

## Progression in Skills for Physical Education

Year 1	Year 2		
<b>Run, Jump, Throw</b>	<p>Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.</p>	<p>Can start and stop at speed, run in straight lines using a variety of speeds. Participate as part of a team to compete in running relays. Attempt a variety of jumps taking off and landing on different foot combinations e.g. 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance. Demonstrate awareness for the need to improve and attempt to improve. Copy and repeat basic movements for extended periods of time developing stamina. Demonstrate some core strength to hold shapes and positions.</p>	<p>Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. Make choices about appropriate throws for different types of activity. Use agility in running games. Apply skills in a variety of activities. Can identify areas of activities that need improvement e.g. power in throws to throw further. Practise to improve skills.</p>
<b>Hit, Catch, Run</b>	<p>Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling.</p> <p>Jumps off an object and lands appropriately and safely.</p>	<p>Catch a medium sized ball from a short distance. Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. Track balls and other equipment sent to them, moving in line with the ball to collect it. Run between bases to score points. Retrieve and return a ball to a base. Work collaboratively to restrict runs in a simple game scenario.</p>	<p>Has developed hitting skills with a variety of bats. Practise bowling/feeding a ball to other players. Run in a game to score points. Can work in small groups to field. Attempted to play the role of wicket keeper or backstop. Make choices about where to hit the ball. Make attempts to catch balls coming towards player in games.</p>
<b>Send and Return</b>	<p>Negotiate space successfully in running and chasing games.</p> <p>Adjust speed and change direction to avoid obstacles in playing space.</p>	<p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return with a hand or bat. Score points against opposition over a line/net. Select and apply skills to win points. Chase, stop and control balls and other objects such as beanbags and hoops. Identify space to send a ball.</p>	<p>Demonstrate basic sending skills in isolation and small games. Track the path of the ball over a line/net and move towards it. Hit a ball using both hand and racquet with some consistency. Return a ball coming towards them using hand or racquet. Play in a modified game send and returning the ball over a line/net. Decide on and play with dominant hand. Start a game using basic serving skills.</p>
<b>Attack, Defend, Compete</b>	<p>Travels with confidence around, under, over and through equipment and apparatus.</p> <p>Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing.</p>	<p>Begin to engage in competitive activities. Roll or slide a beanbag or ball with accuracy. Recognise rules and apply them in competitive and cooperative games. Work in collaboration with others to score points. Bounce a medium sized ball to self and attempt to bounce to others. Attempt to intercept and catch a thrown ball.</p>	<p>Work with a partner and in small groups to develop skills. Can send a ball using feet. Can receive a ball using feet. Link combinations of skills e.g. dribbling and passing. Select and apply a small range of simple tactics. Show awareness of teammates and opponents in games. Apply catching and throwing skills to games. Begin to look for space to pass to or run to in order to receive.</p>
<b>Gymnastics</b>	<p>Shows a preference for a dominant hand when manipulating objects.</p> <p>Follow simple instructions, copy and variety of defined shapes and actions.</p>	<p>Identify and use simple gymnastic actions and shapes. Safely move and carry basic gym equipment such as mats and benches. Recognise actions and link them together. Make their body tense, relaxed, stretched and curled. Link actions and remember and perform a simple sequence. Move on, off and over object with confidence. Perform in unison. Use words such as rolling, travelling, balancing, climbing.</p>	<p>Perform with control and consistency basic actions at different speeds and on different levels. Create and perform a simple sequence. Show contrasts in gymnastics shapes and actions. Comment on aspects of own and others performances. Work to improve flexibility and strength. Attempt to use rhythm whilst performing a sequence. Use core strength to link gymnastic elements e.g. back support and half twist. Remember and repeat sequences.</p>
<b>Dance</b>	<p>Make their body tense, relaxed, stretched and curled.</p>	<p>Perform basic body actions along with music. Use different parts of the body and combine arm and leg actions. Remember and repeat simple movement patterns. Move with control. Confident to explore space within their dances and movements. Recognise that dances can have themes and stories. Work with a partner. With help, compose a basic movement phrase.</p>	<p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance. Use different parts of the body in isolation and combination. Perform with control and balance and demonstrating coordination. Explore and use basic choreography including levels, speed changes and cannon. Move with imagination responding to the music. Select movements that show a clear understanding of the theme/story/idea of the dance. Perform with expression. Attempt to work as part of a group to perform a dance.</p>
