

Newnham Croft Primary School – Physical Education Skills Progression



Physical Education at the school is split into different categories: Health and Fitness, Acquiring and Developing Skills, Evaluation, Dance, Games, Gymnastics, Athletics, Outdoor and Adventurous and Swimming.

	Reception	KS1	Lower KS2	Upper KS2
Health and Fitness	<ul style="list-style-type: none"> To learn what foods are good for them to eat To be safe when carrying out physical activities To describe how the body feels when still and when exercising 	<ul style="list-style-type: none"> To describe how my body feels before, during and after an activity To show how to exercise safely To understand why being active is good for them To explain what my body needs to keep healthy To understand a healthy meal 	<ul style="list-style-type: none"> To identify some muscle groups used in gymnastic activities To explain why keeping fit is good for my health To explain what effect exercise has on my body To explain how strength and suppleness affect performances. To continue to develop a growing awareness of the need for a healthy diet 	<ul style="list-style-type: none"> To explain some important safety principles when preparing for exercise. To explain why exercise is important. To choose appropriate warm ups and cool downs. To continue to develop a growing awareness of the need for a healthy diet
Acq. and Dev. Skills	<ul style="list-style-type: none"> To copy actions To take part in physical activity To control their body when performing movements To participate in simple games 	<ul style="list-style-type: none"> To copy and repeat actions and skills To move with control and care To repeat and explore actions with control and coordination 	<ul style="list-style-type: none"> To select and use the most appropriate skills, actions or ideas To move and use actions with co-ordination and control To select and use the most appropriate skills, actions or ideas To show good control in my movements 	<ul style="list-style-type: none"> To apply my skills, techniques and ideas consistently across a range of sports To show precision control and fluency
Evaluation	<ul style="list-style-type: none"> To talk about what they have done in a physical activity Talk about what others have done in a physical activity 	<ul style="list-style-type: none"> To describe what they and other people did accurately To say how they could improve To talk about what is different between what they did and what someone else did 	<ul style="list-style-type: none"> Describe how their performance has improved over time Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements To modify their use of skills or techniques to achieve a better result To explain how my work is similar and different from that of others To evaluate and improve dance/gym performances by recording and viewing their rehearsals 	<ul style="list-style-type: none"> To analyse and explain why I have used specific skills or techniques To create my own success criteria for evaluating To compare their performances with previous ones to achieve their personal best

Dance	<ul style="list-style-type: none"> ● To move to the beat of some music ● To copy dance moves ● Join a range of different movements together to make up a dance ● To change the speed of their actions. ● To create a short movement phrase which demonstrates their own ideas 	<ul style="list-style-type: none"> ● To perform some dances using simple patterns and sequences ● To move around the space safely ● To dance with control and co-ordination ● To dance imaginatively changing rhythm, speed, level and direction ● Move in time to music ● To learn and perform a maypole dance ● Copy, remember and repeat actions ● Use simple devices such as mirroring and synchronisation 	<ul style="list-style-type: none"> ● To choreograph and perform a topic related dance individually and as a group ● To improvise freely, translating ideas from a stimulus into movement with precision ● To share and create dance phrases with a partner and in small groups ● To repeat, remember and perform these phrases in a dance ● To perform to an accompaniment, expressively and sensitively showing clarity, fluency, accuracy and consistency. ● Begin to vary dynamics and develop actions and motifs in response to stimuli ● To demonstrate rhythm and spatial awareness ● Change parts of a dance as a result of self-evaluation 	<ul style="list-style-type: none"> ● To learn about dance through time ● To create dances using a range of movement patterns, including those from different times, place and cultures ● To develop flexibility, strength, technique, control and balance ● To develop imaginative dances in a specific style ● Identify and repeat the movement patterns and actions of a chosen dance style ● Compose individual, partner and group dances that reflect the chosen dance style ● To use dramatic expression in dance movements and motifs ● Combine flexibility, techniques and movements to create a fluent sequence ● To show a change of pace and timing in their movements ● To dance with fluency, rhythm and control, linking all movements and ensuring that transitions flow ● To modify some elements of a sequence as a result of self and peer evaluation.
Games	<ul style="list-style-type: none"> ● To roll a ball ● To throw underarm ● To hit a ball with a bat or a racquet ● To throw an object at a target ● To move a ball in different ways, including bouncing and kicking ● To use equipment to control a ball ● To move safely around the space and equipment ● To travel in different ways, including sideways and backwards ● To play a range of chasing games ● To follow simple rules 	<ul style="list-style-type: none"> ● To catch with both hands developing hand-eye coordination ● To kick and control a ball in different ways ● To hit a ball with a bat or racquet ● To throw a ball in different ways ● To pass and receive a ball in different ways with increasing control ● To decide where the best place to be is during a game ● To participate and use simple tactics in a game ● To follow rules of a variety of simple team games 	<ul style="list-style-type: none"> ● To know and follow rules fairly in a number of games ● To keep possession with some success when using equipment or using parts of their body ● To be aware of space and use it to support team mates and cause problems for the opposition ● To throw and catch with increasing control ● To catch with one hand ● To hit a ball accurately and with control ● To vary tactics and adapt skills according to what is happening ● To choose the best tactics for attacking and defending 	<ul style="list-style-type: none"> ● To gain possession by working as a team. ● To understand different ways of attacking and defending as a team ● To make a team plan and communicate it to others ● To use forehand and backhand with a racquet ● To strike a ball using good hand eye coordination ● To field a ball and return it accurately ● To use a number of techniques to pass, dribble and shoot accurately using equipment or parts of their body ● To explain complicated rules of games

