



## Farington Primary School Physical Education Skills Progression

Key Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Personal development</u>	<ul style="list-style-type: none"> <li>▪ Work with others</li> <li>▪ Comment on my own and others' actions</li> <li>▪ Suggest improvements</li> <li>▪ Understand the importance of being active</li> <li>▪ Talk about how to exercise safely and how our bodies feel during an activity</li> </ul>		<ul style="list-style-type: none"> <li>▪ Engage with others, contributing to success</li> <li>▪ Understand how performances can be improved, through practice and reflection</li> <li>▪ Refine movement after evaluation from others</li> <li>▪ Understand the importance of practice</li> <li>▪ Describe what effects exercise has on our bodies</li> <li>▪ Understand the importance of warming up and cooling down</li> </ul>		<ul style="list-style-type: none"> <li>▪ Demonstrate leadership qualities</li> <li>▪ Support others to improve and refine skills and knowledge</li> <li>▪ Know and use the relationship between power and stamina</li> <li>▪ Use a range of criteria to judge my own and others work</li> <li>▪ Demonstrate a good sporting attitude regardless of the outcome</li> <li>▪ Compare performances with previous ones</li> <li>▪ Show desire to improve and increase on past performance</li> <li>▪ Understand how heart rate and breathing slows after exercise, monitoring my own</li> </ul>	
<u>Fundamental Movement Skills</u>  Rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing, throwing and catching.	<ul style="list-style-type: none"> <li>• Move in a variety of ways in and out of cones and obstacles.</li> <li>• Jump in a variety of ways with both feet leaving the ground.</li> <li>• Hop – each leg (but do not need to travel).</li> <li>• Sprint; introduce using arms. Jog; low legs / brushing pockets.</li> <li>• Jump for height.</li> <li>• Skip without a rope.</li> </ul>	<ul style="list-style-type: none"> <li>• Move in a variety of ways in and out of cones and obstacles.</li> <li>• Jump in a variety of ways over an obstacle with both feet leaving the ground.</li> <li>• Hop whilst travelling. Stop on command; introduce 'core strength'.</li> <li>• Sprint; using arms and high legs and a forward stance. Jog; begin to understand 'pace'.</li> <li>• Skip with a rope.</li> <li>• Gallop. Side gallop.</li> <li>• Jump for distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching skills in isolation and in combination</li> <li>• Demonstrate flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> <li>• Sequence movements to communicate an idea using expression and conveying emotion</li> </ul> <p style="background-color: yellow; text-align: center;">The fundamental skills for Years 3 and 4 are refined through: Gymnastics, Athletics, Dance and Games.</p> <p style="color: red; text-align: center;">Interventions should be put in place for those children that have not secured fundamental movement skills.</p>		<ul style="list-style-type: none"> <li>• Use with increasing accuracy running, jumping, throwing and catching skills in isolation and in combination</li> <li>• Demonstrate flexibility, strength, technique, control and balance in an increasing range of contexts</li> <li>• Plan, perform and repeat increasingly complex sequences including changes in speed, direction and level</li> <li>• Create complex, extended sequences to communicate an idea using expression and conveying emotion</li> </ul> <p style="background-color: yellow; text-align: center;">The fundamental skills for Years 5 and 6 are refined through: Gymnastics, Athletics, Dance and Games.</p>	



