

Progression of skills and knowledge



SUBJECT: Physical Education

Subject intent:

PE promotes an understanding in children of their bodies in action, and it promotes positive attitudes towards a healthy lifestyle. PE helps embed the British and Olympic values including **teamwork, excellence, effort, fairness and respect**.

The school also provides a range of extra-curricular sports activities for children.

At St Mary's through our PE we strive to:

- Develop a positive attitude to participate in physical activity, increasing their self-confidence and self-esteem in a safe and enriching environment.
- Encourage children to work and play with others in a range of group situation.
- To develop the way children perform skills, and apply rules and conventions, for different activities.
- Set personal targets for themselves and compete against others individually and as team members, being able to evaluate their own and others performances.
- To teach children to recognise and describe how their bodies feel during exercise and the link between PE and leading a healthy lifestyle.

	EYFS	Year 1	Year 2	LKS2	UKS2	(KS3)
Acquiring and developing Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Running • Crawling • Hopping • walking • skipping • jumping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to</p>	<p>*Hold a balance whilst walking along a straight line. *Zig zag through a series of markers spaced evenly, about 2m apart. *Hop on the spot using the same foot. *Jump for distance. *Jump for height. *Catch a bean bag. *Throw a small ball underarm, using the correct technique.</p> <p>Games I can throw underarm I can hit a ball with a bat I can move and stop safely I can throw & catch with both hands I can throw and kick in different ways</p> <p>Gymnastics I can make my body curled, tense stretched and relaxed I can control my body when travelling and balancing</p>	<p>*Zig zag through a series of tightly spaced markers. *Hop along a straight line using the same foot. *Jump for distance controlling the landing. *Jump for height with a controlled landing. *Catch a small ball. *Throw a small ball overarm, using the correct technique.</p> <p>Games I can use hitting, kicking and/or rolling in a game</p> <p>Gymnastics I can work on my own and with a partner</p>	<p>*Balance on one foot. *Climb a set of wall bars (or similar). *Perform a side stepping gallop. *Run at speed over a distance. Y4: *Complete a forward roll and land on the feet. *Skip forwards in a fluid motion. *Kick a ball accurately. *Pass a ball from chest height to a partner.</p> <p>Games I can throw and catch with control Y4: I can catch with one hand I can throw and catch accurately I can hit a ball accurately with control</p> <p>Gymnastics I can adopt sequences to suit different types of apparatus and criteria Y4: I can work in a controlled way</p>	<p>*Perform a sequence of one footed leaps. *Gallop with a fluid motion. *Dribble a football between cones Y6:*Perform a 'drop-kick'. *Perform a 'basketball dribble'. *Strike a ball with a range of bats for accuracy and distance.</p> <p>Games I can use forehand & backhand with a racket I can field I can choose a tactic for defending & attacking I can use a number of techniques to pass, dribble and shoot Y6: I can explain rules I can umpire</p> <p>Gymnastics I can make complex extended sequences I can combine action, balance and shape Y6: I can combine my work with that of others I can link sequences to specific timings</p>	

		<p>achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.</p>	<p>Dance/movement I can move to music I can copy dance moves I can move safely in a space</p> <p>General I can copy actions I can move with control & care I can use equipment safely</p>	<p>Dance/movement I can change rhythm, speed, level and direction in my dance I can dance with control and co-ordination I can use dance to show a mood or a feeling</p>	<p>I can include change of speed and direction I can include a range of shapes</p> <p>Dance/movement I can share and create phases with a partner and small group Y4: I can use dance to communicate an idea</p> <p>Athletics I can run at fast, medium and slow speeds; changing speed and direction I can take part in a relay, remembering when to run and what to do Y4: I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways</p>	<p>Dance/movement I can perform to an accompaniment My dance shows clarity, fluency, accuracy and consistency Y6: I can choose my own music and style</p> <p>Athletics I am controlled when taking off and landing I can throw with accuracy Y6: I can demonstrate stamina</p>	
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Applying Skills and using tactics	EYFS	Year 1	Year 2	LKS2	UKS2	(KS3)
	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. 	<p>*Link skills and actions in different ways to suit different activities. *Establish sequences of actions and skills which have a clear beginning, middle and ending.</p> <p>Gymnastics I can copy sequences and repeat them I can roll, curl, travel and balance in different ways</p> <p>Dance/movement I can perform my own dance moves I can make up a short dance General I can repeat actions & skill</p>	<p>*Structure sequences of actions and skills in different orders to improve performance (speed / direction / level /etc.)</p> <p>Games I can follow rules I can decide the best space to be in during a game I can use one tactic in a game</p> <p>Gymnastics I can plan and perform a sequence of movements I can think of more than one way to create a sequence which follows some rules</p> <p>Dance/movement I can make a sequence by linking sections together</p> <p>General I can copy and remember actions</p>	<p>*Vary skills, actions and ideas and link these in different ways to suit different activities. -*Vary his/her responses to tactics, strategies and sequences used. Y4:*Apply skills and tactics in combination with a partner or as part of a group / team.</p> <p>Games I know and use rules fairly I am aware of space and use it to support team-mates and to cause problems for the opposition Y4: I can vary tactics and adapt skills depending on what is happening in a game I can keep possession of the ball</p> <p>Gymnastics: can work with a partner to create, repeat and improve a sequence with at least three phases</p> <p>Dance/movement I can improvise freely and translate ideas from a stimulus into movement I can repeat, remember and perform phrases Y4: I can take the lead when working with a partner or group</p>	<p>*Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. *When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition. *Develop interest in participating in sports activities and events at a competitive level. Y6: *When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p> <p>Games I can gain possession by working as a team I can pass in different ways Y6: I can play to agreed rules I can make a team and communicate a plan I can transfer skills and movements across a range of activities and sports I can lead others in a game situation</p> <p>Gymnastics I can perform consistently to different audiences</p> <p>Dance/movement I can compose my own dances in a creative way Y6: I can develop sequences in a specific style</p> <p>Athletics I can combine running and jumping Y6: I can link together actions so that they flow in running, jumping and throwing activities</p>	

	EYFS	Year 1	Year 2	LKS2	UKS2	(KS3)
Evaluating and improving performance	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>*Describe and comment on performance.</p>	<p>*Compare his/her performance with others.</p> <p>can talk about what is different from what they did and what someone else did</p>	<p>*Compare and contrast his/her performance with others.</p> <p>explain how strength and suppleness affect performance compare and contrast gymnastic sequences</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.</p>	<p>*Identify different levels of performance and use subject specific vocabulary.</p> <p>Analyse, modify and refine skills and techniques and how these are applied. *Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy</p>	