

PE Progression Skills Document

Skills and year group	Physical development movement and handling	Health and self-care
Nursery	<ul style="list-style-type: none"> - Runs safely on whole foot. - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. - Can kick a large ball. - May be beginning to show preference for dominant hand. - Value the ways children choose to move (Explore with movement). - Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Give as much opportunity as possible for children to move freely between indoors and outdoors. - Encourage body tension activities such as stretching, reaching, curling, twisting and turning. - Self awareness of space - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily on one foot when shown. - Can catch a large ball. - Understanding simple instructions such as start, stop. - Begin to show a dominant hand for throwing. - Balance on different pieces of equipment. - Jump using two feet by bending knees and land appropriately without hands / bum touching the floor. - Motivate children to be active through games such as follow the leader. 	<ul style="list-style-type: none"> - Beginning to recognise danger and seeks support of significant adults for help. - Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. - Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices. - Remember that children who have limited opportunity to play outdoors may lack a sense of danger. - Taking shoes on and off. - Observes the effects of activity on their bodies. - Understands that equipment and tools have to be used safely - Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster

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Skills and year group	Physical development movement and handling	Health and self-care
Reception	<ul style="list-style-type: none"> - Children are active and interactive. - Develop their co-ordination, control and movement. - To understand the importance of physical activity. - Make healthy food choices in relation to food. - To move confidently in a range of ways. - Experiment with different ways of moving. - Jumping off an object and land appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Shows a preference for a dominant hand. - Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. 	<ul style="list-style-type: none"> - 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. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Early Learning Goal 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.

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Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding
Year 1	<ul style="list-style-type: none"> - To kick a ball with accuracy towards an end target. - To dribble a ball with some success. - To move with control and coordination. - To participate in team games. - To move into and out of space safely. - To be able to throw a ball over and under arm. - To be able to catch a large ball. - To roll a ball to an end target. - To become increasingly competent and confident with their agility, balance and coordination. - To be able to play a game following a set of rules. 	<ul style="list-style-type: none"> - To link two simple actions together. - To hold a position whilst balancing on different parts of the body. - To balance on one foot for 5 seconds. - To be able to move forwards, backwards, sideways, low and high with some speed. - To jump with both feet leaving the ground. - To jump for height. 	<ul style="list-style-type: none"> - To use movement to respond to music. - To move to a beat. - To copy a simple dance pattern. - To link two dance movements together. 	<ul style="list-style-type: none"> - To be able to catch a large ball. - To balance a ball on a racket. - To strike a ball using two hands on a racket/bat.
Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding
	<ul style="list-style-type: none"> - To develop fundamental movement skills including running, hopping, jumping, kicking, throwing and catching showing correct technique. <p>Children should be looking to</p>	<ul style="list-style-type: none"> - To jump in a variety of ways and land with increasing control and balance. - To hold a position whilst balancing on different points 	<ul style="list-style-type: none"> - To use movement to respond to music. - To move to a beat. - To copy a simple dance pattern. 	<ul style="list-style-type: none"> - To be able to catch a ball successfully. - To look to move the body to catch successfully. - To balance a ball on a racket.

