

| <b>The Saints Federation<br/>PE Skills Progression</b> |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Curriculum</b>                                      | Children at the expected level of development will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> | Pupils should be taught to: <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances, using simple movement patterns</li> </ul> | Pupils should be taught to: <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances, using simple movement patterns</li> </ul> |
| <b>Coverage</b>                                        | <b>A Reception Sports Person can:</b>                                                                                                                                                                                                                                                                                                                          | <b>A Year 1 Sports Person can:</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>A Year 2 Sports Person can:</b>                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Games</b>                                           | Control fundamental movement skills (stopping/starting on command, walking/running safely)<br>Perform basic actions using changes of speed and direction                                                                                                                                                                                                       | Know that being active is good for them<br>Be confident in spaces used to play games<br>Watch, copy and describe what others are doing<br>Move with control. Hit a ball with a bat<br>Throw in different ways<br>Use hitting, kicking and/or rolling in a game<br>Follow rules                                                                                                                                        | Describe how their body is feeling after different activities<br>Improve the way they coordinate and control their bodies and the range of equipment used<br>Start to play team games<br>Start improving accuracy of throwing and catching<br>Use a range of skills to throw, strike and stop with control and accuracy<br>Follow rules                                                                               |
| <b>Dance</b>                                           | Move creatively using the whole body (dancing, posing, balancing)<br>Copy and perform basic movements                                                                                                                                                                                                                                                          | Copy dance moves<br>Make up a short dance using simple movements<br>Change rhythm, speed, level and direction                                                                                                                                                                                                                                                                                                         | Change rhythm, speed, level and direction<br>Dance with control and co-ordination<br>Make a sequence by linking movements together<br>Link some movement to show mood or feeling<br>To be able to watch peers performances                                                                                                                                                                                            |
| <b>Gymnastics</b>                                      | Develop basic strength and flexibility<br>Copy and perform basic movements                                                                                                                                                                                                                                                                                     | Explore shape, space and agility in different gymnastic actions<br>Watch, copy and describe what they and others have done                                                                                                                                                                                                                                                                                            | Remember, repeat and link combinations of gymnastic actions, shape and balances with control and precision<br>To be able to watch peers performances                                                                                                                                                                                                                                                                  |

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|                                           |                                                                              | Perform movement 'sentences' using a range of body actions e.g. turns, jumps, balance and levels<br>Copy or create and link simple movement together forming a beginning, middle and end | Choose, use and vary simple ideas in the movement 'sentence' that they have created and perform to an audience. Improve their work using information they have gained by watching and listening |
| <b>Athletics</b>                          | Develop fundamental movement skills (running, jumping, throwing)             | Use their bodies and a variety of equipment with greater control and coordination<br>Begin to control running and jumping                                                                | Start to explore techniques for improving control and speed/distance of running and jumping                                                                                                     |
| <b>Outdoor and Adventurous Activities</b> | Develop confidence and resilience<br>Work with others                        | Follow simple routes and trails with support, orientating themselves successfully<br>Solve simple challenges and problems successfully                                                   | Follow simple routes and trails more independently, orientating themselves successfully<br>Solve more complex challenges and problems successfully                                              |
| <b>Health skills</b>                      | Describe the difference in how their body feels when playing different games | Recognise the heart as a muscle that gets stronger through physical activity<br>Know the importance of the warm up/cool down                                                             | Recognise the 'good health balance' of nutrition and physical activity<br>Begin to know the names of some other muscles                                                                         |

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|                                                        | <b>KS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                |
| <b>Curriculum</b>                                      | Pupils should be taught to: <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of stroke effectively (for example front crawl, backstroke and breaststroke)</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                |
| <b>Coverage</b>                                        | <b>A Year 3 Sports Person can:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>A Year 4 Sports Person can:</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>A Year 5 Sports Person can:</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>A Year 6 Sports Person can:</b>                                                                                                                                                                                                                                                                             |
| <b>Games</b>                                           | Throw and catch with control when under limited pressure. Travel whilst bouncing a ball showing control.<br>Can use a range of skills to help keep possession and control of the ball.<br>Can perform basic skills needed for games with control and consistency.<br>Can choose and use batting or throwing skills to make the game harder for their opponents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | An awareness of space and is able to use it to support teammates and cause problems for the opposition. Is able to move to find a space when they are not in possession during a game.<br>Is able to catch a ball with one hand. Strike a ball with intent and throw it more accurately when bowling and/or fielding.<br>Can use a range of skills with increasing control.<br>Can keep and use rules they are given. | Can travel with a ball showing changes of speed and direction using either hand or foot.<br>Can use a range of techniques when passing e.g. high, low, bounced, fast and slow.<br>Use a number of techniques to pass, dribble and shoot.<br>Gain possession by working as a team.<br>Can hit the ball from both sides of the body e.g. forehand and backhand.<br>Can hit the ball with purpose, varying height, speed and direction. | Explain complicated rules and play games showing tactical awareness.<br>Make a team plan and communicate it to others. I can lead others in a game situation.<br>Can dribble effectively around obstacles.<br>Choose when to pass or dribble, so that they keep possession and make progress towards the goal. |

