

P.E. Progression in Key Skills

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|  | Key Skills |
| Year\_1 | **Fundamental Skills**  Can perform most fundamental skills to a developing level. Theses skill are; catching, hopping, skipping, jumping, throwing-over arm , throwing-under arm, rolling a ball, bouncing a ball and kicking a ball  **Dance**  Perform fundamental movement skills at a developing level  Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance  Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects)  Travel, turn, jump, gesture, stillness  Copy simple movement patters  Show and tell using body actions to explore mods, ideas and feelings  Vary speed, strength, energy and tension of their movements  **Gymnastics**  Perform fundamental movement skills at a developing level in:  Travelling skills  Perform body actions with some control and coordination  Shape – wide, thin  Travelling – feet, jog, skip, gallop, hop, walk forwards/backwards  Travelling – hand and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc.  Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back bottom, shoulder  Jumping and landing  Rolling – rocking on back, pencil, egg rolls  Apparatus  **Games**  Perform fundamental movement skills at a developing level in:  Travelling skills  Sending skills  Receiving skills  **Athletics**  Perform fundamental movement skills at a developing level in: Running, hopping, rolling a ball, underarm throw and jumping. |
| Year\_\_2 | **Fundamental Skills**  Can perform all fundamental skills to a developing level, mastering some. Theses skill are; catching, hopping, skipping, jumping, throwing-over arm , throwing-under arm, rolling a ball, bouncing a ball and kicking a ball  **Dance**  Perform fundamental movement skills at a developing level and start to master some basic movements  Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities  Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects)  Travel, turn, jump, gesture, stillness  Copy simple movement patters  Show and tell using body actions to explore mods, ideas and feelings  Vary speed, strength, energy and tension of their movements  **Gymnastics**  Perform fundamental movement skills at a developing level and start to master some basic movements in:  Travelling skills  Perform body actions with control and coordination  Shape – wide, thin, dish, arch, tuck  Travelling – feet, jog, skip, gallop, hop, walk forwards/backwards  Travelling – hand and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc.  Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back bottom, shoulder  Jumping and landing  Rolling – rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward roll  Apparatus  **Games**  Perform fundamental movement skills at a developing level and start to master some basic movements in:  Travelling skills  Sending skills  Receiving skills  **Athletics**  Perform fundamental movement skills at a developing level and start to master some basic movements in:  Running  Underarm throw  Overarm throw  Push throw  Jumping for distance |
| Year 3 | **Dance**  Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control  To perform dance expressively, using a range of performance skills  To perform dance with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups  To perform more complex dance phrases that communicates character and narrative  To perform in a whole class performance  to talk about how they might improve their dances  To describe and evaluate some of the compositional features of dances performed with a partner or group  **Gymnastics**  Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension  Travel - i.e. feet & hands and feet  Balance – i.e. small body parts  Jump – i.e. 2 foot jump and land  Rolling – Basic rolls  Apparatus  **Swimming**  Non swimmers and developing swimmers:  Swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves  They will use on basic method to swim the distance making sure they breath  They will start by using floats, swim over long distances and periods of time with a controlled leg kick  They will explore freely how to move in and under water; recognise how the water affect their temperature and identify and describe the differences between different arm and leg actions  Developing and competent swimmers:  Children will learn 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  They will control their breathing and swim confidently and fluently on the surface of the water  Children should know the dangers of water locally and nationally  Learn how to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble  **Athletics**  Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy:  Throwing – push pull and sling  Hop, step and jump  Combination of jumping activities  **Outdoor Adventurous Activities**  Master most fundamental skills from KS1 and start to develop specific skills and perform them with some accuracy and extension  Orientate a map  Use a control card  Navigate a course safely  **Invasion**  Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy  Three touch ball (netball) – running, dodging, chest pass, bounce pass, catching a ball  Three touch ball (rugby) – running, dodging, swing pass, catching a ball  Three touch ball (handball) – running, dodging, one-handed pass, one handed bounce pass, catching a ball  **Net and Wall**  Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy  Ready position  Underarm throw  Overarm throw  Hold a racket  Strike a ball with a racket  **Striking and Fielding**  Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy  Bowl underarm  Strike a ball off a tee  Catch a ball  Field a ball and return it quickly |
