

## Physical Education (PE) – Skills Progression EYFS – Y6



### King's Oak Primary School PE

Skills mastered throughout the curriculum	<p style="color: orange;">Acquiring and developing skills</p> <p style="color: red;">Selecting and applying skills, tactics and compositional ideas</p> <p style="color: green;">Evaluating and improving performance</p> <p style="color: blue;">Knowledge and understanding of fitness and health</p>
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**Development Matters Physical Development: Early Learning Goals (ELG)**

**Moving and Handling**  
Children show good control and coordination 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.

**Health and Self-care**  
Children develop an awareness of their own bodies and observe how they change with different types of movement.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Move freely using suitable spaces and speed. Draw lines and circles. Hold a pen correctly. Understand their own needs: hunger/toilet/personal hygiene. Dress with support. Know equipment needs to be used safely.	Move freely in a variety of different ways. Use scissors and other tools safely. Show a dominant hand. Make anticlockwise movement. Understand the need for varied and healthy food.	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. Manage own risk assessment. Help to put away equipment correctly.	Demonstrate increasing control over objects. Use tools to change to materials. Move confidently. Use safety measures without direct supervision.	Demonstrate good control and coordination in large and small movement. Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.	Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.

**Key Stage One National Curriculum:**  
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Outdoor	Locomotor Skills 1	Movement Games	Games Activities	Catching & Throwing	Bats and Balls	Racket Skills
Indoor	Locomotor Skills 2	Dance 1	Gymnastics 1	Dance 2	Gymnastics 2	Team Building
	<b>Locomotor 1 &amp; 2 overall focus:</b>  Children learn to move successfully and consistently with balance and coordination using the 5 main modes of	<b>Movement Games overall focus:</b>  Changing direction, Changing speed, reactions, deceiving an opponent	<b>Games Activities overall focus:</b>  Children develop basic game-playing skills, in particular throwing and catching. They play	<b>Catching and Throwing overall focus:</b>  To be able to use equipment such as balls, beanbags, quoits and	<b>Bats and Balls overall focus:</b>  Children begin to explore the manipulation of balls using a range of equipment as well as their own bodies,	<b>Racket Skills overall skills:</b>  Children explore the use of a racket, developing their ability to handle it appropriately and

