



Physical Education Skills Progression Bolton-on-Swale St Mary's CE Primary School

EYFS	Year 1/2	Year 3/4	Year 5/6
LOCOMOTION -> ATHLETICS			
<p>Locomotion: Walking (if needed).</p> <p>Physical Development ELG:</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. <p>Key language: Space, changing direction and height and distance.</p>	<p>Locomotion Year 1</p> <ul style="list-style-type: none"> I know how to run pumping our arms, using the balls of our feet and looking ahead and where to run by staying in space. I know when and why we need to change speed when we are running in a game situation. I know why jumping and skipping with the correct technique is so important and how to jump skip with a step hop action, swinging our arms. <p>Year 2</p> <ul style="list-style-type: none"> I know when and where we dodge, applying this into games I know when to use a jumping skill in a game and why and how to link jumps together and execute them in combination. <p>Key language: Landing and changing speed. Accuracy and collaboration/teamwork.</p>	<p>Athletics Year 3</p> <ul style="list-style-type: none"> I know how to run when running for speed. I know why we have to accelerate at the start of a race. I know How to run for speed in a team. I know how to throw for distance and why the correct technique is essential to send the object further. <p>Year 4</p> <ul style="list-style-type: none"> I know why we need to pace ourselves when running for distance and why we need to increase stride pattern to maintain speed. I know how to use our bodies to throw with greater distance. I know how we can use our bodies to jump as far as possible, using a combination of jumps. <p>Key language: Acceleration and distance. Pace, power and speed.</p>	<p>Athletics Year 5</p> <ul style="list-style-type: none"> I know why we need to maintain our speed until we cross the finish line. I know when and where the changeovers take place on a curved track. I know how to hurdle safely, applying the correct technique. I know how to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance. <p>Year 6</p> <ul style="list-style-type: none"> I know why we need to apply accurate head, arm and foot technique to make ourselves run quicker. I know how to transfer body weight to push (put) the shot put and throw the javelin further. I know how to evaluate and make suggestions to improve own and others performance. <p>Key language: Personal best, change over. Evaluation and competition.</p>
GYMNASTICS			
<p>High, Low, Over and Under</p> <ul style="list-style-type: none"> Explore how to move our bodies in high ways (jumping, hopping etc.) Explore how to move our bodies in low ways (crawling, slides, rolls). Explore apparatus safely. <p>Moving</p> <ul style="list-style-type: none"> Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Explore creating shapes in pairs. <p>Physical Development ELG:</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 <p>Key language: Movement, apparatus, balance</p>	<p>Wide, Narrowed, Curled B Body Parts /Linking /Pathways A</p> <p>Year 1</p> <ul style="list-style-type: none"> I know how to create wide, narrowed and curled movements. I know how to create wide, narrowed and curled shapes. I know how to move between movements/shapes. I know how to create movements on the floor using big (back, tummy, side) and small (hands, knees and elbows) body parts. <p>Year 2</p> <ul style="list-style-type: none"> I know how to link movements and balances together. I know how to apply flow to movements (moving to one action from another without stopping). I know how to safely use a range of apparatus. <p>Key Language: Wide, narrow, curled, transition, linking, flow, big and small body parts, pathways.</p>	<p>Symmetry and Asymmetry B Levels and Direction A</p> <p>Year 3</p> <ul style="list-style-type: none"> I know what symmetry and asymmetry means I know how to execute balances I know how a range of movements makes a sequence. I know what cannon and unison means. I know how to perform movements in both cannon and unison. <p>Year 4</p> <ul style="list-style-type: none"> I know how to create a bridge balance. I know how to create sequences. I know how to create sequences applying changes to level and direction. I know how to reflect and evaluate through observations to suggest improvements. <p>Key Language: Symmetry, Asymmetry, peer and self asses, bridges, sequences, cannon, unison, peer and self-assess, levels, direction.</p>	<p>Counter Balance and Counter Tension B Flight A</p> <p>Year 5</p> <ul style="list-style-type: none"> I know what a counter balance and counter tension is. I know how to include a change of speed in movements. I know how to create space to create a movement. I know how to jump and land safely. I know how to include a change of speed in movements. I know how to create a movement combining skills <p>Year 6</p> <ul style="list-style-type: none"> I know why performing at an 'excellent' standard must include accurate timings and fluidity. I know how to create a sequence with a combination of different movements executed with accurate timing and fluidity. I can reflect and evaluate movements with suggestions to improve. I know what creativity means in gymnastics <p>Key language: Counter balance, counter tension, matching, mirroring, flight, jumping, landing, creativity, accurate, timings.</p>