<b>Evaluation</b>		<p>Can comment on own and others' performance. Can give comments on how to improve performance. Can use appropriate vocabulary when giving feedback. Can watch, copy and describe what they and others have done. Can improve their work using information they have gained by watching, listening and investigating. Can recognise good quality in performance.</p>	
<b>Understanding Fitness and Healthy lifestyles</b>		<p>Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Can recognise and describe what their bodies feel like during different types of activity.</p>	

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<p><b>Athletics</b></p>	<p>Link running and jumping activities with some fluency and consistency. Control movements and body actions in response to specific instructions. Jump for height and distance with control and balance. Run at different speeds according to events and instruction. Run as part of a relay team. Throw a variety of objects using different recognised throws. Take part in basic scoring of different events. Throw more accurately and over greater distances.</p>	<p>Show differences between sprinting and running speeds over a variety of distances. Throw a variety of objects demonstrating accuracy i.e. object landing in the throwing zone. Perform a range of jumps with consistency, sometimes approaching jump with a run up. Decide on ways to improve, run, jump and throw and implement changes. Work with others to score and record distance and times accurately. Compete in running, jumping and throwing activities and compare their own performance with previous.</p>	<p>Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Able to run as part of a team in relay style events and demonstrate max effort pace. Perform a range of jumps in different activities. Identify how they can change an activity by using the STEP principle. Demonstrate a range of throwing actions using different equipment with some consistency and control. Distinguish between good and poor performances and suggest ways to improve self and others.</p>	<p>Accurately and confidently judge across a range of athletics activities. Demonstrate accuracy and good technique when throwing for distance. Show good technique and control for jumping activities Demonstrate improvement when working with self and others. Choose appropriate run up distance as an individual for athletic jumps. Use appropriate pace for different running distances.</p>
<p><b>Striking and Fielding</b></p>	<p>Adhere to some basic rules of recognised games such as rounders or cricket. Strike a ball with some consistency. Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling. Play in simplified games. Bowl accurately. Show ready position to catch a ball.</p>	<p>Apply speed and decision making to run safely between scoring markers e.g. stumps, posts. With increasing consistency, choose where to direct a hit from a bowled ball. Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop. Use and apply the basic rules of the game. Track and intercept the ball along the ground sometimes collecting with 1 hand. Bowling a recognised action with some consistency.</p>	<p>Use a variety of shots in isolation and in a game situation. Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation, play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Work collaboratively with others in the field to restrict runs. Throw with accuracy and consistency over short distances.</p>	<p>Strike a bowled ball and attempt a range of shots. Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting. Work collaboratively in teams to compete against themselves and others. Apply with consistency, standard rules of (modified) games. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas.</p>
<p><b>Net/Wall</b></p>	<p>Serve to begin a game. Play a continuous game using: throwing and catching or some simple hitting. Keep count/score of a game. Can play within boundaries. Use a small range of basic racquet skills. Move towards a ball to return over a line/net. Play over a net.</p>	<p>Explore shots on both sides of the body and attempt with confidence. Use a small range of racquet/hand skills. Work with a partner / small groups to return a served ball. Play competitively with others and against others in modified games. Use basic defensive tactics to defend the court i.e. moving to different positions on the court. Choose ways to send the ball to make it difficult for the opponent to return.</p>	<p>Play a range of basic shots on both sides of the body, move feet to the ball at most appropriate point. Play modified games with confidence sending and returning a ball that may be with differentiated equipment. Play with others with some flow to the game, keeping track of their own scores. Recognise where they should stand on the court when playing on their own and with others. Apply some control when returning the ball including foot placement, shot selection and aim. Suggest and lead warm ups that prepare the body appropriately for net/wall activities.</p>	<p>Use forehand, backhand and overhead shots with more confidence in games. Make appropriate choices in games about the best shot to use. Start games with the appropriate serve. Begin to use full scoring systems. Develop doubles play (team play for volleyball). Apply tactics in games effectively.</p>
