

Skills Progression

Pupils will be taught to:

- Develop their confidence to excel in a broad range of physical activities
- They will be physically active for a sustained period of time
- Engage in competitive sports and competition
- Aim to lead healthy, active lifestyles with an understanding of the importance of physical activity, PE and school sport.

Key Stage Expectations

KS1

- Pupils should aim to develop Fundamental movement skills, become increasingly confident and competent across a broad range of opportunities to extend their agility, balance and co-ordination 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, co-ordination and agility 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

- Pupils should continue to develop a broader range of skills, learning how to use them in different ways and 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
- Use running, jumping and catching in isolation and as a combination
- Play a range of competitive games, modified when needed. For example: basketball, handball, rugby, cricket, football, hockey, netball, dodgeball, rounder's or tennis.
- Develop their flexibility, strength, technique, control, and balance. For example: through athletics or gymnastics.
- Perform dances using a wide range of movement patterns both as a group and individually

- Take part in OAA activities both individually and as part of a team
- Can compare their performances with previous ones and demonstrate improvement to achieve their personal best

Autumn 2024		Spring 2025		Summer 2025	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
WLSP lesson	WLSP lesson	WLSP lesson	WLSP lesson	WLSP lesson	WLSP lesson
Teacher led lesson	Teacher led lesson	Teacher led lesson	Teacher led lesson	Teacher led lesson	Teacher led lesson

Fundamental Movement Skills		
EYFS/Rec	Year 1	Year 2
To introduce locomotor Skills. These involve transporting your body from A – B. This includes running, jumping and hopping. To introduce body management skills. This includes balancing actions. To introduce manipulative skills. This involves imparting force with or on an external object. This includes rolling/underarm throw and catching. The 6 FMS skills that we will teach explicitly in FS are: • Run • Jump • Balance • Hop • Roll/Underarm throw	FMS A/B – 12 FMS Skills To develop locomotor Skills These involve transporting your body from A – B. This includes running, jumping, skipping, hopping and side stepping. To develop body Management Skills This includes balancing actions. Year 1 FMS Skill Components Run: • Travel in a straight line. • Keep head up with eyes focussed straight ahead. Jump: • Bend knees before take off and on landing • Both feet leave the floor at the same time Balance:	FMS A/B – 12 FMS Skills To develop locomotor Skills: These involve transporting your body from A – B. This includes running, jumping, skipping, hopping and side stepping. To develop body Management Skills This includes balancing actions. Year 2 FMS Skill Components (in addition to Y1 components) Run: • Use opposite arms and legs when swinging arms. • As speed increase both feet will lift off the floor Jump: • Swing arms back behind their body in preparation to jump. • Swing arms forwards with force during take-off. Balance:

Catch Gymnastics: To introduce the basic skills of travelling, rolling and jumping. Dance: To explore and experiment with different creative movement actions in response to a theme.	- Support leg is still with foot flat on the floor. - Other knee is lifted and bent Hopping: - Take off and land from ball of foot - Non-hopping leg is bent behind their hopping leg Skipping: - Take off from and lands on balls of feet - Land on alternate legs Side Stepping: - Body face forwards when we side step - Take off on one foot and lead with the other	- Arms out straight and extended to the sides of the body. - Remain still for 3-5 seconds Hopping: - Both elbows re bent with arms swinging backwards and forwards - Remain balanced and stable when hopping. Side stepping: - Bring the following foot to meet leading foot - Take off and land on balls of feet.
	FMS C/D To develop manipulative Skills. This involves imparting force with or on an external object. These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching. Rolling an object- - Stand facing the target. - Opposite foot forward, knees bent, arm sends ball forward. Underarm Throw- - Stand face onto the target. - Opposite foot forward and swing throwing arm backwards and forwards. Over arm throw- - Stand side on to the target. - Throwing arm moves back, above and behind head, moving forward to release the object. Catching- - Stand with feet slightly apart, keeping eye on the object.	FMS C/D To develop manipulative Skills. This involves imparting force with or on an external object. These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching. Rolling an object- - Arms swings back and object is released to travel smoothly across the floor. - Use opposite arm to aim towards the target. Underarm throw- - Aim with opposite hand. - Well timed release and follow through. Over arm throw – - Aim with opposite arm raised in direction of throw. - Well timed release and follow through. Catching- - Catch the ball in your hand and pull towards body. - Adjust the body and move to catch the ball (when needed) Kicking-