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<h1>Year 1</h1>	<p>human movement (walking, running, jumping, hopping and skipping)</p> <p><b>Children achieve this by being taught to:</b> Run at different speeds (jogging/sprinting) and learning the difference between the two (how our bodies work differently for each)</p> <p>Hop and jump with balance and control (inc. use of arms and legs)</p> <p>Hop and jump dynamically (changing direction, height, distance, speed)</p> <p>Skip at different speeds with balance and control</p> <p>Children will play small sided games throughout to practise implementing these skills</p> <p>Self and Peer evaluation run throughout the lessons</p>	<p><b>Children achieve this by being taught to:</b></p> <p>Change direction with balance and control</p> <p>Change direction dynamically</p> <p>Change direction and change speed</p> <p>React to the movements of an opponent</p> <p>Change direction and change speed in games</p> <p>Change direction and change speed to deceive and opponent</p> <p><b>Dance overall focus:</b> Children will focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills. They create and repeat a variety of short dances inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class. They develop an awareness of different dances through a choice of themes.</p> <p><b>Children achieve this by being taught to:</b> Move into a space, avoiding others.</p> <p>Explore basic travelling movements whilst moving</p>	<p>games based on net games and games based on striking and fielding games.</p> <p><b>Children achieve this by being taught to:</b> Find a free space, avoiding others</p> <p>Experiment and show different ways of using a ball or beanbag</p> <p>Consistently find a free space by avoiding others</p> <p>Use a rolling action to send an object towards a target</p> <p>Understand the importance of finding a free space</p> <p>Use a rolling action to send and receive an object to a partner with control</p> <p>Understand the importance and safety elements of finding a free space</p> <p>Throw and catch an object alone</p> <p>Move in an area safely whilst tracking a partner and avoiding others</p> <p>Track and intercept a ball to retrieve to a partner or team</p>	<p>scarves with accuracy and purpose. To be able to perform a range of movements such as underarm and overarm throws, rolls and bounces with different types of equipment. To be able to develop accuracy when throwing, rolling and bouncing different equipment.</p> <p><b>Children achieve this by being taught to:</b> Explore how to move different equipment with a partner</p> <p>Bounce a ball under control</p> <p>Develop techniques for catching balls</p> <p><b>Dance 2 overall focus:</b> Children will focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills. They create and repeat a variety of short dances inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class. They develop an awareness of different dances through a choice of themes.</p> <p><b>Children achieve this by being taught to:</b> Explore different ways of</p>	<p>developing their aim, power and overall confidence in different game-like situations</p> <p><b>Children achieve this by being taught to:</b> Accurately send a ball</p> <p>Read a ball's path and accurately intercept it</p> <p>Improve the ability to strike a ball with the body</p> <p>Improve the ability to strike a ball with a bat</p> <p>Increase the power in which a ball is struck</p> <p>Strike a range of different sized-balls with a range of bats</p> <p><b>Gymnastics 2 overall focus:</b></p> <p>Children investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat short movement phrases of linked actions, e.g. two jumps or two rolls.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Apply different gymnastic shapes when jumping</p> <p>Balance in a variety of different ways individually and with a partner</p>	<p>with enough strength to aim over dividers</p> <p><b>Children achieve this by being taught to:</b> Grip a racket and stand in the ready position</p> <p>Manipulate a racket to control a ball</p> <p>Hit a ball with a racket accurately</p> <p>Play modified games</p> <p>Know what a rally is and how to rally with a partner</p> <p><b>Team Building overall focus:</b></p> <p>To understand what it means to work as a team by developing communication and listening skills. Students take part in many activities which require the use of these skills to meet a collective goal in each session.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Learning what teamwork is</p> <p>Improving listening skills</p> <p>Communicate clearly with others</p> <p>Work with others to solve a problem or come up with tactics in a game</p>
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		<p>confidently into a free space.</p> <p>Explore jumping with an awareness of space.</p> <p>Create a dance phrase using basic travelling and jumping movements.</p> <p>Explore different ways to balance, using visual images.</p> <p>Combine travelling movements, jumps and balances to create a simple dance sequence.</p>	<p>Apply throwing and retrieval skills within a game</p> <p><b>Gymnastics overall focus:</b> Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastics actions on the floor and using apparatus. They copy or create, remember and repeat short movement phrases of 'like' linked actions e.g two jumps.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Travel into a space safely. To remember and perform three basic shapes using different variations</p> <p>Use the dish and arch shapes to perform a log roll. To learn the basic technique of how to jump</p> <p>Roll with a partner</p> <p>Perform the front and back support balances</p> <p>Develop take-off and landing skills using floor and hand apparatus</p> <p>Perform movements with gymnastic technique</p>	<p>moving specific body parts</p> <p>Explore moving different body parts in contrasting ways, in relation to stimuli</p> <p>Create a simple dance sequence</p> <p>Use characteristics of movement when performing a dance sequence</p> <p>Explore gesture using a variety of body parts</p> <p>Use gestures and movement to convey a character</p> <p>Create a dance sequence, using a character as a stimulus</p>	<p>Perform a variety of stretches using balls, individually and with a partner</p> <p>Travel by transferring weight between hands and feet</p> <p>Travel at different levels using a partner, with and without hand apparatus</p> <p>Perform 3 or 4 movements linked together in a sequence</p>	
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Outdoor	Locomotor Skills 1	Movement Games	Games Activities	Catching & Throwing	Bats and Balls	Racket Skills
Indoor	Locomotor Skills 2	Dance 1	Gymnastics 1	Dance 2	Gymnastics 2	Team Building
<b>Year 2</b>	<p><b>Locomotor 1 &amp; 2 overall focus:</b></p> <p>Children learn to move successfully and consistently with balance and coordination using the 5 main modes of human movement (walking, running, jumping, hopping and skipping)</p> <p><b>Children achieve this by being taught to:</b> Understand the five main modes of human movement (an introduction)</p> <p>Run at different speeds</p> <p>Hop and jump with balance and control</p> <p>Hop and jump dynamically</p> <p>To skip</p> <p>Skip at different speeds</p>	<p><b>Movement games overall focus:</b></p> <p>Changing direction, changing speed, improving reactions and deceiving an opponent</p> <p><b>Children achieve this by being taught to:</b></p> <p>Change direction with balance and control</p> <p>Change direction dynamically</p> <p>Change direction and change speed</p> <p>React to the movements of an opponent</p> <p>Change direction and change speed in games</p> <p>Change direction and change speed to deceive and opponent</p> <p><b>Dance overall focus:</b></p> <p>To explore, remember, repeat and link a range of actions with coordination and control. Children compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings. They work</p>	<p>Perform 2 or 3 movements linked together in a sequence</p> <p><b>Game activities overall focus:</b></p> <p>Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Roll a ball towards a target with accuracy</p> <p>Use a variety of ball manipulation skills with control</p> <p>Kick a ball with accuracy to a targeted area</p> <p>Strike/hit a ball using a variety of equipment or hands to a targeted area</p> <p><b>Gymnastics overall focus:</b></p> <p>Children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the</p>	<p><b>Catching and throwing overall focus:</b></p> <p>To be able to use equipment such as balls, beanbags, quoits and scarves with accuracy and purpose</p> <p>To be able to perform a range of movements such as underarm and over arm throws, rolls and bounces with different types of equipment</p> <p>To be able to develop accuracy when throwing, rolling and bouncing different equipment</p> <p><b>Children achieve this by being taught to:</b></p> <p>We are exploring how we can move different equipment with a partner</p> <p>We are learning how to bounce a ball under control</p> <p>We are learning to develop our technique for catching a ball</p> <p><b>Dance overall focus:</b></p> <p>To explore, remember, repeat and link a range of actions with coordination and control. Children compose and perform dance phrases and short</p>	<p><b>Bats and Balls overall focus:</b></p> <p>Children continue to explore the manipulation of balls using a range of equipment as well as their own bodies, developing their aim, power and overall confidence in different game-like situations. Children begin to explore aiming a ball within certain boundaries or over dividers.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Aim a ball when throwing, bouncing or rolling it towards a target</p> <p>Move their body in preparation for stopping, hitting or catching a ball</p> <p>Striking a moving ball with and without a bat</p> <p>Acknowledge the importance of balance and strong body positions when striking a ball with power</p> <p>notice differences in grips on different bats</p> <p><b>Gymnastics 2 overall focus:</b></p> <p>Children focus on increasing their range of basic</p>	<p><b>Racket Skills overall focus:</b></p> <p>Children continue to develop their use of a racket, improving their grip to be able to conduct forehand and backhand shots with increasing power and aim and to be able to take part in small rallies</p> <p><b>Children achieve this by being taught to:</b></p> <p>know the neutral grip of the racket and how this changes throughout a rally</p> <p>Manipulate a racket to control a ball individually and in pairs</p> <p>Recognise the forehand and backhand side</p> <p>Know what a rally is and how to rally with a partner</p> <p>Hit a ball with a racket accurately over a divider and be able to return a ball to a partner</p> <p>Play modified games</p> <p><b>Team Building overall focus:</b></p> <p>To understand what it means to work as a team by developing communication and listening skills. Students take part in many activities which require the use of these</p>

