and travelfurther on whole stroke.* To show breath control.
* Introduction to deeper water.
* Treading water.
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* To develop travel in

vertical or horizontalposition 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.
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|  | **Outdoor and Adventurous Activity** |  | **Not applicable at Key Stage 1** | • Arrive properly equipped for outdoor and adventurous activity.• Understand the need to show accomplishment in managing risks.• Show an ability to both lead and form part of a team.• Support others and seek support if required when the situation dictates.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.• Remain aware of changing conditions and change plans if necessary.  | • Select appropriate equipment for outdoor and adventurous activity.• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.• Embrace both leadership and team roles and gain the commitment and respect of a team.• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.• Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. |