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|                   | <p>Can identify that exercise is good for our bodies</p> <p>Can choose good places to stand when receiving, and give reasons for their choices.</p>                                                                                                                                                                                                                                     | <p>Can effectively play a competitive net/wall game.</p>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                           | <p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game, Use different ways of bowling.</p>                                                                            |
| <b>Dance</b>      | <p>Improvise freely, translating ideas from a stimulus into movement.</p> <p>Share and create phrases with a partner and in small groups. Repeat, remember and perform these phrases in a dance.</p> <p>Can identify that exercise is good for our bodies and why we warm up</p> <p>Can evaluate their own work and quality of performance</p>                                          | <p>Use dance to communicate an idea. Take the lead when working with a partner or group.</p> <p>Make sure dance moves are clear and fluent.</p> <p>Work on movements and refine them.</p> <p>Compose own dances in a creative and imaginative way.</p> <p>Control their movements</p>                                                                  | <p>Perform to an accompaniment, expressively and sensitively.</p> <p>Control their movements</p> <p>Dance shows clarity, fluency, accuracy and consistency.</p>                                                                                                                                                           | <p>Develop imaginative dances in a specific style.</p> <p>Choose own music, style and dance.</p> <p>Can evaluate their own dance and adapt it to make it better, and those of others.</p> <p>Create a structure to their dance.</p> |
| <b>Gymnastics</b> | <p>Can improve the quality of their actions, body shapes and balances.</p> <p>Can select appropriate actions and consolidate simple ideas.</p> <p>Can know the importance of strength.</p> <p>Can evaluate their work and quality of their performance.</p> <p>Can recognise how their work can be improved</p> <p>Can identify that exercise is good for our bodies why we warm up</p> | <p>Can develop a range of actions, body shapes and include in a performance.</p> <p>Can create gymnastic sequences that meet a theme or set of objectives.</p> <p>Can describe how their body reacts to different situations.</p> <p>Can make simple judgments on their own and others work.</p> <p>Can suggest ways performances can be improved.</p> | <p>Can perform actions in a fluent and consistent performance.</p> <p>Can create sequences and adapt.</p> <p>Can know and understand the basic the principles of warming up and why it is important</p> <p>Can include change of speed.</p> <p>Can include change of direction.</p> <p>Can include a range of shapes.</p> | <p>Can combine own work with that of others.</p> <p>Can link sequences to specific timings.</p> <p>Can evaluate their own work and the work of others.</p> <p>Can suggest ways of improvements.</p>                                 |
| <b>Athletics</b>  | <p>Can run at different speeds, changing speed and direction.</p> <p>Can make up and repeat a short sequence of linked jumps.</p>                                                                                                                                                                                                                                                       | <p>Can sprint over a short distance.</p> <p>Can throw in different ways.</p> <p>Can hit a target.</p> <p>Can jump in different ways.</p>                                                                                                                                                                                                               | <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Show developing control for throwing,</p>                                                                                                                                                                                          | <p>Develop technical understanding of athletic activity.</p> <p>Develop control for throwing, running, jumping, and balance.</p>                                                                                                    |

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|                                           | <p>Can take part in a relay activity, remembering when to run and what to do</p> <p>Can identify the signs of our bodies changing to exercise</p>                                                                                                           | <p>Can combine running and jumping. recognise when their heart rate, temperature and breathing rate have changed</p>                                                                                                                                        | <p>running, jumping and balance</p>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| <b>Outdoor and Adventurous Activities</b> | <p>Develop confidence in performing in different places and spaces.</p> <p>Can follow a map in a familiar context.</p> <p>Move from one location to another following a map.</p> <p>Use clues to follow a route.</p> <p>Follow a route safely.</p>          | <p>Follow a map in a more demanding familiar context.</p> <p>Can move from one location to another following a map.</p> <p>Can use clues to follow a route.</p> <p>Can follow a route accurately, safely and within a time limit.</p>                       | <p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet challenges set.</p>                                                                                       | <p>Develop confidence in attempting activities in familiar and unfamiliar environments.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>                                                             |
| <b>Swimming</b>                           | <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p> | <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p> | <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p> | <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p> |
| <b>Health skills</b>                      | <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down</p>                                                                         | <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down</p>                                                                         | <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down</p>                                                                                | <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down</p>                                                                         |