



Progression of skills in PE

Early Years Foundation Stage (EYFS)- Physical Development is a prime area of the EYFS curriculum

Moving and Handling
Gross Motor Skills
<p>Range 6:</p> <ul style="list-style-type: none"> -Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping -Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk -Jumps off an object and lands appropriately using hands, arms and body to stabilise balance -Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles -Travels with confidence and skill around, under, over and through balancing and climbing equipment -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it <p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

	EYFS Reception	KS1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Copy steps and actions with some control and co-ordination Link individual and whole body movements together Watch others work and choose actions	Copy and explore basic body patterns and movements Remember simple dance steps and perform them in a controlled manner	Perform with control and co-ordination Respond imaginatively to a variety of stimuli Vary the dynamics, levels, speed and direction of phrase/motif	Improvise freely on my own and with a partner Translate ideas from a variety of stimuli into movement Compare, develop and adapt movement motifs to create longer dances. Use dance vocabulary to compare and improve work	Demonstrate precision, control and fluency in response to stimuli Vary dynamics and develop actions with a partner or as part of a group Link phrases or motifs to create a wide performance		

	<p>Recognise how to move in space and talk about ways to keep healthy</p>	<p>Choose actions and link them with sounds and music</p> <p>Safely perform teacher led warm-ups and describe and discuss others work</p>	<p>Discuss own and others work with simple vocabulary</p> <p>Understand the need for warm up and cool down</p>	<p>Understand how to work safely, recognise changes in my body, give reasons why PE is good for my health</p>	<p>Continually demonstrate rhythm and spatial awareness</p> <p>Modify own performance and that of others</p> <p>Organise myself to warm up safely</p> <p><u>Beyond Year 6:</u> Perform and create motifs in a variety of dance styles with accuracy and consistency</p> <p>Select and use a wide range of compositional skills to demonstrate ideas and translate into performance</p> <p>Suggest ways to improve quality of performance showing sound knowledge and understanding</p> <p>Lead my own and others to warm up safely</p>
Gymnastics	<p>Copy individual and whole body movements with some control and coordination</p> <p>Link individual and whole body movements together</p> <p>Watch others work</p> <p>Recognise and negotiate space and handle small and/or low apparatus safely</p> <p>Talk about ways to keep healthy</p>	<p>Copy and explore basic gymnastics actions with some control and co-ordination</p> <p>Select and link basic gymnastics actions together</p> <p>Watch and discuss own and others work</p> <p>Safely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others</p>	<p>Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination</p> <p>Select and link basic gymnastics actions into fluent short movement phrases</p> <p>Identify and describe the difference between my own and others work</p> <p>Handle large apparatus safely and explain the need for a warm up and cool down recognising what is happening to my body during exercise</p>	<p>Copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity</p> <p>Select and link gymnastics actions fluently into longer movement phrases and apply basic compositional ideas</p> <p>Describe own and others work noting similarities and differences and make suggestions for improvements</p> <p>Work safely, handling a range of hand, small and large apparatus</p> <p>Recognise changes in my body giving reasons why PE is good for health</p>	<p>Copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity</p> <p>Select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and apply a variety of compositional ideas</p> <p>Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences</p> <p>Demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body</p> <p><u>Beyond Year 6:</u> Explore and perform some complex gymnastics actions with consistent control, co-ordination, quality and clarity</p>