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		<p>individually, in pairs, small groups and as a whole class. They will develop an awareness of historical and cultural origins of different dances through a choice of themes.</p> <p><b>Children achieve this by being taught to:</b> Move in time with music</p> <p>Move in rhythm with music</p> <p>Follow a basic dance routine</p> <p>Create my own dance moves/steps</p> <p>Understand what dance motifs and routines are</p> <p>Compose dance sequences with a classmate</p>	<p>floor, eg. A roll, jump and a shape. They then incorporate basic skills into rhythmic gymnastics.</p> <p><b>Children achieve this by being taught to:</b> Recall and perform three gymnastic shapes, as jumps</p> <p>Perform the front and back and support position</p> <p>Rock individually</p> <p>Perform a log and egg roll</p> <p>Travel at different levels and inclines</p> <p>Learn the steps of a forward roll and perform a forward roll to feet</p> <p>Land and start a forward roll in different shapes</p> <p>Perform a 3 or 4 movement sequence using a forward roll</p>	<p>dances that express and communicate moods, ideas and feelings. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of historical and cultural origins of different dances through a choice of themes.</p> <p><b>Children achieve this by being taught to:</b> Explore different travelling movements that express a feeling</p> <p>Perform a movement phrase that illustrates a feeling</p> <p>Change the order of movements to create a dance sequence using contrasting feelings</p> <p>Explore different feelings using music as stimuli. Mirror the movements of a partner</p> <p>Create a dance phrase, using music as a stimulus</p> <p>Adapt a dance phrase to communicate a mood or feeling</p>	<p>gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg. a roll, jump and a shape. They then incorporate basic skills into rhythmic gymnastics.</p> <p><b>Children achieve this by being taught to:</b> Roll and catch a hula hoop with a partner.</p> <p>Roll and catch a ball with a partner.</p> <p>Perform ball skills individually.</p> <p>Use a hula hoop to perform different tasks using a range of body parts.</p> <p>Balance, jump and travel with hand apparatus.</p> <p>Create a 3 or 4 movement sequence in a pair, using hand apparatus.</p>	<p>skills to meet a collective goal in each session.</p> <p><b>Children achieve this by being taught to:</b> I am learning what teamwork is</p> <p>I am improving my listening skills</p> <p>I am improving my reactions to communication</p> <p>I am working on communicating with others</p> <p>I am improving how I work in a team</p> <p>I am working with others to solve a problem or come up with tactics in a game</p>
	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Outdoor	Movement Games	Invasion Games 1	Games Activities	Invasion Games 2	Net/wall Games	Striking and Fielding
Indoor	Fitness	Dance 1	Gymnastics 1	Dance 2	Gymnastics 2	Team Building
	<b>Movement Games overall focus:</b>	<b>Invasion Games 1 overall focus:</b>	<b>Games Activities overall focus:</b>	<b>Invasion Games 2 overall focus:</b>	<b>Net/wall Games overall focus:</b>	<b>Striking and fielding overall focus:</b>
	Children learn to explore the movements of their bodies through changing direction	To be able to attack an opponent's territory and score goals/points. Children	Children improve and apply their basic skills in games. They play	To be able to attack an opponent's territory and score goals/points.	Students develop confidence with the neutral grip of the	Students learn to use, under control, various types of bats. Students develop key fielding