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<p>Year 2</p>	<p>throw the ball over-arm showing some accuracy.</p> <ul style="list-style-type: none"> - To develop simple tactics and understand attacking vs defending. - To become spatial aware and move in and out of space safely and quickly. - To become increasingly competent and confident with their agility, balance, coordination and the speed at which they do these activities. - To be able to move forwards, backwards, sideways, low and high at speed. - To pass a ball accurately via hands and feet. - To be able to control a ball within a game setting via hands and feet. - To be able to dribble a ball through cones successfully. - To cooperate with team mates and work as a team to achieve success. - To play a game with a set of rules. 	<p>of the body and on different pieces of apparatus.</p> <ul style="list-style-type: none"> - To balance on one foot for 5 seconds showing stillness. - To link two simple actions together. <p>To move in a variety of ways including forwards, backwards, sideways, low/high, gallop, skip, side step with some speed and spatial awareness.</p> <ul style="list-style-type: none"> - To perform simple jumps including pencil jump, star jump and tuck jump. - To jump for height. - To perform simple rolls including pencil roll, teddy bear roll & forward rolls. 	<ul style="list-style-type: none"> - To link a short series of dance sequences together. 	<ul style="list-style-type: none"> - To strike a ball using two hands on a racket/bat.
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Skills and year group	Invasion games	Gymnastics	Striking and fielding	Athletics	OAA
Year 3	<ul style="list-style-type: none"> - To be able to combine skills of running, hopping, jumping, throwing and catching both under arm and over arm showing accuracy and knowing when to use each one. - To enjoy playing against each other across a range of sports. - To develop dribbling and passing technique across a range of activities. - To develop simple tactics and understanding attacking vs defending. - To show a range of agility, quickness of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce and overhead. 	<ul style="list-style-type: none"> - To jump in a variety of ways and land with increasing control and balance. - To hold a position whilst balancing on different points of the body and on different pieces of apparatus. - To perform balances including candlestick, broken candlestick, the ankle hold and others. - To link movement phases together. - To perform simple jumps including pencil, star, tuck and rotation jumps showing control upon landing. - To jump for height. - To perform rolls including pencil roll, teddy bear roll & forward rolls. 	<ul style="list-style-type: none"> - To throwing and catching both under arm and over arm showing accuracy and knowing when to use each one. - To show awareness and move successfully to catch a ball. - To strike a ball using one/two hand(s) showing control and correct grips. - To successfully field a ball (long barrier / pick up). - To strike a ball using two hands on a racket/bat. 	<ul style="list-style-type: none"> - To run showing speed and endurance. - To show speed whilst jumping (speed bounce). - To show distance whilst jumping (long jump) - To show height and timing when jumping (hurdles / vertical jump). - To demonstrate power and distance when throwing. 	<ul style="list-style-type: none"> - To take part in outdoor and adventurous activities both individually and within a team.

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	<ul style="list-style-type: none"> - To be spatially aware and coordinate space. - To be able to control a ball within a game setting via hands, feet and equipment i.e. hockey stick. - To cooperate with team mates and work as a team to achieve success. - To play a game with a set of rules. - To compare their performances in a range of activities and sports. 	<ul style="list-style-type: none"> - To compare their performances in a range of activities and sports. 			
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Skills and year group	Invasion games	Gymnastics	Striking and fielding	Athletics	Net & Wall	OAA
	<ul style="list-style-type: none"> - To be able to combine skills of running, hopping, jumping, throwing and catching both under arm and over arm showing accuracy and 	<ul style="list-style-type: none"> - To jump in a variety of ways and land with increasing control and balance. - To perform more complex balances and hold a position whilst balancing on 	<ul style="list-style-type: none"> - Begin to show control and accuracy when striking a moving ball. - Demonstrate knowledge of moving towards the ball to reduce the 	<ul style="list-style-type: none"> - To run showing speed and endurance. - To show speed whilst jumping (speed bounce). - To show distance, height and power 	<ul style="list-style-type: none"> - To explore with racket grip and begin to hold it correctly. - To understand and know which is my dominant hand. - To understand there are a variety 	<ul style="list-style-type: none"> - To take part in outdoor and adventurous activities both individually and within a team.