Ball Skills/ Rackets' Bats, Balls and Balloons -> GAMES

<p>Ball Skills Feet (Links to Games)</p> <ul style="list-style-type: none"> Explore how to control a ball using our feet. Explore how to dribble the ball using our feet. Explore why it is important to keep the ball close to us when moving with the ball Explore how to stop the ball using our feet. Explore when, where and why we dribble a ball into space in order to avoid a defender <p>Key language: Control, opponent, space.</p>	<p>Ball Skills Feet (Links to Games)</p> <p>Year 1</p> <ul style="list-style-type: none"> I know why we need to keep our head up when we are dribbling I know how to dribble the ball using the inside and outside of our feet. I know why we need to be accurate when kicking (passing) a ball, using the inside of our foot. <p>Year 2</p> <ul style="list-style-type: none"> I know why we need communicate when passing. I know why we need to be ready to receive the ball when it is passed to us. I know how to control a ball that is passed to us using our feet. I know when to dribble or when to pass in order to keep possession of the ball. <p>Key language: Passing and dribbling, attacker and defender, possession, intercept.</p>	<p>Ball Skills Feet (Football) Football</p> <p>Year 3</p> <ul style="list-style-type: none"> I know when, where and why we should pass. I know how to dribble the ball keeping possession to beat an opponent. I know how we can combine passing and dribbling to create space I know how to change direction keeping control of the ball. <p>Year 4</p> <ul style="list-style-type: none"> I know when to turn during a game and what are the different types of turns we can use. I know when to shoot and where to shoot from, using the correct technique. <p>Key language: Technique, change of direction, turning, shooting.</p>	<p>Ball Skills Feet (Football) Football</p> <p>Year 5</p> <ul style="list-style-type: none"> I know the different methods of defending that we can use during a game. I know how to move the ball up the pitch, creating an attack that results in a successful shooting opportunity. I know what the basic rules (laws) governing football are. <p>Year 6</p> <ul style="list-style-type: none"> I know how different attacking tactics can be applied during a game to create shooting opportunities I know how different defending tactics can be applied during a game to prevent attacking opportunities. I know how to manage our team selecting others for specific positions. <p>Key language: Tackling and marking, tactics, counter attack, transition</p>
<p>Ball Skills Hands (Links to Striking and Fielding)</p> <ul style="list-style-type: none"> Explore why we need to aim when we are throwing. Explore how we can use our bodies to throw. Explore how to stop a ball with our hands. Explore how to throw underarm Explore why we need to use our hands to catch objects. <p>Key language: Throwing, aiming, stopping</p>	<p>Ball Skills Hands (Links to Cricket)</p> <p>Year 1</p> <ul style="list-style-type: none"> I know why we need to throw with accuracy when throwing towards a target I know how to use our bodies when aiming; using our non-throwing hand, pointing towards a target. I know where we send a ball and why, so we can score points and beat an opponent. I know when to use a long barrier to stop the ball. <p>Year 2</p> <ul style="list-style-type: none"> I know why we make a target with our hands when catching. I know how we can use our bodies to throw overarm for greater distance I know what the differences are between 'batting' and 'fielding'. <p>Key Language: Catching, accuracy, attack v defence, outwit</p>	<p>Ball Skills Hands (Cricket) Cricket</p> <p>Year 3</p> <ul style="list-style-type: none"> I know how and why to throw a ball overarm with power and distance. I know where to stand when we are fielding and have a clear understanding why we have chosen that position. I know how to throw a ball overarm using the correct technique. I know how to outwit the fielding team by varying the speed and direction we strike the ball <p>Year 4</p> <ul style="list-style-type: none"> I know how to bowl underarm, varying the speed at which we bowl depending on who is batting I know why we need to return the ball to the bowler or wicketkeeper to prevent the batters from scoring runs. I know how and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs. <p>Key Language: Batting, fielding, striking, bowling, retrieving.</p>	<p>Ball Skills Hands (Cricket) Cricket</p> <p>Year 5</p> <ul style="list-style-type: none"> I know where to strike the ball when we are batting depending on where the fielders are standing in order to score runs. I know how to create and apply simple fielding and batting tactics in order for their team to be successful. I know how and why the role as a batter may change depending on the situation of the game. I know where and how to bowl in order to prevent the batters from scoring runs. <p>Year 6</p> <ul style="list-style-type: none"> I know how and when to apply a range of fielding skills into mini games. I know why we need to attack the ball when we are fielding and why when need to apply pressure to the batters I know how to umpire and score in a mini game of cricket, applying the correct signals when umpiring. <p>Key Language: Fielding tactics, batting tactics, umpire and scorer, adapting tactics.</p>