					<p>Select and link complex gymnastics actions fluently into individual, pair and group sequences</p> <p>Apply a variety of more complex compositional ideas showing originality</p> <p>Analyse gymnastics actions and sequences and suggest ways to improve quality of performance showing sound knowledge and understanding</p> <p>Lead myself and others to warm up and cool down safely and appropriately for gymnastics activities</p>
Games	<p>Stop a ball with some control</p> <p>Send a ball in the direction of another person</p> <p>Control a ball on my own</p> <p>Move with a ball in space safely</p> <p>Talk about ways to keep healthy</p>	<p>Stop a ball with basic control</p> <p>Send a ball in the direction of another person and collect a ball</p> <p>Take part in sending and receiving activities with a partner</p> <p>Talk about exercising, safety and short term effects of exercise</p>	<p>Stop/catch/strike a ball with control and accuracy</p> <p>Pass a ball to someone else and receive a ball when moving</p> <p>Take part in conditioned games with opponents</p> <p>Understand about exercising, being safe and the short term effects of exercise</p>	<p>Control, strike, catch a ball whilst moving and keep possession with some accuracy</p> <p>Accurately pass to someone else and be aware of space and how to use it</p> <p>Choose simple tactics for sending and defending</p> <p>Beginning to influence the conditioned games with opponents</p> <p>Describe what others do well</p> <p>Talk about why it is important to warm up/cool down and lead a partner through short warm up routines</p>	<p>Control, catch, send and receive a ball accurately whilst moving and keeping to the rules</p> <p>Move with a ball in opposed situations (quicksticks/football) and attack and defend in a small sided game</p> <p>Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance</p> <p>Understand and use principles of exercise activities for warming up and recognise how exercise is good for health</p> <p><u>Beyond Year 6:</u></p> <p>Control movement with a ball in an opposed situation whilst moving</p> <p>Combine accurate passing skills/techniques in games</p> <p>Advise and help others in their techniques in a game</p> <p>Understand and explain the short term effects of exercise, warming up and cooling down</p> <p>Understand and explain long term effects of exercise</p>

	Lower KS2		Upper KS2	
	Year 3	Year 4	Year 5	Year 6
OAA	<p>Develop communication and co-operation skills in relation to problem solving skills- both verbal and non-verbal</p> <p>Understand safe practice</p> <p>Solve simple problems and discuss their actions</p> <p>Develop communication and co-operation skills in relation to problem solving and trust skills</p> <p>Give and receive verbal instructions that guide others through a pre-determined course</p> <p>Listen to and follow instructions</p> <p>Create and follow a range of trails that can be undertaken as a paired and also solo journey</p> <p>Recognise hazards, assess the risks and take action to control the risks</p> <p>Understanding what a map is and simple concepts in using a map</p> <p>Develop the skills of map reading and map orientation</p> <p>Plan, prepare and cook on an open fire</p>		<p>Solve a range of problems in an outdoor context or other situations</p> <p>Develop co-operation and teamwork skills</p> <p>Learn about different knots and how to tie them</p> <p>Develop a range of new ways to solve new problems</p> <p>Design and build varying sized shelters using set equipment</p> <p>Work successfully as a group, consider and evaluate each member's contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether they are fit for purpose</p> <p>Learn to use a compass effectively</p> <p>Develop the skills to walk on bearings and to become confident in using the compass</p> <p>Set, read and follow a bearing</p> <p>Developing 'cunning running' skills to be used in the sport of orienteering</p> <p>Become confident in using the compass and map together</p> <p>Set, read symbols and follow a map and/or bearing</p> <p>Design and set up their own part of an orienteering event, marking up a map, sing a real punch and flag</p> <p>Compete in an orienteering event</p>	

