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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 importance  of 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 movement  actions with control and  link them together with  flow.  • To explore gymnastic  actions and shapes.  • To explore travelling  on benches.  • To explore movement  actions with control, and  to link them together with flow.  • To choose and use simple compositional  ideas by  creating and performing  sequences.  • To repeat and link combinations of gymnastic actions.  • To link combinations of movements and shapes with control. | • To remember and repeat simple gymnastic  Actions with control.  • To balance on isolated parts of the body using  The floor and hold balance.  • To develop a range of  gymnastic moves,  particularly  balancing.  • To link together a number of gymnastic  actions into a  sequence.  • 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 gymnastic  actions.  • To explore jumping  techniques 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 a  sequence that develops jumping skills.  • To improve the ability to choose appropriate  actions 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 construct  sequences using  balancing and linking  movements.  • To use  counterbalances and  incorporate them into a sequence of  movements.  • To perform  movements in canon and in unison.  • To perform and evaluate own and  others’ sequences. | • To identify and practise body shapes and balances.  • To identify and practise symmetrical and  asymmetrical body shapes.  • To use and refine the  following skills:  flexibility, strength,  balance, power and mental focus.  • To develop skills for movement, including  rolling, bridging and dynamic movement.  • To use  counterbalances and incorporate them into a  sequence of  movements.  • To perform  movements in canon and in unison.  • To perform and evaluate own and others’ sequences. | • To identify and practise gymnastic  shapes and balances.  • To identify and practise symmetrical and asymmetrical body shapes.  • To construct  sequences using  balancing and linking  movements  • To use  counterbalances and  incorporate them into a sequence of  movements.  • To perform  movements in canon and in unison.   * To perform and evaluate own and others’ sequences. |
|  | **Dance** | • To change direction  during travelling moves.  • To link travelling  moves that change  direction and  level.  • To link moves  together.  • To use a variety of  moves.  • To explore basic body  patterns and  movements to music.  • To use a variety of  moves that change  speed and  direction.  • To link together dance moves with gestures and  changing direction in  time to music.  • To practise taking off  From different positions. | • To explore different  levels and speeds of movement.  • To compose and  perform simple dance phrases.  • To show contrasts in  simple dances with good body shape and position.  • To develop a range of dance movements and improve timing.  • To work to music, creating movements  that show  rhythm and control. | • To explore dance  movements 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 of  dance to create a story in small groups.  • To develop precision of  movement.  • To work co-operatively  with a group to create a dance piece.  • To perform in front of others with confidence | • To identify and  practise the patterns  and actions of chosen  dance style.  • To demonstrate an  awareness of the music’s rhythm and phrasing when improvising.  • To create an individual dance that reflects the chosen dancing style.  • To create partnered  dances that reflect the  dancing style and apply the key components of dance.  • To perform dance using a range of  movement patterns.  • To perform and evaluate own and others’ work. | • To identify and  practise the patterns  and actions of the chosen dance style.  • To demonstrate an  awareness of the music’s rhythm and phrasing  when improvising.  • To create and perform an individual dance that reflects the chosen dance style.  • To create partnered  dances that reflect the  chosen dancing style and apply the key  components of dance.  • To create group dances that reflect the  dance style.  • To perform a dance using a range of  movement patterns.  •To perform and evaluate own and others’ work. | • To identify and practise the patterns  and actions in a street  dance style.  • To demonstrate an  awareness of the music’s rhythm and phrasing  when 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 static  balancing and  understand 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 to  stop or intercept the  path of a ball.  • To travel in different ways, showing clear  transitions between  movements.  • To travel in different  directions (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 as  developing balance agility and co-ordination.  • To make use of coordination,  accuracy and  weight transfer.  • To develop receiving skills.  • To use ball skills in game based  activities. | **Year 2 Ball Skills**  • To use hand-eye coordination  to 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 of  the 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 and  catching 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 and  investigate different ways of throwing and to know when it is  appropriate 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 use  It in a game situation.  • To practise the correct technique for fielding and use it in a game situation.  • To consolidate the throwing, catching and  batting 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 competitive  situation.  • 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 understanding  and knowledge of the basic footwork rule of netball.  • To use good hand/eye  co-ordination to pass and receive a ball successfully.  • To develop skills in the  range 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 to  demonstrate 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 and  investigate different ways of throwing, and to know when each is appropriate.  • To use ABC (agility,  balance, co-ordination) to  field a ball well.   * To use ABC (agility,   balance, co-ordination) to  move 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 a  game.   * To play in a competitive   situation, and to  demonstrate sporting behaviour. | **(Cricket)**  • To develop skills in  batting and fielding.  • To choose fielding  techniques.  • To run  between 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 catch  under pressure.  • To use fielding skills to stop the ball effectively.  • To learn batting control.  • To learn the role of  backstop.  • To play in a tournament and work as team, using tactics in order to beat another team.  • To play in a tournament  and 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 serve  underarm.  • 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 to  explore when different  shots should be played.  • To play a competitive tennis game. | **(Tennis)**  • To identify and apply techniques for hitting a tennis ball.  • To develop the  techniques for ground strokes and volleys.  • To develop a backhand technique and use it in a game.  • To practise techniques  for all strokes.  • To use the  scoring system and court for singles tennis.  • To play a tennis game using an overhead serve and the correct selections  of 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/eye  co-ordination to be able to contact the shuttle with the face of the racket.  • Understand how to  serve the shuttle in order to start the game.  • Recognise the  difference between the  low serve and the high  serve.  • To develop children’s  ability to perform and  understand the ‘overhead clear’ shot and the impact  that playing the overhead clear can have on winning  points 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 and  principles within a doubles game, including tactics and strategies used. |
|  | **Athletics** |  | **Active Athletics**  • To use varying speeds when running.  • To explore footwork  patterns.  • To explore arm mobility.  • To explore different  methods of throwing.  • To practise short distance running. | **Active Athletics**  • To run with agility and  confidence.  • To learn the best jumping techniques for  distance.  • To throw different objects in a variety of  ways.  • To hurdle an obstacle and maintain effective  running style.  • To run for distance.  • To complete an obstacle course with control and agility. | **Active Athletics**  • To run in different  directions and at different speeds,  using a good technique.  • To improve throwing technique.  • To reinforce jumping  techniques.  • To understand the relay and passing the baton.  • To choose and understand appropriate  Running techniques.  • To compete in a mini competition,  Recording scores. | **Young Olympians**  **(Athletics)**  • To select and maintain a running pace for different  distances.  • To practise  throwing with power and accuracy.  • To throw safely and with understanding.  • To demonstrate  good running  technique in a  competitive  situation.  • 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 for  distance.  • To throw with accuracy and power.  • To identify and apply techniques  of relay running.  • To explore  different  footwork  patterns.  • To understand  which technique  is most effective when jumping for distance.  • Learn how to  use skills to  improve the  distance of a pull throw.  • To demonstrate  good techniques  in a competitive situation. | **Young Olympians**  **(Athletics)**  • To investigate  running styles and changes of speed.  • To practise  throwing with  power and  accuracy.  • To throw safely and with understanding.  • To demonstrate  good running  technique in a  competitive  situation.  • 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. |
|  | **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 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. |
|  | **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. | |