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<h1 style="margin: 0;">Year 3</h1>	<p>and speed and improving their reaction times in order to deceive an opponent.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Change direction: - with balance and control - dynamically</p> <p>Change direction and speed in order to deceive an opponent</p> <p>React to the movements of an opponent</p> <p>Combine these skills to gain success in a small-sided game situation</p> <p><b>Fitness overall focus:</b> Children learn about different types of exercises and the importance of building a wide range of activities into their daily lives. Children take part in various circuits where the skills taught link to small-sided games so that children can see how fitness contributes to other areas of physical activity and ultimately how this contributes to good mental and physical wellbeing.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Warm up effectively and why this is important</p> <p>Define the meaning of 'exercise'</p>	<p>will learn about teamwork, keeping possession, scoring and defending.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Explore the movements needed to deceive an opponent (with a range of different equipment/in different game situations)</p> <p>Defend in a 1 on 1 situation</p> <p>Attack and defend in a 2v1 modified game situation</p> <p>Attack and defend as part of a pair and a small team in different small-sided game situations</p> <p><b>Dance 1 overall focus:</b></p> <p>Children will perform dances, focusing on creating, adapting and linking a range of dance actions. They will begin to demonstrate an awareness of the expressive qualities of dance, inspired by a range of stimuli.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Moving to a beat or rhythm using basic actions</p> <p>Moving to a rhythmic pattern and perform movements associated with a given theme</p>	<p>games that demand simple choices</p> <p><b>Children achieve this by being taught to:</b></p> <p>Roll a ball towards a target (individually and in pairs)</p> <p>Kick a ball with and versus a partner, using simple tactics</p> <p>Strike/hit a ball to score points</p> <p>Throw in different directions over different distances</p> <p>Apply various sending and receiving skills with a partner in a competitive situation</p> <p>Apply tactics to a sending and receiving game</p> <p><b>Gymnastics 1 overall focus:</b></p> <p>Children focus on improving the quality of their movements, e.g. by stretching fingers and pointing toes to help them produce tension and extension. They plan and perform sequences of contrasting actions and develop flow by linking actions smoothly and planning variations in speed.</p>	<p>Children will learn about teamwork, keeping possession, scoring and defending.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Execute the skills needed to deceive an opponent (moving skills such as dodging/swerving/turning) and passing skills (give and go/fake/step around)</p> <p>Defend and attack in a 1v1, 2v1 and small team situation</p> <p>Defend in more challenging situations, such as in limited space and with more attackers</p> <p><b>Dance 2 overall focus:</b> Children will build on their ability to move in rhythm to different genres of music. They will experiment with creating their own movements that fit to the style of the music and which help to tell a story/express a certain emotion.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Move in rhythm with various genres of music</p> <p>Create their own moves/steps in rhythm with music</p>	<p>racket and practise ball control and accuracy.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Handle the racket with a neutral grip</p> <p>Control various sized balls using the racket</p> <p>Hit the ball accurately at a target</p> <p>Learn how to participate in a rally</p> <p>Understand basic movements needed for a rally</p> <p>Playing games applying what I have learnt</p> <p><b>Gymnastics 2 overall focus:</b></p> <p>Children experiment with balance and transferring weight to produce different shapes and levels.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Perform a range of balances, with and without a bean bag</p> <p>Perform a frog head stand</p> <p>Perform a headstand using different leg shapes</p> <p>Transfer weight between feet to hands in a range of different ways</p>	<p>techniques such as catching with one and two hands, stopping a rolling ball and throwing over various distances.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Strike a ball with a cricket bat</p> <p>Catch a ball struck by a bat</p> <p>Strike a ball with a rounders bat</p> <p>Improve ground fielding skills</p> <p>Strike a ball with a softball bat</p> <p>Improve overarm throwing skills</p> <p><b>Team building overall focus:</b></p> <p>Build on learning from KS1 by further developing communication and collaboration skills. Children learn to identify and uptake various roles within a team and apply tactics to achieve a set goal.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Understand some different skills needed for good teamwork</p> <p>Working on improving my communication and listening skills</p> <p>Working on improving my ability to cooperate with my classmates</p>
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	<p>Explore different types of exercises and how our bodies react differently to them</p> <p>Understand how bones, joints and muscles are developed through exercise</p> <p>Investigate the various benefits of exercise, both mental and physical</p>	<p>Link themed dance movements to form a sequence</p> <p>Work in small groups to create a short dance</p> <p>Work in groups to combine dances</p> <p>Perform, evaluate and improve upon dance sequences</p>	<p><b>Children achieve this by being taught to:</b></p> <p>Perform three gymnastics shapes. To perform a rock to standing</p> <p>Perform a backward roll</p> <p>Land a backward roll in a variety of different shapes</p> <p>Perform the steps of a teddy bear roll</p> <p>Perform a range of rolls (log, egg, forward, backward, teddy bear)</p> <p>Perform a 4 or 5 movement sequence in pair using a backward roll</p>	<p>Create short movement routines individually, in pairs and in small groups</p> <p>Link emotions/tell stories through expressive dance</p> <p>Perform and evaluate own and other's performances</p>	<p>Perform a range of counter balances with a partner</p> <p>Perform a 4 or 5 movement sequence in a group, using counter balances and individual balances</p>	<p>Creating tactics with my teammates</p> <p>I understand what roles and responsibilities are in team games</p> <p>Applying my teamwork skills in a different game</p>
Outdoor	<b>Movement games</b>	<b>Invasion Games 1</b>	<b>Games Activities</b>	<b>Invasion Games 2</b>	<b>Net/Wall Games</b>	<b>Striking and Fielding</b>
Indoor	<b>Fitness 1</b>	<b>Dance 1</b>	<b>Gymnastics 1</b>	<b>Team Building</b>	<b>Swimming</b>	<b>Swimming</b>
<b>Year 4</b>	<p><b>Movement games overall focus:</b> Changing direction, Changing speed, reactions, deceiving an opponent</p> <p><b>Children achieve this by being taught to:</b></p> <p>Change direction with balance and control</p> <p>Change direction dynamically</p> <p>Change direction and change speed</p> <p>React to the movements of an opponent</p>	<p><b>Invasion games overall focus:</b> To be able to attack an opponent's territory and score goals/points. Children will learn about teamwork, keeping possession, scoring and defending.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Learning about the movements needed to deceive an opponent</p> <p>Learning about the movements needed to</p>	<p><b>Games activities overall focus:</b> Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use spaces to avoid opponents, keep the ball and score points.</p> <p><b>Children achieve this by being taught to:</b></p> <p>To throw and catch whilst moving. To work with a partner.</p>	<p><b>Invasion games overall focus:</b> To be able to attack an opponent's territory and score goals/points. Children will learn about teamwork, keeping possession, scoring and defending.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Learning about the movements needed to deceive an opponent</p> <p>Learning about the movements needed to deceive an opponent</p>	<p><b>Net/wall games overall focus:</b> Recap basic skills from Y3 and build on accuracy, ball control and power. Children develop movement skills to encourage faster-paced rallies.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Improve racket manipulation skills</p> <p>Improve control of the ball</p> <p>Hit the ball accurately with increasing power at a set target</p>	<p><b>Striking and fielding overall focus:</b> Students learn to use, under control, various types of bats. Students develop key fielding techniques such as catching with one and two hands, stopping a rolling ball and throwing over various distances.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Strike a ball with various bats with increased control and power</p>

