

Senacre Wood Primary – PE Skills Progression

EYFS Area of Study

Movement and Handling

ELG: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

➤ **Skills progression:**

- Move freely using suitable spaces and speed.
- Draw lines and circles.
- Hold a pen correctly.
- Move freely in a variety of different ways.
- Show a dominant hand.
- Make anticlockwise movement.
- Stand on one foot.
- Catch a ball.
- Write some letters and copy their name.
- Experiment moving in different ways on equipment and jump landing safely.
- Demonstrate increasing control over objects.
- Use tools to change to materials.
- Move confidently.
- Demonstrate good control and co-ordination in large and small movement.
- Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.

Health and self-care

ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

➤ **Skills Progression:**

- Understand their own needs hunger/toilet/personal hygiene. Dress with support.
- Know equipment needs to be used safely.
- Understand the need for varied and healthy food
- Use scissors and other tools safely.
- Manage own risk assessment.
- Help to put away equipment correctly.
- Use safety measures without direct supervision.
- Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.

Year 1	<p>Gymnastics</p> <ul style="list-style-type: none"> • 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 explore static balancing and understand the concept of bases. • To travel in different ways, showing clear transitions between movements. • To practise ABC (agility, balance and coordination) at circuit stations. 	<p>Movements to Music</p> <ul style="list-style-type: none"> • 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 combine a number of co-ordination drills, using upper and lower body movements. • To travel in different directions (side to side, up and down) with control and fluency. 	<p>Ball Skills</p> <ul style="list-style-type: none"> • To master basic sending and receiving techniques. • To develop 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 • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. 	<p>Net/wall games</p> <ul style="list-style-type: none"> • To throw a ball to a target. • To defend a ball from hitting a target. • To throw a ball or beanbag over a distance. • To throw with accuracy to a still or moving target. • To throw a ball against a target. • To catch a ball that has rebounded from a target. • To bounce and catch a ball to yourself. 	<p>Tri Golf</p> <ul style="list-style-type: none"> • To understand where to stand safely when playing Tri-Golf games. • To control the direction of the ball using both a putter and a chipper. • To control the distance of the ball using both putter and chipper. • To control the distance of the ball in the air using a chipper. • To control the distance and height of the ball using a chipper. • To develop understanding of aim and distance control through taking part in a number of skills challenges 	<p>Athletics</p> <ul style="list-style-type: none"> • 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. • To complete an obstacle course with control and agility.
Year 2	<p>Gymnastics</p> <ul style="list-style-type: none"> • 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. 	<p>Movements to Music</p> <ul style="list-style-type: none"> • 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 work to music, creating movements that show rhythm and control. 	<p>Ball skills /Invasion games</p> <ul style="list-style-type: none"> • 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. 	<p>Tri Golf</p> <ul style="list-style-type: none"> • To develop aim with both a putter and a chipping club • To improve grip with the golf club • To identify different areas of a golf course • To understand safety aspects relating to playing Tri-Golf • To develop control of aim when putting • To show control of aim when chipping (short game) • To show control of balance when striking (long game) 	<p>Striking and fielding</p> <ul style="list-style-type: none"> • 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. 	<p>Athletics</p> <ul style="list-style-type: none"> • 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.

Year 3	<p>Gymnastics</p> <ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To select and adapt gymnastic 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. 	<p>Movement to music</p> <ul style="list-style-type: none"> • 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 increasing confidence. 	<p>Net/wall games</p> <ul style="list-style-type: none"> • 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. • To explore when different shots should be played. • To play a competitive tennis game. 	<p>Balls Skills/ Invasion games</p> <ul style="list-style-type: none"> • 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. 	<p>Striking and fielding</p> <ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding games. • 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 and the correct batting technique and use it in a game. • To practise the correct technique for fielding and use it in a game. • 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. 	<p>Athletics</p> <ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing techniques. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To complete in a mini-competition, recording scores.
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Year 4	<p>Swimming For swimming progression, see table below.</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • 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. 	<p>Movement to Music</p> <ul style="list-style-type: none"> • 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. 	<p>Balls Skills/ Invasion games</p> <ul style="list-style-type: none"> • 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. 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • 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. 	<p>Athletics</p> <ul style="list-style-type: none"> • 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.
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Gymnastics

- 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 perform movements in canon and in unison.
- To perform and evaluate own and others' sequences.

Movement to music

- 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.

Ball skills/ Invasion games (Netball, Hockey, Tag Rugby)

- To demonstrate basic passing and receiving skills using a ball.
- 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.
- 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.

Net/Wall games

- 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.

Striking and Fielding

- To develop skills in batting and fielding.
- To choose fielding techniques.
- To run between the bases.
- To run, throw and catch.
- To develop a safe and effective overarm throw.
- To learn bowling control.
- To use all the skills learned by playing in a mini tournament.

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.

Year 6	<p>Gymnastics</p> <ul style="list-style-type: none"> • 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. 	<p>Movement to Music</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions in a Bollywood dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a Bollywood dance style. • To create a dance as a group, using any Bollywood dance moves. • To perform and analyse own and others' performance. 	<p>Invasion Games (Basketball and Football)</p> <ul style="list-style-type: none"> • To understand that when team has ball they are attacking and when they haven't they are defending. • To understand different ways of attacking and encourage them to use positions for their team carefully. • To understand different ways to attack and defend. • To choose right formations and tactics for attack and defence. • To Know how they support other players in attack and defence. • To understand how to get ready for games. • To Know some ideas for warm up exercises and routines. • To Know what makes a good warm up. • To Know what clothing and footwear is best to wear. • To Know how to check playing area. • To Know how playing invasion games helps your fitness and benefits of playing outside of school. 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • 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. 	<p>Net/Wall games</p> <ul style="list-style-type: none"> • 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. 	<p>Athletics</p> <ul style="list-style-type: none"> • 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.
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