	• Make a target with your hands and attempt to grip the ball with your fingers. Kicking- • Eyes are focussed on the ball. • Bend the knee of the kicking leg, foot makes contact with the ball. Striking – • Take up a side on stance with feet slightly apart. • Track the trajectory or flight of the object and attempt to make contact.	• Non-kicking foot is place next to the ball • Use the top of foot(laces) to contact the ball and follow through. Striking- • Swing the bat or racquet to make clear contact with the object and follow through. • Adjust and move position before attempting to strike (when needed)
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Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce basic skills of travelling. Introduce basic skills of rolling. Introduce basic skills of jumping.	Develop the basic skills of travelling. Develop basic skills of rolling. Develop basic skills of jumping. Perform basic skills with straight and tuck shapes. To link movements together. Link travel, roll and jump with two different shapes. Create a sequence on the floor and adapt to apparatus.	Improve their travelling, jumping and rolling. Develop simple balancing skills individually and with a partner. Remember and repeat simple sequences and perform them on the floor and apparatus. Set up apparatus safely.	Develop ways of travelling on hands and feet. Improve balance on small and large body parts. Create a sequence of travelling and balancing actions. To develop more challenging rolls. Develop Jump-Shape-Landing. Create a sequence of gymnastic actions. Recognise and evaluate their own and others success. Perform gym actions using apparatus.	To develop ways of travelling on feet and hands and feet. To develop balance on small body parts. To develop a range of jumping actions To develop balance on large body parts. To create a gymnastic sequence of travelling and balancing. To explore different ways of rolling. To perform rolling actions and link these with other actions to create a sequence. To explore different ways of balancing, jumping and travelling. To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions. To make simple judgements about the	To perform partner balances (matched and mirrored). To perform counter balance. To perform Counter tension balances. To evaluate and recognise their own success. To create a gymnastic sequence with a partner. To perform the core task "Acrobatic gymnastics". To evaluate and recognise their success. To develop a sequence onto apparatus.	To perform matched and mirrored paired balances To perform counter balance and counter tension paired balances. To perform a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. To evaluate success of group and paired balances.



				quality of performances. To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions.		
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Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To explore and perform different travelling actions. Experiment with different creative movements. Start to move using different pathways.	Explore different ways of travelling and using space. Create travelling patterns using a stimulus. Create pathways using a stimulus. Develop simple dance phrases. Change speed and direction. Explore basic body patterns.	Create ideas adding expressions and develop ways to improve our work. Create effective travelling pathways individually and in a group. Perform a whole class performance. Understand unison and cannon. Improve timings. Work to music.	Create movement using a stimulus. To explore dance movements and patterns. To work with a partner to create dance patterns. Show rhythm and expression. Precision in movement. To work co-operatively. Perform in front of others.	Identify and practise patterns and actions of dance style. Demo an awareness of the music's beat and rhythm. Create an individual dance and partner dance that reflects the theme. To dance using a range of movements Evaluate own work.	Identify and practise the patterns and actions of the chosen dance theme. Produce a dance phrase in response to the music. Apply key components of dance: Travel, Jump, Stillness, Gesture and Turn. To create a group dance with creative ideas. Evaluate own and others work.	To practise patterns and actions in response to a theme. Demo an awareness of music's rhythm when improvising. Show strong gesture and dynamics throughout. To create a dance that represents the chosen theme. To perform and analyse own and others performance.