<p><b>Invasion Games</b></p>	<p>Send and receive a ball with some consistency to keep possession. Sometimes move into space to receive the ball. Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football. Play using basic rules of recognised game e.g. hockey or football. Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball. Work as part of a team to attack towards a goal. Recognise when you need to defend.</p>	<p>Send and receive the ball with accuracy, controlling to score points/goals. Working with team mates to make it difficult for the opposition. Keep possession of the ball as an individual using skills such as dribbling and running with the ball. Show speed and endurance in a game situation. Move into space to help others and the ball over longer distances. Use and apply the basic rules of the game.</p>	<p>Able to combine basic skills such as dribbling and passing. Select and apply skills in game situations with some consistency. Know and apply the rules consistently in a game situation. Move balls over longer distances accurately, demonstrating power Play in different positions with some success. Explain the need for different tactics and attempt these in a game situation.</p>	<p>Choose and implement a range of strategies to attack and defend. Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games. Work collaboratively in a team to play and keep possession of the ball. Suggest, plan and lead a warm up or drill. Play in a variety of positions (attacking and defensive). Make quicker decisions in games (on and off the ball).</p>
<p><b>Gymnastics</b></p>	<p>Modify actions independently using different pathways, directions and shapes. Perform sequences with contrasting actions. Show strength and flexibility to shapes and actions being performed Remember and repeat sequences. Comment on others gymnastics sequences describing what they did well. Adapt basic sequences to include some apparatus. Identify similarities and differences in sequences. Develop body management over a range of floor exercises.</p>	<p>Perform actions such as balance, body shapes and flight with control. Develop an increased range of body actions and shapes to use in longer, more complex sequences. Adapt actions and sequences to work with partners and small groups. Decide on ways to improve a piece of work using compositional elements and implement changes. Identify 'core muscles' and use them to improve the quality of shapes and actions. Show smooth transitions and flow in sequences.</p>	<p>Create longer and more complex sequences and adapt their performances. Perform symmetry individually, in pairs and as a group Follow, copy and repeat others actions. Make a dynamic sequence with contrasting shapes and actions and balances. Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls. Select a component for improvement and use information from others to do so. Explain the significance of a warm up and how it relates to gymnastics activity.</p>	<p>Lead group warm up demonstrating the importance of strength and flexibility. Work independently and in small groups to make up sequences to perform to an audience. Perform increasingly complex sequences. Compose and practise actions and relate to music. Experience flight on and off of apparatus. Show clarity, fluency, accuracy and consistency in their movements.</p>

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<p><b>Dance</b></p>	<p>Contribute ideas to the structure of the dance. Attempt to perform with a sense of dynamics. Competently include props and other ideas in their dance. Attempt short pieces of improvised dance responding to the structure/theme of the dance. Share and create short dance phrases with a partner and in small groups. Express moods and feelings throughout the dance piece. Perform movements with increased control. Describe using appropriate language features of dances performed by others.</p>	<p>Refine, repeat and remember short dance phrases. Show sensitivity to a dance idea/theme or story. Perform with increasing musicality with control and confidence Perform dances with consistency. Show rhythm and style when performing as an individual and with others. Dance using a variety of formations confidently.