| Year4 | **Dance**  Perform dance clearly and fluently and show sensitivity to the dance idea and the accompaniment  To perform dance expressively, using a range of performance skills  To perform dance with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups  To perform more complex dance phrases that communicates character and narrative  To perform in a whole class performance  to talk about how they might improve their dances  To describe and evaluate some of the compositional features of dances performed with a partner or group  **Gymnastics**  Master fundamental movement skills and start to develop sport specific skills and performing them with consistency, accuracy and some control  Travel - i.e. feet & hands and feet  Balance – i.e. large body parts, dish, arch, one foot balance  Jump – different shapes when jumping, jump for a quarter and half turn  Rolling – Basic rolls  Apparatus  **Athletics**  Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy:  Throwing – push pull and sling  Hop, step and jump  Combination of jumping activities  **Outdoor Adventurous Activities**  Master fundamental movement skills and start to develop specific skills and performing them with consistency, accuracy and some control  Travel and balance safely when carrying out challenges  Demonstrates team work skills during planning doing and reviewing  **Invasion**  Master fundamental movement skills and start to develop sport specific skills and performing them with consistency and accuracy  On the attack (basketball) – running, chest pass, bounce pass, dribbling a ball  On the attack (rugby) – running, dodging, swing pass, catching a ball  On the attack (handball) - running, dodging, one-handed pass, one handed bounce pass, catching a ball, shooting a ball  **Net and Wall**  Master fundamental movement skills and start to develop sport specific skills and performing them with consistency and accuracy  Ready position  Underarm throw  Overarm throw  Hold a racket  Strike a ball with a racket  **Striking and Fielding**  Master fundamental movement skills and start to develop sport specific skills and performing them with consistency and accuracy  Bowl underarm  Strike a ball off a tee  Catch a ball  Field a ball and return it quickly |
| Year 5 | **Dance**  Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance  To perform dance expressively, using a range of performance skills  To perform dance with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups  To perform more complex dance phrases that communicates character and narrative  To perform in a whole class performance  to talk about how they might improve their dances  To describe and evaluate some of the compositional features of dances performed with a partner or group  **Gymnastics**  Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control  Travel - i.e. feet & hands and feet  Balance – i.e. partner balance (counter balance)  Jump – different ways of jumping and lading with shape  Rolling – Basic rolls  Apparatus  **Athletics**  Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed  Throwing – push, pull, sling and heave  Jumping and landing in different ways  Running for short and long distances  Passing a baton in relay  **Outdoor Adventurous Activities**  Continue to develop specific skills and perform them with consistency, accuracy, confidence and control  Know how to keep the map ‘set’ or ‘orientated’ when they move around a simple course  Know the eight parts of a compass  Record information accurately at a control marker  Navigate to a control marker on a score event course  **Invasion**  Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control  Year 5 core task (netball) – running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting  Year 5 core task (rugby) – running, dodging, swing pass, catching a ball, kicking a ball  Year 5 core task (hockey) – running, push pass, dribbling, receiving a pass, shooting  **Net and Wall**  Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control  Throwing a ball  Hold a racket correctly  Forehand  Backhand  Volley  **Striking and Fielding**  Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control  Bowl underarm  Strike a ball off a tee  Strike a bowled ball  Field a ball and throw back overarm |
| Year 6 | **Dance**  Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively  To perform dance expressively, using a range of performance skills  To perform dance with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups  To perform more complex dance phrases that communicates character and narrative  To perform in a whole class performance  to talk about how they might improve their dances  To describe and evaluate some of the compositional features of dances performed with a partner or group  **Gymnastics**  Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed  Travel - i.e. feet & hands and feet  Balance – i.e. partner and group balance (counter balance)  Jump – different ways of jumping and lading with shape  Rolling – Basic rolls  Apparatus  **Athletics**  Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed  Throwing – push, pull, sling and heave  Jumping and landing in different ways  Running for short and long distances  Passing a baton in relay  **Outdoor Adventurous Activities**  Continue to develop specific skills and perform them with consistency, accuracy, confidence, control and speed  To set a map using a compass  To practice and refine thumbing to set a map (orientated  To set a direction of travel from the map, using a compass  To follow instructions in order to complete an orienteering course  **Invasion**  Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed  Calling the shits’ (netball) – running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting  Calling the shits’ (rugby) – running, dodging, swing pass, catching a ball, kicking a ball  Calling the shits’ (hockey) – running, push pass, dribbling, receiving a pass, shooting  **Net and Wall**  Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed  Throwing a ball  Forehand  Backhand  Volley  Underarm serve  **Striking and Fielding**  Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed  Bowl overarm  Strike a bowled ball  Field a ball and throw back overarm |

See Lancashire Scheme of Work Progression Document 2020 for further detail on developing and application of skills