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	<p>Change direction and change speed in games</p> <p>Change direction and change speed to deceive and opponent</p> <p><b>Fitness overall focus:</b> Children are taught about the 5 main components of fitness: Cardiovascular endurance (stamina), muscular endurance, strength, power and flexibility and how these are used in combination for different sports.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Warm up and why it is good to do so before exercise</p> <p>Understand that there are different types of exercise</p> <p>Understand how bones, joints and muscles allow us to move and exercise</p> <p>Understand things that happen inside our body as a by-product of exercise</p> <p>Understand the benefits of exercise</p>	<p>deceive an opponent whilst using different equipment</p> <p>Learning to defend in a 1 on 1 situation</p> <p>Learning to apply my knowledge of attacking and defending in a 2v1 modified game situation (2 attackers, 1 defender)</p> <p>Learning to attack and defend as part of a team</p> <p>Learning to defend as part of a pair (2 defenders, 1 attacker (or 2 for netball))</p> <p><b>Dance overall focus:</b> children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli. Children will use movement to explore and communicate ideas and issues and their own feelings and thoughts. They will develop an awareness of historical and cultural origins of different dances through choice themes.</p> <p><b>Children achieve this by being taught to:</b></p> <p>To explore movements of a (theme) dance, demonstrating clear dynamics.</p> <p>To link the (theme) movements to form a dance. To perform with a partner using changes of level and direction.</p>	<p>To work with a partner to reach a target area unopposed and opposed.</p> <p>To play a 1v2 striking and fielding games to score runs.</p> <p>To play a 2v2 striking and fielding game to score runs.</p> <p>To play an even sided team games using a variety of simple tactics.</p> <p>To apply tactics to various 2v2 games while keeping score and adapting to rule changes.</p> <p><b>Gymnastics overall focus:</b> Children create sequences that include changes of level and speed, and focus on using different body shapes clearly. They work mostly with a partner or in a small group, additionally incorporating hand apparatus.</p> <p><b>Children achieve this by being taught to:</b></p> <p>To perform a confident and powerful run-up. To perform the correct take-off for the vault.</p> <p>To perform the technique of jumping</p>	<p>whilst using different equipment</p> <p>Learning to defend in a 1 on 1 situation</p> <p>Learning to apply my knowledge of attacking and defending in a 2v1 modified game situation (2 attackers, 1 defender)</p> <p>Learning to attack and defend as part of a team</p> <p>Learning to defend as part of a pair (2 defenders, 1 attacker (or 2 for netball))</p> <p>Team building overall focus: team work, communication,</p> <p><b>Children achieve this by being taught to:</b></p> <p>I understand some different skills needed for good teamwork</p> <p>I am working on improving my communication and listening skills</p> <p>I am working on improving my ability to cooperate with my classmates</p> <p>I am creating tactics with my teammates</p> <p>I understand what roles and responsibilities are in team games</p>	<p>React quickly during rallies</p> <p>Improve speed of movements for effective rallies and game play</p> <p>Play games applying teaching points</p> <p><b>Swimming: New Malden centre staff</b></p>	<p>Improve my ground fielding skills and increase speed for return balls</p> <p>Improve overarm throwing skills over further distances</p> <p><b>Swimming: New Malden centre staff</b></p>
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## Physical Education (PE) – Skills Progression EYFS – Y6