Invasion Games			
Year 3	Year 4	Year 5	Year 6
• Send and receive a ball. • Send a ball and move into space • Send and receive in a simple game. • Use more than one simple tactic. • Evaluate success.	• To send and receive a ball. • To travel with a ball. • Travel with a ball with control. • Use various simple tactics to outwit an opponent. • Apply basic principles of attack. • Travel with a ball with control in a game. • Evaluate success.	• To develop the skill of passing and catching a netball/basketball/handball • Develop the skill of a shoulder pass. • Develop the skill of shooting in netball/Handball/Basketball. • Select appropriate strategies for attack. • Evaluate work and suggest ways to improve. • Choose and apply netball/handball/basketball based skills consistently in a game situation.	• Develop the skill of running with a rugby ball in two hands. Travelling with the ball using football/basketball/handball. • Develop the skill of passing/ catching a ball. • To be able to score . • Develop an understanding of when to run and when to pass the ball. • Apply basic strategic and tactical principles of attack. • Apply basic strategic and tactical principles of defence. • Use skills and tactics for an invasion typed game. • Evaluate their own and others success and suggest ways to improve. • Understand basic principles of a warm up that will lead to invasion based activities. • Develop own games through collaboration and creativity.

Athletics			
Year 3	Year 4	Year 5	Year 6
Run, throw, jump. To perform the pull throwing action. To explore different running techniques. To perform the sling throw. To develop jumping actions. Select an appropriate running technique for distance. To perform a push throw.	To perform a start in a sprint type race. To throw for distance using three different throws. To perform a hop, step and jump. To pass a baton successfully in a race. To perform 5 different jumps. To perform in athletic type competitive events (run, jump and throw).	To develop running skills in isolation. To develop throwing skills. To evaluate their own success. To explore ways of combining jumping actions. To develop throwing skills in an athletic type activity. To develop jumping actions in combination.	To develop running skills in isolation. To develop throwing skills in an athletic type activity. To develop running, jumping and throwing skills in an athletic type activity. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Striking & Fielding			
Year 3	Year 4	Year 5	Year 6
To send a ball in a striking and fielding game. To receive a ball in a striking and fielding game. To evaluate success. To strike a ball in a striking and fielding game. Use simple tactics in a game.	To strike a ball a striking and fielding game. To use simple tactics in a striking and fielding game. To evaluate tactics used in a striking and fielding game.	To bowl underarm with accuracy. To catch a ball when fielding. To run with a bat between wickets. To bowl overarm with accuracy. To strike a ball with a cricket bat. To learn how to field a ball.	To bowl underarm / overarm with accuracy in a game. To bowl underarm / overarm with accuracy in a pairs cricket. To play a modified competitive cricket game. To evaluate what was successful in a game.

OAA			
Year 3	Year 4	Year 5	Year 6
To describe how to use simple maps within a lesson. To develop map work and orientation of the school site. To work in collaboration to solve tasks and problems. To warm up and prepare appropriately for different OAA activities. To work in small groups with minimal support from teacher. To describe the short term and beneficial effects of different OAA activities on the body.	To describe how we can work in small groups to support plans. To embed map work and orientation of the school site. To use and create routes for each other using simple plans. To support and assist in group problem solving tasks. To consolidate map work and orientation. To talk about what they have done, using appropriate vocabulary with support. To talk about exercising, safety and short term exercise.	To describe how collaboration is required during OAA. To consolidate map work and orientation. To set up courses for others to navigate. To work in small groups with minimal support from teacher. To explain how working in teams and having good sportsmanship supports the development of skills, playing fairly and respectfully in all competitive situations. To safely perform teacher led warm-ups.	To describe how to create a course/map. To set up courses for others with confidence. To warm up and prepare appropriately for different OAA activities. Can recognise hazards. To develop more advanced Orienteering techniques. Can feedback the importance of team work and communication. To talk about exercising, safety and short term effects of exercise.

Health and Well Being	
Year 3 and 4	Year 5 and 6
- To gain a greater understanding of speed - Work to increase speed using simple techniques - Explore strength as a component of fitness - Understand how strength can impact our performance - Work to improve our strength by completing tasks with good form - Introduce agility, when we would use it and how we can improve it	- To gain an understanding of stamina, exploring activities to test stamina. - Discover ways that we can improve our stamina, using good form and technique - Work on strength as a component of health and fitness - Explore ways to build strength - Understand form and the impact it has on our ability to perform different tasks - Understand why good reaction time is important and how we can use it in sport and physical activity