<p>Rackets' Bats, Balls and Balloons</p> <ul style="list-style-type: none"> Explore pushing/hitting a balloon with control Explore hitting a balloon with power into space Explore hitting/pushing (sending) a balloon with accuracy Explore balancing an object on a racket/bat <p>Key Language: Pushing, accuracy, balance.</p>	<p>Rackets, Bats and Balls</p> <p>Year 1</p> <ul style="list-style-type: none"> I know how to dribble a ball with control. I know how to hit and push a ball towards a target. I know how to hit a ball with accuracy and power. <p>Year 2</p> <ul style="list-style-type: none"> I know when to hit a ball with accuracy and/or with power to beat an opponent. I know how and when to send or strike a ball in space. <p>Key Language: Control, hitting, power, space.</p>	<p>Rackets, Bats and Balls links to Tennis</p> <p>Year 3</p> <ul style="list-style-type: none"> I know how to create space to win a point. I know where to throw/hit the ball on the court. I know how to hit a ball using a forehand shot. <p>Year 4</p> <ul style="list-style-type: none"> I know when to create space to score a point. I know how to hit a ball using a backhand shot. I know how to apply the forehand and backhand in game situations I know how to apply the forehand and backhand creating space to win a point <p>Key Language: Rally, ready and recover, forehand, backhand, outwit.</p>	<p>Rackets, Bats and Balls links to Tennis</p> <p>Year 5</p> <ul style="list-style-type: none"> I know how and when to perform a volley shot. I know how to serve. I know how to control a game with the serve I know how and when to apply tactics to win a point (singles and doubles). <p>Year 6</p> <ul style="list-style-type: none"> I know when and where to perform a certain shot. I know how to use the correct scoring system in mini tennis. I know how to umpire a game. <p>Key Language: Serve, volley, tactics, doubles.</p>
<p>Games for Understanding</p> <ul style="list-style-type: none"> Taking turns/keeping the score Understanding and playing by the rules Avoiding a defender Preventing an attacker from scoring <p>Physical Development ELG:</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 <p>Key Language: Sharing, playing by rules, space.</p>	<p>Games for Understanding</p> <p>Year 1</p> <ul style="list-style-type: none"> I know when and where to attack and defend. I know how to Apply attacking/ defending principles into a game <p>Year 2</p> <ul style="list-style-type: none"> I know how to Attack/defend as a team I know how to create and apply attacking/ defensive tactics <p>Key Language: Attacking, defending, team, strategy.</p>	<p>Games for understanding to Hockey</p> <p>Year 3</p> <ul style="list-style-type: none"> I know how to dribble, pass and receive a ball. I know when to combine dribbling and passing to create space. <p>Year 4</p> <ul style="list-style-type: none"> I know how and when to shoot I know when to pass and dribble to create shooting opportunities. I know how to defend by blocking and tackling. <p>Key Language: Possession, passing, dribbling, shooting, blocking, tackling</p>	<p>Games for understanding for Hockey</p> <p>Year 5</p> <ul style="list-style-type: none"> I know how and when to dribble and pass to create attacking opportunities. I know how and when to attack and defend in a game. <p>Year 6</p> <ul style="list-style-type: none"> Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations <p>Key Language: Marking, Goal-side, Counter attacker, transitions, tactics.</p>
DANCE			
<p>Dance: Nursery Rhymes/ Ourselves</p> <ul style="list-style-type: none"> Explore how to move our bodies in different ways linked to the theme. Explore how to move our bodies with big clear actions Explore why it is important to move with control. Explore how to listen to the music and move the body in relation to the music. Explore how to create a variety of 'freeze' positions linked to the theme <p>Physical Development ELG:</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 <p>Key language: Movement, freeze and control</p>	<p>Dance: Growing and Exploring</p> <p>Year 1</p> <ul style="list-style-type: none"> I know how to create a variety of 'big' body movements linked to the theme. I know how to add movements together to create simple movement sequences. I know how to create a variety of 'small' body movements linked to the theme. I know how to move in relation to the music and respond with appropriate movements and actions. <p>Year 2</p> <ul style="list-style-type: none"> I know how to respond to a variety of stimuli or themes with appropriate movements. I know how to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping. I know what a 'Motif' is and how to successful create a mini sequence and repeat it. A Motif is a series of movements that are repeated. I know how to use movements to tell a story <p>Key language: Expression, theme. Movement, flow.</p>	<p>Dance: Weather and Space</p> <p>Year 3</p> <ul style="list-style-type: none"> I know how to create and develop a character in order to tell a story through movements. I know why it is essential to explore a variety of movements to create moves to tell a story. I know how to develop characterisation, exploring characters that are opposite. I know how to peer and self-assess, identifying strengths and weaknesses in our own and others' performances. Why it is so important to perform like an 'excellent dancer'. <p>Year 4</p> <ul style="list-style-type: none"> I know how to develop sequences with our partner in character that show relationships and interlinking dance moves. I know how to reflect and evaluate to make accurate improvements to our own and others performances. I know how to create sequences in pairs, applying flow and challenging their creativity I know what we mean by emotion and include this choreographical element in our performances. <p>Key language: Excellent dancers, peer and self-assess. Emotion, relationships.</p>	<p>Dance: Greeks and Titanic</p> <p>Year 5</p> <ul style="list-style-type: none"> I know how to perform accurately and convincingly in character with big bold actions. I know how to include a change of speed in our movements I know what canon and unison are and be able to include these choreographical elements in our performances. I know how to create a sequence, by accurately combining movements with flow and accurate timings. <p>Year 6</p> <ul style="list-style-type: none"> I know to make effective evaluations of an individuals or pairs' strengths and weaknesses. I know why performing at and 'excellent' standard, with accurate timings and fluidity is so important. I know what 'Choreography' means I know how to include a change of speed and dynamic in our movements. <p>Key language: Unison, cannon. Choreography, fluidity.</p>