		<p>To create a character and narrative within a (theme) dance</p> <p>To create an everyday activity dance sequence using visual stimuli to form a narrative. To work constructively in a group.</p> <p>To be able to change the direction and level of an everyday activity dance sequence, whilst applying group formation.</p> <p>To combine the everyday activity sequence into a (theme) group dance. To perform and evaluate a dance sequence.</p>	<p>and landing with the use of shape jumps.</p> <p>To travel confidently across apparatus at different heights and inclines.</p> <p>To perform a front support into a shape. To perform a shape jump from a range of different heights.</p> <p>To link all steps of a vault together and successfully mount, travel across and dismount the vault.</p> <p>To perform a successful vault to the rest of the class, using a mount, travel across and dismount.</p>	<p>I am applying my teamwork skills in a different game</p>		
Outdoor	<b>Touch Rugby</b>	<b>Football</b>	<b>Hockey</b>	<b>Netball</b>	<b>Cricket</b>	<b>Tennis</b>
Indoor	<b>Fitness</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Dodgeball</b>	<b>Team Building</b>	<b>Leadership</b>
<b>Year 5</b>	<p><b>Touch Rugby overall focus:</b></p> <p>Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and 'tackling') with accuracy and precision in both an individual and team based scenario.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Demonstrate the ability to side step and beat a defender. To mark and tag a player when defending (in 1v1 and team scenario)</p>	<p><b>Football overall focus:</b></p> <p>Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to explore.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Pass, dribble and shoot with control in game situations.</p> <p>Understand individual defending techniques (1v1)</p>	<p><b>Hockey overall focus:</b></p> <p>Children develop skilful attacking and team play. They learn how to work well as a team when attacking and when exploring a range of ways to defend.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Pass, dribble and shoot with control and accuracy in game situations.</p> <p>Understand the individual tackling</p>	<p><b>Netball overall focus:</b></p> <p>Children will develop understanding of types of passing and build confidence in aiming for targets at different heights. Children will develop movement and timing for massing and dodging.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Develop confidence and style when passing the ball</p>	<p><b>Cricket overall focus:</b></p> <p>Children develop the range and quality of their skills and understanding. They learn how to play the different roles involved in cricket.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Use different pick-up techniques and apply in a game situation.</p> <p>Play a variety of different shots.</p> <p>Bowl a ball over-arm using the correct technique.</p>	<p><b>Tennis overall focus:</b></p> <p>Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Maintain a rally using forehand and backhand groundstrokes.</p> <p>Be able to strike the ball into a specified area (direction and depth)</p> <p>Strike the ball using an overarm serving technique</p>