Swimming	Beginners	Improvers	Advanced
Stroke Development	<p>Move around the pool independently</p> <p>Float with the use of aids</p> <p>Travel on my front and/or back with aids</p> <p>Travel on my front and/or back without aids</p> <p>Travel 10 metres on front and/or back without aids</p>	<p>Understand how to achieve a streamlined body position</p> <p>Swim one stroke with good technique over at least 10 metres</p> <p>Swim two strokes with good technique over at least 10 metres</p> <p>Swim three strokes with good technique over at least 10 metres</p> <p>Swim 25 metres competently and proficiency using at least one stroke</p>	<p>Understand the importance of a streamlined body position</p> <p>Swim one stroke with a controlled and an efficient technique</p> <p>Swim two strokes with a controlled and an efficient technique</p> <p>Swim three strokes with a controlled and an efficient technique</p> <p>Swim at least 25 metres using front crawl, backstroke and breaststroke</p>
Confidence and Skill Development	<p>Blow bubbles</p> <p>Submerge whole head</p> <p>Float without aids</p> <p>Push and glide</p> <p>Jump into the water* Unable to jump INTO our pool for safety reasons. Children could jump IN the water e.g. lift feet off bottom of pool</p>	<p>Push and glide</p> <p>Submerge to pick an object off the bottom of the pool</p> <p>Combine different floating shapes</p> <p>Perform a sculling action</p> <p>Jump into <u>deep</u> water* Unable to teach jumping INTO water in our pool due to safety reasons. Aim to use Sport Premium Funding to teach this element in a local swimming pool.</p>	<p>Tread water</p> <p>Perform a sculling action</p> <p>Demonstrate surface dives* Unable to teach this element due to safety reasons. Aim to use Sport Premium Funding to teach this element in a local swimming pool.</p> <p>Demonstrate a range of safe entry techniques* Unable to teach this element due to safety reasons. Aim to use Sport Premium Funding to teach this element in a local swimming pool.</p> <p>Identify areas of good technique and areas of improvement</p>

	EYFS Reception	KS1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics Events	<p>Running within the lanes on a track</p> <p>30m run</p> <p>Novelty sports day races and obstacles</p>	<p>Running within the lanes on a track</p> <p>40m run</p> <p>Novelty sports day races and obstacles</p>	<p>Running within the lanes on a track</p> <p>House team relay races</p> <p>50m run</p> <p>Novelty sports day races and obstacles</p>	<p>Athletics Challenges- Triathlon</p> <p>50m Sprint</p> <p>400m Middle distance</p> <p>Practise and refine running, jumping and throwing techniques</p> <p>Introduce an alternative throwing technique</p>	<p>Athletics- Pentathlon</p> <p>50m Sprint</p> <p>400m Middle distance</p> <p>Refine running, jumping and throwing techniques</p> <p>Refine throwing for accuracy and distance</p>	<p>Athletics- Heptathlon</p> <p>75m Sprint</p> <p>600m Middle distance</p> <p><u>Heptathlon</u></p> <p>100m hurdles</p> <p>High jump</p> <p>Shot put</p> <p>200m</p> <p>Long jump</p>	<p>Athletics- Decathlon</p> <p>75m Sprint</p> <p>60m Sprint hurdles</p> <p>600m Middle distance</p> <p><u>Decathlon</u></p> <p>100/110m hurdles</p> <p>High jump</p> <p>Shot put</p>

				<p>Introduce a 3rd (slinging) throwing technique</p> <p>Explore jumping for height</p> <p>Introduce throwing for accuracy and distance</p> <p>Explore jumping for distance using different techniques</p> <p>Participate in a multi-activity athletic event</p> <p>Judge and measure others' performance fairly and consistently</p> <p>Record own and partner's performance</p>	<p>Introduce and practise the approach and take-off when jumping for distance</p> <p>Refine slinging for accuracy and distance</p> <p>Introduce the approach and take-off when combining jumps for distance</p> <p>Refine putting for accuracy and distance</p> <p>Introduce and practise the bat on handover for relay running</p> <p>Participate in a multi-activity athletic event</p> <p>Judge and measure others' performance fairly and consistently</p> <p>Record own and partner's performance</p>	<p>Javelin throw 800m</p> <p>Further refine running and jumping techniques</p> <p>Extend the approach when jumping for distance</p> <p>Introduce and practise sprint starts and finishing</p> <p>Refine running, jumping and throwing techniques</p> <p>Refine discuss throw for accuracy and distance</p> <p>Extend the approach for triple jump</p> <p>Refine hurdling over barriers</p> <p>Refine javelin throw for accuracy and distance</p> <p>Explore alternative techniques when jumping for height</p> <p>Develop team relay effectiveness</p> <p>Practise running, jumping and throwing techniques for athletic competition</p> <p>Rehearse officiating and accurate measurement for athletic competition</p>	<p>Discus throw 100m 400m</p> <p>Long jump Javelin throw 1500m</p> <p>Understand and experience interval training to improve fitness for athletic competition</p> <p>Work effectively with a training partner to complete the demands of the training session</p> <p>Understand and experience circuit training to improve fitness for athletic competition</p> <p>Understand and experience long slow distance training to improve fitness for athletic competition</p> <p>Practise running, jumping and throwing techniques for athletic competition</p> <p>Rehearse officiating and accurate measurement for athletic competition</p> <p>Participate in a multi-activity athletic event</p> <p>Judge and measure others' performance fairly and consistently</p>
--	--	--	--	---	--	--	---