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<p>Year 4</p>	<p>knowing when to use each one.</p> <ul style="list-style-type: none"> - To enjoy collaborating and competing against each other across a range of sports. - To compete in a range of increasingly challenging situations. - To demonstrate dribbling and passing technique across a range of activities. - To develop tactics and understanding attacking vs defending. - To show a range of agility, quickness of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin showing 	<p>different points of the body and on different pieces of apparatus.</p> <ul style="list-style-type: none"> - To perform individual balances including candlestick, broken candlestick, the ankle hold, tripod and others. - To work collaboratively to create their own balances with others. - To work collaboratively to create their own movement phases including cartwheels, round-offs, forward rolls, backward rolls, pencil roll etc. - To link movement phases together showing control, creativity, balance, posture, flexibility and strength. 	<p>time it takes to return the ball.</p> <ul style="list-style-type: none"> - Show accuracy and power when throwing the ball over a long distance. - Demonstrate the ability to move to catch a ball and awareness of surroundings. - To successfully field a ball (long barrier / pick up). - To strike a ball using two hands on a racket/bat. - Work as a team to achieve success. - Begin to link movement phases together when bowling. - Begin to reflect on your own performance showing perseverance. 	<p>whilst jumping (long jump)</p> <ul style="list-style-type: none"> - To show height, good timing through coordination when jumping (hurdles / vertical jump). <p>To demonstrate power, distance and some knowledge of technique when throwing. (javelin, shot put etc.)</p>	<p>of strokes and shots.</p> <ul style="list-style-type: none"> - To understand that shots require to be hit with a backhand or forehand shot. - To move towards or away from the object to increase chances of hitting. 	
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	<p>knowledge of when to play each pass.</p> <ul style="list-style-type: none"> - To be able to control a ball within a game setting via hands, feet and equipment i.e. hockey stick. - To cooperate with team mates and work as a team to achieve success. - To play a game with a set of rules. - To compare their performances in a range of activities and sports. - Begin to reflect on your own performance showing perseverance. 	<ul style="list-style-type: none"> - To compare their performances in a range of activities and sports. - Begin to reflect on your own performance showing perseverance. 				
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Skills and year group	Invasion games	Gymnastics	Dance	Athletics	Swimming	Net & wall
Year 5	<ul style="list-style-type: none"> - Work alone, or with team mates in order to gain points or possession - Lead others when called upon and act as a good role model within a team - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) - Uphold the spirit of fair play and respect in all competitive situations. - Choose the most appropriate tactics for a game - To use tactics in competitive situations. 	<ul style="list-style-type: none"> - Create complex and well- executed sequences that include a full range of movements including; travelling, balances, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures & linking skills. - Perform more complex balances including handstands, headstands, tripod, crab, wine glass etc. - Perform more complex jumps including rotation, straddle, pike etc. - Link movement phases including 	<ul style="list-style-type: none"> - Begin to reflect on your own performance showing perseverance. - Create and perform longer sequences demonstrating energy and a link to music. - To link movement phases together showing grace. - To copy and replicate movements to show a dance. - To work together and collaborate ideas to achieve success. - To compare their performances in a range of activities and sports. 	<ul style="list-style-type: none"> - To run showing speed and endurance. - To show speed and agility whilst jumping (speed bounce). - To show explosive power to achieve distance whilst jumping (long jump). - To link a variety of movements together showing power (triple jump). - To show height and timing when jumping (hurdles / vertical jump). <p>To demonstrate power, distance and correct technique when throwing.</p>	<ul style="list-style-type: none"> - To swim 25m unaided. - To enter the water safely. - To tread water for 2 minutes. - To use a range of swimming strokes effectively. - To perform safe self-rescue in different water based situations. 	<ul style="list-style-type: none"> - To hold the racket / bat correctly showing the correct grip for both backhand and forehand. - To use forehand and backhand at the correct time. - To show footwork to move to hit the ball/shuttle correctly. - Attempt to move an opponent to achieve success. - To be able to maintain a rally.