Gymnastics	<ul style="list-style-type: none"> ● To roll in different ways with control ● To travel in different ways ● To stretch in different ways ● Jump in a range of ways from one space to another with control ● Begin to balance with control ● To move around, under, over, and through different objects and equipment 	<ul style="list-style-type: none"> ● To explore ways to move their body through high, low, tall and short movements ● To copy sequences and repeat them ● To hold a still shape whilst balancing on different points of the body ● To jump in a variety of ways and land with increasing control and balance ● To climb onto and jump off the equipment safely ● To roll and jump in different ways ● To travel in a balanced and controlled way ● To use contrast in my own sequences ● To think of more than one way to create a sequence ● To work on my own and with a partner to create a sequence of movements 	<ul style="list-style-type: none"> ● To perform longer and more complex routines both with and without a partner that follow a theme on floor and along apparatus ● To adapt sequences to suit different types of apparatus and their partner's ability ● To work with a partner to create, repeat and improve a sequence with at least three phases ● To include changes of speed, level and direction in routines ● To combine action, balance, expression and shape ● To use equipment to vault in a variety of ways ● To carry out balances, recognising the position of their centre of gravity and how this affects the balance ● To develop strength, technique and flexibility throughout performances 	<ul style="list-style-type: none"> ● Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching ● To use compositional ideas including contrasts and variation in shape, speed, level, dynamics, timing and actions ● My movements are accurate, clear and consistent ● I can combine my own work with that of others ● I can link my sequences to specific timings ● Perform jumps, shapes and balances fluently and with control ● To demonstrate precise and controlled placement of body parts in their actions, shapes and balances ● To apply skills and techniques consistently, showing precision and control. ● Adapt sequences to fit new criteria or suggestions
Athletics	<ul style="list-style-type: none"> ● To run in different ways for a variety of purposes ● To jump in a range of ways, landing safely ● To roll equipment in different ways ● To throw underarm ● To throw an object at a target 	<ul style="list-style-type: none"> ● To develop throwing objects accurately ● To develop different jumping skills in athletic activities ● To jump for distance from a standing position with accuracy and control. ● To develop balance, agility and coordination in techniques with increased control ● To select the most suitable pace and speed to run for distance. ● To vary the speed and direction in which they are travelling. ● Be able to maintain and control a run over different distances. 	<ul style="list-style-type: none"> ● To link running and jumping activities with some fluency, control and consistency ● To throw a variety of objects in different ways, changing my action for accuracy and distance ● To run over a long distance ● To run at fast, medium and slow speeds, changing speed and direction ● To speed up and slow down smoothly ● To make up and repeat a short sequence of linked jumps, such as hop, step and jump ● To take part in a relay activity, remembering when to run and what to do ● To start to develop a technique for jumping hurdles 	<ul style="list-style-type: none"> ● To demonstrate stamina when running longer distances ● To build up speed quickly for a sprint finish ● To use their preferred leg when running over hurdles ● Work as a team to competitively perform a relay ● Develop the technique for the standing vertical jump ● Maintain control at each of the different stages of the triple jump ● To land safely and with control ● Develop and improve their techniques for jumping for height and distance ● Develop the technique for the push, pull and fling throw ● To accurately measure and record the distance of their throws and jumps

Outdoor and Adventurous		<ul style="list-style-type: none"> ● To identify positions on simple maps and diagrams of familiar environments ● To use simple maps and diagrams to follow a trail ● To begin to work co-operatively with others ● To discuss how to follow trails and solve problems ● To select appropriate equipment for the task 	<ul style="list-style-type: none"> ● Orientate themselves with increasing confidence and accuracy around a short trail ● To create a short trail for others with a physical challenge ● Start to recognise features of an orienteering course ● To identify symbols used on a key ● Make an informed decision on the best equipment to use for an activity ● To communicate clearly with others. Work as part of a team ● Begin to complete activities in a set period of time ● Complete an orienteering course more than once and begin to identify ways of improving completion time 	<ul style="list-style-type: none"> ● Start to orientate themselves with increasing confidence and accuracy around an orienteering course ● To design an orienteering course that can be followed and offers some challenge to others ● To use navigation equipment (maps, compasses) to improve the trail ● To use clear communication to effectively complete a particular role in a team ● Complete orienteering activities both as part of a team and independently ● Identify a key on a map and begin to use the information in activities ● To identify the quickest route to accurately navigate an orienteering course ● To choose the best equipment for an outdoor activity.
Swimming		<ul style="list-style-type: none"> ● To be confident in water ● To get in and out of the water safely ● To blow bubbles on the surface ● To swim for 5 metres independently 	<ul style="list-style-type: none"> ● To swim between 10m and 20m unaided using one basic method to achieve the distance. ● To use floats to swim longer distances with a more controlled leg kick. ● To put face under the water and blow bubbles ● To explore how to move in and under water. ● To identify and describe differences between different leg and arm actions. ● To understand water can be dangerous and understand what to do when in difficulty. 	<ul style="list-style-type: none"> ● To swim 25m unaided in water using one basic method to achieve this distance ● To swim at least 15m unaided using a second stroke ● To put face in water and breathe correctly when swimming in one identifiable stroke ● To use two different strokes swimming on both front and back ● To control breathing whilst swimming ● To swim confidently and fluently both on the surface and under the water ● To explain how to remain safe in water and what do if you or someone nearby gets into difficulty