						<p>Participate in a multi-activity athletic event</p> <p>Judge and measure others' performance fairly and consistently</p> <p>Record own and partner's performance</p>	<p>Record own and partner's performance accurately</p>
--	--	--	--	--	--	--	--

Long Term Overview of P.E Units 2021-2022

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
R	<p>***Playground Games</p> <p>***Multiskills</p>	<p>Gymnastics- Fun Gym Shapes</p> <p>Dance- Toys</p>	<p>Games- Fundamentals 1</p> <p>Dance- On Parade</p>	<p>Games- Fundamentals 2</p> <p>Gym- Move & Hold</p>	<p>Swimming</p> <p>***Parachute Games</p>	<p>Swimming</p> <p>Athletics- prepare for sports day</p>
1	<p>Swimming</p> <p>***Playground Games</p>	<p>Games- Fundamentals 1</p> <p>Dance- Moving Words</p>	<p>Games- Fundamentals 2</p> <p>Dance- Weather</p>	<p>Gymnastics- Rock & Roll</p> <p>***Multiskills</p>	<p>Swimming</p> <p>Gymnastics- Jumping Jacks</p>	<p>Swimming</p> <p>Athletics</p>
2	<p>Swimming</p> <p>Dance- Magical Friendships</p>	<p>*Gymnastics Ball, Wall, Tall</p> <p>***Playground Games</p>	<p>Dance- Fire of London</p> <p>Games- Fundamentals 1</p>	<p>Games- Fundamentals 2</p> <p>Gymnastics- Points of Contact</p>	<p>Swimming</p> <p>Athletics</p>	<p>Swimming</p> <p>**Throwing and Catching (old SOW)</p>
3	<p>Swimming</p> <p>Dance- Solar Systems</p>	<p>*OAA Lower KS2</p> <p>Gymnastics- Hand Apparatus</p>	<p>Gymnastics- Patterns and Pathways</p> <p>**Games- Ball on the Floor (old SOW)</p>	<p>*Games Ball Handling</p> <p>Dance- Machines</p>	<p>Swimming</p> <p>Games- Striking & Fielding</p>	<p>Swimming</p> <p>Athletics- Challenges</p>

4	Swimming *Gymnastics Principles of Balance	Games- Ball Handling- Netball (adapt Y5 planning to suit year 4) Dance- Cold Places	Gymnastics- Rotation Games- Invasion Games- Ball on the Ground	*Games Invasion Games- Net Games Dance- Rugby Haka	Swimming Athletics- Pentathlon	Swimming OAA- Lower KS2
5	Swimming Games- Invasion Games- Football	OAA- Upper KS2 Gymnastics- Press & Go	*Games Netball Dance- Styles	Games- Netball Gymnastics- Pair Composition	Swimming *Athletics Heptathlon	Swimming Games- Striking & Fielding- Rounders
6	Swimming *Games Invasion Games- Tag Rugby	Gymnastics- Body Symmetry Dance- Why Bully Me	*Games Invasion Games- Ball Hockey Gymnastics-Group Work	Dance- Football Dance OAA- Upper KS2	Swimming *Athletics Decathlon	Swimming Games- Cricket or Rounders in preparation for festival

Units follow Cambridgeshire Schemes of Work (new units or old SOW if specified)

*Unit must stay here due to preparation for upcoming competition

**These units have separate/older planning available

*** These have resources but require own planning to put together lessons