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	<ul style="list-style-type: none"> - Defend and attack tactically by anticipating the direction of play. - To find and exploit space to achieve success. - To enjoy collaborating and competing against each other across a range of sports. - To compete in a range of increasingly challenging situations. - To understand and use positions within sports. - To show a range of agility, quickness, coordination of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin, inside of foot, 	<ul style="list-style-type: none"> cartwheels, roundoffs, going into a crab from standing and rotating out without assistance. - Create more complex balances with a partner whilst showing control, safety, good posture, stability, strength and stillness. - To compare their performances in a range of activities and sports. - Begin to reflect on your own performance showing perseverance. 				
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	<p>outside of foot etc and demonstrate knowledge of when to play each pass.</p> <ul style="list-style-type: none"> - To demonstrate control when controlling a ball within a game setting via hands, feet and equipment i.e. hockey stick, netball, football, handball etc. - To cooperate with team mates and work as a team to achieve success. 					
Skills and year group	Invasion games	Gymnastics	Dance	Athletics	Swimming	Net & wall
	<ul style="list-style-type: none"> - Work both individually and as a team to achieve success knowing what your role is within a team. - Lead others when called upon and act as a good role 	<ul style="list-style-type: none"> - Hold shapes which are strong, fluent and expressive - Include in a sequence set pieces, choosing the most appropriate linking elements 	<ul style="list-style-type: none"> - Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. - Perform complex moves that combine strengths and 	<ul style="list-style-type: none"> - To run/sprint showing speed, agility and endurance. - To show speed and agility whilst jumping (speed bounce). 	<ul style="list-style-type: none"> - To swim 25m unaided. - To enter the water safely. - To tread water for 2 minutes. - To use a range of swimming strokes effectively. 	<ul style="list-style-type: none"> - To hold the racket / bat correctly showing the correct grip for both backhand and forehand. - To use forehand and backhand at the correct time.

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<p>Year 6</p>	<p>model within a team.</p> <ul style="list-style-type: none"> - Choose and combine techniques in game situations - running, throwing, catching, passing, jumping, kicking and knowing when to apply each skill to a game situation showing accuracy. - To be able to dribble, pass and shoot across a range of sports showing control, accuracy and power across a range of positions. - To implement when to pass, dribble or shoot in a competitive situation. - To be able to tackle/dispossess an opponent across a range of sports. - Uphold the spirit of fair play and respect in all 	<ul style="list-style-type: none"> - Vary speed, direction, level and body rotation during floor performances - Practise and refine the gymnastic techniques used in performances - Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions) - Use equipment to vault. - Perform expressively and hold a precise and strong body position - Perform and create complex sentences - Express an idea in original and imaginative ways - Create well executed sequences that 	<p>stamina gained through gymnastics activities (such as cartwheels or handstands)</p> <ul style="list-style-type: none"> - Compose creative and imaginative dance sequences. 	<ul style="list-style-type: none"> - To show explosive power to achieve distance whilst jumping (long jump). - To link a variety of movements together showing power (triple jump). - To show height and timing when jumping (hurdles / vertical jump). - To demonstrate power, distance and correct technique when throwing. - To link multiple movements together showing speed, fluidity and effort e.g. triple jump, dance etc. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role 	<ul style="list-style-type: none"> - To perform safe self-rescue in different water based situations. 	<ul style="list-style-type: none"> - To show footwork to move to hit the ball/shuttle correctly. - Attempt to move an opponent to achieve success / outwit an opponent. - To understand there are a variety of shots including serve, clears, lifts, drives, smashes, volleys, net play etc. - Attempt to move around the shot in order to play a more successful return. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team.
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	<p>competitive situations.</p> <ul style="list-style-type: none"> - To show a range of agility, quickness, coordination of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin, inside of foot, outside of foot etc and demonstrate knowledge of when to play each pass across a range of sports. - To demonstrate control when controlling a ball within a game setting via hands, feet and equipment i.e. hockey stick, netball, football, handball etc. - To cooperate with team mates and 	<p>include a full range of movements including travelling, balances, flight and rolls.</p>		<p>model within a team.</p>		
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	<p>work as a team to achieve success.</p> <ul style="list-style-type: none"> - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team. 					
	<p style="text-align: center;"><u>The progression in to KS3 PE</u></p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. - Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]. - Perform dances using advanced dance techniques within a range of dance styles and forms. - Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. - Take part in competitive sports and activities outside school through community links or sports clubs. 					



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