</p>	<p>Perform different styles of dance clearly and fluently. Refine &amp; improve dances adapting them to include use of space rhythm &amp; expression. Adapt their skills to meet the demands of a range of dance styles. Recognise and comment on dances suggesting ways to improve. Confidently participate in dances from different cultures/parts of the world. Create and use compositional ideas confidently such as pathways, step pattern and unison. Work collaboratively in groups to compose short dances.</p>	<p>Interpret different stimuli with imagination and flair. When working in groups/pairs take the lead suggesting ideas and refining actions of others. Warm up and cool down independently. Work creatively and imaginatively on their own, in pairs and in a group to create simple dances. Use recognised dance actions and adapt to create motifs and movement patterns. Communicate the artistic intention of a dance clearly, fluently, musically and with control.</p>
<p><b>OAA</b></p>		<p>Can work with others to solve problems. Describe their work and the strategies they use to solve problems. Lead others and be led. Identify and use symbols on a map to navigate. Play competitively and fairly implement the rules. Independently identify factors needed to complete a task. Use acquired skills to create maps and directions. Perform with strength, stamina and endurance in more physical tasks.</p>	<p>Work well as part of a team or group within a well-defined role. Plan and refine strategies to solve problems. Use maps, symbols and compass confidently to navigate. Identify what they have done well and suggest ways to improve. Listen and be directed by others. Remember and recall map symbols and other relevant key information. Work out answers from clues, working independently from the teacher.</p>	<p>Use information given by others to complete a task and work collaboratively. Takes responsibility for a role in a task. Use knowledge of games in PE to suggest adaptations and variations to games/activities. Work collaboratively to perform a more complex task. Use written description to identify objects. Follow instructions accurately. Refine and adapt ideas in group tasks.</p>
<p><b>Evaluation</b></p>	<p>Begin to watch and describe performances. Describe and evaluate the effectiveness and quality of a performance Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved Recognise how their own performance has improved To talk about how they might improve their own performance</p>	<p>Watch and describe performances accurately. Choose and use information and basic criteria to evaluate their own and others' work. To develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences. To see the importance of a group or team plan, and the value of pooling ideas.</p>		
<p><b>Understanding Fitness and Healthy lifestyles</b></p>	<p>Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Describe how the body reacts during different types of activity and how this affects the way they perform. To know and describe what you need to do to warm up and cool down How to improve stamina. To recognise which activities help their speed, strength and stamina. To recognise when speed, strength and stamina are important in games .</p>	<p>Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands why exercise is good for health, fitness and wellbeing and how to become healthier themselves. Understands the need to warm up and cool down for high quality performance. Can carry out warm ups and cool downs safely and effectively. Demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play. Understands the need to prepare properly for games.</p>		

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<b>Swimming</b>	<p>Swim a short distance between 5 and 20 metres unaided using one consistent stroke</p> <p>Propel themselves over longer distances using swimming aids</p> <p>Move with more confidence in water including submerging themselves fully</p> <p>Enter and exit the water independently</p> <p>Float and regain to standing confidently</p> <p>Push and glide and transition from glide to stroke</p> <p>Attempt skill of sculling and use to propel themselves</p> <p>Apply basic arm and leg action to 'doggy paddle'</p>	<p>Swim over greater distance of 10 and 20 metres with confidence in shallow water</p> <p>Begin to use basic swimming techniques including correct arm and leg action</p> <p>Attempt to use basic breathing patterns when swimming</p> <p>Enter and exit the water in a variety of ways</p> <p>Work in collaboration to perform group challenges such as group floats</p> <p>Submerge, sink, roll and rotate underwater</p> <p>Attempt surface dive</p>	<p>Bring control and fluency to at least two recognised strokes</p> <p>Compete as part of a team</p> <p>Implement good breathing technique to allow for smooth stroke patterns</p> <p>Have attempted personal survival techniques as an individual and a group with success</p> <p>Link lengths together with turns and attempt a tumble turn in isolation and during stroke</p> <p>Surface dive and travel to the bottom of the pool to collect objects</p> <p>Work up to crouching dive</p> <p>Work in pairs to refine stroke technique and suggest ways they can improve</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p>