OUTDOOR ADVENTUROUS

<p>Communication and Language ELG</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen <p>Express their ideas and feelings about their experiences.</p> <p>Key language: Fairness, encouragement, imagination.</p>	<p>Team Building</p> <p>Year 1</p> <ul style="list-style-type: none"> I know what makes an effective team. I know how to work in pairs and small teams. I know what the consequences in our team if we do not include everyone. <p>Year 2</p> <ul style="list-style-type: none"> I know why we must work together, listen to one another, in order to complete a challenge. I know what my role is within a team I know how to develop strategies to help complete a challenge. I know why respect is important within a team. <p>Key Language: Simple strategies, teamwork, communication, inclusion.</p>	<p>Communication & Tactics Problem Solving</p> <p>Year 3</p> <ul style="list-style-type: none"> I know what makes an effective leader I know why it is important to be positive and approach challenge positively. I know what verbal and non-verbal communication is. <p>Year 4</p> <ul style="list-style-type: none"> I know how and why it is important to communicate as a team. I know what the key attributes of a team look like (integrity, communication, respect, collaboration). <p>Key Language: Tactics, collaborate, create and apply, verbal and non-verbal.</p>	<p>Communication & Tactics Problem Solving Orienteering at Marrick Priory (2 Year Cycle)</p> <p>Year 5</p> <ul style="list-style-type: none"> I know how to take responsibility for others. I know how to orientate a map to find points and locations. I know how to plan a route to find a location on a map. I know how to manage time. <p>Year 6</p> <ul style="list-style-type: none"> I know what makes an effective leader. I know what the STEP principle means. I know how to use the STEP principle. <p>Key Language: Responsibility, orientate, leadership, STEP: step, task, equipment, people.</p>
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HEALTH AND WELLBEING Links to Science and PHSCE curriculum.

<p>Personal, Social and Emotional Development ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs <p>Key Language: Healthy, moving.</p>	<p>Year 1</p> <ul style="list-style-type: none"> I know what agility, coordination, balance means. I know why we need to have agility, coordination and balance playing sport. <p>Year 2</p> <ul style="list-style-type: none"> I know why we need good hand/feet/eye coordination when playing sport. I know why it is important to warm up before exercise. I know how motivation can help in sport. I know what happens to our heart and muscles when exercising. I know why we need to keep fit and healthy. <p>Key Language: Agility, balance, coordination, warm-up, hand-eye coordination.</p>	<p>Mindfulness</p> <p>Year 3</p> <ul style="list-style-type: none"> I know how to use meditative balances. I know how and when to use relaxation techniques in our day-to-day lives. I know how relaxation techniques can help emotions. <p>Year 4</p> <ul style="list-style-type: none"> I know what we mean by emotions and how different emotions make us feel. I know how deep breathing techniques help manage emotions. I know how different mindfulness activities help manage emotions. <p>Key Language: Relaxation, mindfulness, emotions, meme.</p>	<p>Health Related Exercise</p> <p>Year 5</p> <ul style="list-style-type: none"> I know what the cardiovascular system is. I know what the main functions of the heart, lungs, blood and muscles are. I know what we mean by cardiovascular fitness. I know why it is important to cool down. I know the dangers and consequences of leading an unhealthy lifestyle. <p>Year 6</p> <ul style="list-style-type: none"> I know what strength and flexibility means. I know how strength and flexibility can impact performance. <p>Key Language: Fitness, cardiovascular, flexibility, strength.</p>
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Swimming

<p>Swimming lessons start in KS1. Children in EYFS are still taught about the importance of Water Safety.</p>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations
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