## Physical Education (PE) – Skills Progression EYFS – Y6



	<p>Demonstrate an accurate pass when put under pressure by a defender.</p> <p>Demonstrate successful and consistent catching technique when static, moving and under pressure.</p> <p>Beat a defender consistently by moving the ball into open space.</p> <p><b>Fitness overall focus:</b></p> <p>Children are taught about the 5 main components of fitness: Cardiovascular endurance (stamina), muscular endurance, strength, power and flexibility and how these are used in combination for different sports.</p> <p><b>Children achieve this by being taught:</b></p> <p>What fitness is and how it depends on what you have to be fit for.</p> <p>What cardiovascular fitness is, sports where it is important and how to improve it,</p> <p>What muscular endurance is, sports where it is important and how to improve it.</p> <p>What strength is, sports where it is important and how to improve it.</p> <p>What power is, sports where it is important and how to improve it.</p>	<p>Work collaboratively (in pairs) to defend a target (2v2)</p> <p>Identify and use tactics to help their team keep the ball.</p> <p>Effectively use the attacking principles of play to score 'goals'</p> <p>Apply defending and attacking principles of play within a game situation.</p> <p><b>Dance overall focus:</b></p> <p>Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles. Children will use movement to explore and communicate ideas and issues and their own feelings and thoughts. They will develop an understanding of the historical and cultural origins of different dances through a choice of themes.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Execute movements from a specific theme/style of dance using appropriate dynamics.</p> <p>Link movements to form specific styles of dance.</p> <p>Explore mirroring movements and dancing in unison.</p>	<p>techniques including the block tackle and jab tackle.</p> <p>Support others when defending.</p> <p>Identify and use tactics to help maintain possession of the ball.</p> <p>Pass and receive whilst on the move and under pressure from a defender.</p> <p>Apply attacking and defending tactics during a game situation.</p> <p><b>Gymnastics overall focus:</b></p> <p>Children create longer sequences to perform to an audience. Learn a wider range of actions and explore more challenging ways to perform (through body positions/movements and equipment).</p> <p><b>Children achieve this by being taught to:</b></p> <p>Perform a range of rolls with different start and finishing positions.</p> <p>Perform a backward roll to knees, starting and finishing in a range of different positions.</p> <p>Perform the three stages of a handstand.</p>	<p>Get free from an opponent by dodging and changing direction</p> <p>Defend an attacking play</p> <p>Pass and move into a space to progress the path of the ball</p> <p>Develop our shooting style and technique</p> <p>Learn about the positions in a game of High 5 netball</p> <p><b>Dodgeball overall focus:</b></p> <p>Children are taught the physical skills required to play dodgeball: Reactions, dodging, throwing and catching</p> <p><b>Children achieve this by being taught to:</b></p> <p>Change direction, speed and height when avoiding incoming attacking play</p> <p>Throw overarm with power and accuracy</p> <p>Co-operate and communicate effectively with team members</p>	<p>Understand the role of the wicket-keeper and use correct feet and hand movements.</p> <p>Employ effective fielding tactics to benefit a team.</p> <p>Use the appropriate techniques learnt in a game situation.</p> <p><b>Team Building overall focus:</b></p> <p>To learn the fundamentals of effective teamwork such as communication, co-operation and constructive feedback.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Know the different components needed for good teamwork.</p> <p>Use communication skills to help a team be successful</p> <p>Cooperate with teammates working together to achieve a shared target</p> <p>Helping teammates with their performance</p> <p>Experience different roles and responsibilities in a team situation.</p> <p>Applying teamwork skills in different game situations.</p>	<p>Devise and employ attacking and defending tactics in a team</p> <p>Use attacking and defending tactics using tennis rackets</p> <p>Apply tactics in a competitive situation</p> <p><b>Leadership overall focus:</b></p> <p>Children learn the characteristics of being a good sports leader and how to apply these when leading a group of younger pupils. Children will learn how to plan, deliver and evaluate sports activities.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Understand the characteristics of a good sports leader and to apply these characteristics when leading basic activities.</p> <p>Understand the importance of warming up and deliver a successful warm up and cool down.</p> <p>Know and understand the STEP principle and how this can be used for differentiation</p>
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## Physical Education (PE) – Skills Progression EYFS – Y6



	What flexibility is, sports where it is important and how to improve it.	Explore the term 'Retrograde' and how this can be applied to various styles of dance.  To perform a dance sequence that includes retrograde.  To perform a dance to an audience and provide constructive self and peer feedback.	To perform a handstand without support. To perform the steps of a cartwheel. To perform a cartwheel on the floor individually.  Link 2 or more gymnastics movements together.  Create a sequence using a range of movements, including a roll, cartwheel and handstand.			
Outdoor	<b>Touch Rugby</b>	<b>Football</b>	<b>Hockey</b>	<b>Netball</b>	<b>Cricket</b>	<b>Tennis</b>
Indoor	<b>Fitness</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Dodgeball</b>	<b>Team Building</b>	<b>Leadership</b>
<b>Year 6</b>	<p><b>Touch Rugby overall focus:</b></p> <p>Children continue to develop the four core skills of tag rugby (running, catching, passing and 'tackling') with accuracy and precision in both an individual and team based scenario.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Demonstrate a variety of evasive skills to beat a defender.</p> <p>1 on 1 mark and tag an opposition player when defending (in 1v1 and team situation)</p> <p>Demonstrate an accurate lateral passing technique when put under pressure by a defender.</p> <p>Demonstrate an accurate catching technique when</p>	<p><b>Football overall focus:</b></p> <p>Children improve their defending and attacking play. They start to play even-sided small versions of invasion games.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Work effectively in small teams and put into practice defending and attacking principles of play.</p> <p>Understand the tactics of the transition between defence to attack and vice-versa</p> <p>Apply the tactics required for attacking and defending a target (goal) as a team</p> <p>Apply attacking and defending principles of play within a game situation</p>	<p><b>Hockey overall focus:</b></p> <p>Children improve their defending and attacking play. They start to play even-sided mini games.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Develop passing and receiving skills and use team tactics for keeping possession.</p> <p>Outwit an opponent when attacking to retain possession of the ball.</p> <p>Attack from a defensive position.</p> <p>Select and apply the correct tackling techniques when outwitting an opponent in a defensive situation.</p> <p>Select and apply the best formations and</p>	<p><b>Netball overall focus:</b></p> <p>Children will develop understanding of passing and build confidence in aiming for targets at different heights. Children will develop invasion skills, particularly interceptions and marking opposition players.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Develop confidence and style when passing the ball</p> <p>Get free from an opponent by dodging and changing direction</p> <p>Defend an attacking play</p> <p>Pass and move into a space to progress the path of the ball</p>	<p><b>Cricket overall focus:</b></p> <p>Children develop the range of quality of their skills and understanding. They learn how to play different roles in the game.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Use different pick-up techniques and apply in a game situation.</p> <p>Play a variety of different shots depending on where the ball lands.</p> <p>Bowl a ball over-arm at a target, landing the ball in a given area.</p> <p>Use correct hand and feet movements when wicket-keeping in a game situation.</p> <p>Identify and implement bowling and batting tactics to</p>	<p><b>Tennis overall focus:</b></p> <p>Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis.</p> <p><b>Children achieve this by being taught to:</b></p> <p>To be able to maintain a rally using forehand and backhand groundstrokes</p> <p>Use the volley as part of an attacking strategy</p> <p>Strike the ball using an overarm serving technique in a specified direction</p> <p>Use the over-arm serve as part of an attacking strategy when starting point</p> <p>Use attacking and defending tactics to win points</p>

## Physical Education (PE) – Skills Progression EYFS – Y6



	<p>static, moving and put under pressure.</p> <p>Demonstrate a variety of techniques to be able to break through a defence by both moving with and passing the ball.</p> <p>Retain the ball as a team and create try scoring opportunities.</p> <p>Demonstrate all four core skills of tag rugby when put under pressure in a match scenario.</p> <p><b>Fitness overall focus:</b></p> <p>Children recap and build on their knowledge of the 5 main components of fitness: Cardiovascular endurance (stamina), muscular endurance, strength, power and flexibility and how these are used in combination for different sports.</p> <p><b>Children achieve this by being taught:</b></p> <p>What fitness is and how it depends on what you have to be fit for.</p> <p>How different breathing techniques help with cardiovascular fitness.</p> <p>What plyometric exercises are and how they contribute towards muscular endurance.</p> <p>What strength is, specifically in terms of strong leg and arm contractions.</p>	<p><b>Dance overall focus:</b></p> <p>Children will use different images and stimuli to compose, perform and evaluate a range of dances. Children will use movement to communicate and demonstrate ideas and issues and their own feelings/thoughts.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Communicate a given theme through movement, demonstrating accurate and consistent dynamics.</p> <p>Link themes and movements to form a sequence, using expression and scale of movement to show character.</p> <p>Link narrative to a dance using a themed storyline.</p> <p>Perform a combined themed dance sequence with consistency.</p>	<p>tactics when defending as a team.</p> <p>Play effectively as part of a team in various positions.</p> <p><b>Gymnastics overall focus:</b></p> <p>Children use knowledge of compositional principles e.g.: How to use variations in speed, level and direction) How to combine and link actions How to relate to partners and apparatus To develop sequences that show an awareness of their audience.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Perform a handstand</p> <p>Perform a cartwheel</p> <p>Perform a cartwheel starting and landing in a range of different ways</p> <p>Link a roll and cartwheel together</p> <p>Perform a range of different cartwheels</p> <p>Incorporate a creative cartwheel into a 5 or 6 movement sequence.</p>	<p>Develop our shooting style and technique</p> <p>Learn about the positions in a game of High 5 netball</p> <p><b>Dodgeball overall focus:</b></p> <p>Children recap and build upon the physical skills required to play dodgeball (Y5). Children are guided to develop team tactics to help win match-play</p> <p><b>Children achieve this by being taught to:</b></p> <p>Develop basic skills from Y5 dodgeball</p> <p>Develop team skills</p> <p>Explore different roles within a team</p> <p>Score and officiate a game of dodgeball</p>	<p>benefit a team's performance.</p> <p><b>Team Building overall focus:</b></p> <p>Children develop the range of quality of their skills and understanding. They learn how to play different roles in the game.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Know the different components needed for good teamwork.</p> <p>Use communication skills to help a team be successful</p> <p>Cooperate with teammates working together to achieve a shared target</p> <p>Helping teammates with their performance</p> <p>Experience different roles and responsibilities in a team situation.</p> <p>Applying teamwork skills in different game situations.</p>	<p><b>Leadership overall focus:</b></p> <p>Children learn the characteristics of being a good sports leader and how to apply these when leading a group of younger pupils. Children will learn how to plan, deliver and evaluate sports activities.</p> <p><b>Children achieve this by being taught to:</b></p> <p>Understand the characteristics of a good sports leader and to apply these characteristics when leading basic activities.</p> <p>Understand the importance of warming up and deliver a successful warm up and cool down.</p> <p>Know and understand the STEP principle and how this can be used for differentiation.</p> <p>Plan, deliver and review a sports activity.</p>
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**Physical Education (PE) – Skills Progression EYFS – Y6**



	<p>What power is and how to use it in different sports such as badminton, cricket and tennis.</p> <p>How flexibility can be developed through yoga practises.</p>					
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