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<p><b><u>Gymnastics</u></b></p> <p><b><u>KS1</u></b> <b><u>Develop balance, agility and co-ordination</u></b></p> <p><b><u>KS2</u></b> <b><u>Develop flexibility, strength, technique, control and balance</u></b></p>	<p>To develop the basic skills of travelling</p> <ul style="list-style-type: none"> <li>▪ To develop the basic skills of rolling.</li> <li>▪ To develop the basic skills of jumping</li> <li>▪ To perform basic skills with straight and tuck shapes</li> <li>▪ To link basic movements together</li> <li>▪ To apply the skills of travelling, rolling and jumping.</li> <li>▪ To link basic movements together to create a sequence</li> <li>▪ To adapt the sequence to perform on small apparatus</li> </ul>	<ul style="list-style-type: none"> <li>▪ To develop the basic skills of travelling on hands and feet.</li> <li>▪ To develop the skills of linking two rolling movements.</li> <li>▪ To develop the skill of balancing on different body parts.</li> <li>▪ To link actions of movement together to create a simple sequence.</li> <li>▪ To apply the skills of travelling, balancing, jumping and rolling with two different shapes.</li> <li>▪ To link actions of movement together to create a sequence.</li> <li>▪ To adapt the sequence of moves to larger apparatus.</li> <li>▪ To develop the skills of jumping with different shapes</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the skills of jumping, shape and landing.</li> <li>• Develop ways of travelling on hands and feet.</li> <li>• To develop balance on small body parts.</li> <li>• To create a sequence of travelling and balancing actions.</li> <li>• To develop ways of rolling as part of a sequence.</li> <li>• To evaluate and recognise their own success and understand how they can improve by practice and reflection.</li> <li>• To create a sequence to meet the core task "Balancing Act".</li> <li>• To perform gymnastic actions <u>using</u> apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop balance on large body parts.</li> <li>• To develop ways of rolling as part of a sequence and as a starting position.</li> <li>• Attempt to perform a shoulder balance.</li> <li>• To develop a sequence onto apparatus with a partner, mirroring.</li> <li>• To explore different ways of balancing, jumping and travelling on apparatus.</li> <li>• To create a with up to 6 elements using travelling, balancing, jumping and rolling that meet a set of conditions.</li> <li>• To reflect and make simple judgements about the quality of performances and know how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform partner balances (matched and mirrored) to show strength and technique.</li> <li>• To perform a counterbalance.</li> <li>• To evaluate and recognise their own success.</li> <li>• To plan, create and perform a gymnastic sequence with a partner, showing flexibility.</li> <li>• To develop a sequence onto apparatus with a partner, mirroring.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To plan and perform a group counterbalance.</li> <li>▪ To plan, create and repeat a gymnastic sequence with counterbalances and counter tension in a group, showing flexibility.</li> <li>▪ To evaluate success of group and paired balances.</li> <li>▪ To perform paired and group counterbalances in unison.</li> <li>▪ To create a sequence of gymnastic actions, showing a change in speed and direction, paired and in groups.</li> <li>▪ To perform a part weight bearing balance.</li> <li>▪ To create a sequence of eight varied gymnastic actions, air balance and a simple group balance reflecting different ways a group can work together.</li> <li>▪ To evaluate success at working as a team.</li> </ul> <p>Use the 'Group dynamics' core task.</p>
<p><b><u>Athletics</u></b></p> <p><b><u>KS1</u></b></p>	<p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• To explore the skill of running fast; explore using their arms.</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Develop the skill of running fast including using arms, high knees and a forward stance.</li> </ul>	<p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• To perform the pull throwing action (javelin, howler).</li> </ul>	<p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• To perform the pull throwing action with increasing confidence</li> </ul>	<p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• To change running speeds for activities such as in a relay race.</li> </ul>	<p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Demonstrate strength, technique and control to master running skills for</li> </ul>



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<p><b>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination</b> <b>KS2</b> <b>Develop flexibility, strength, technique, control and balance</b></p>	<ul style="list-style-type: none"> <li>• To develop the skill of hopping.</li> <li>• To develop the skill of rolling a ball with accuracy.</li> <li>• To develop the skill of changing direction.</li> <li>• To develop the skill of underarm throwing.</li> <li>• To develop the skill of jumping for distance.</li> <li>• To develop posture when walking and running.</li> <li>• To complete jumping challenges.</li> <li>• To apply changing direction in relay type races.</li> <li>• To complete run, jump and throw challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore different ways of throwing.</li> <li>• To throw underarm accurately at different speeds.</li> <li>• To throw overarm with accuracy and for distance.</li> <li>• To explore a range of techniques for jumping for distance.</li> <li>• To explore a push throw and know when to use one.</li> <li>• To complete an obstacle course using speed.</li> <li>• To complete run, jump and throw challenges within teams</li> </ul>	<ul style="list-style-type: none"> <li>• To explore different running disciplines (long-distance, short and long sprint).</li> <li>• To perform the sling throw</li> <li>• To develop jumping actions</li> <li>• Select an appropriate running technique for distance</li> <li>• To perform a push throw</li> <li>• Begin to perform a start in a sprint type race</li> <li>• To throw for distance using three different throws</li> <li>• To perform a hop, step and jump</li> <li>• To pass a baton successfully in a race</li> <li>• Introduce the hop, step and jump.</li> <li>• To perform in athletic type competitive events (run, jump and throw)</li> </ul>	<p>(cricket throw, javelin, howler).</p> <ul style="list-style-type: none"> <li>• Adapt running techniques to specific activity (short / long distance).</li> <li>• Develop jumping actions to specific activity (triple jump).</li> <li>• To perform a push throw effectively for distance.</li> <li>• To develop a start in a sprint type race.</li> <li>• To throw for distance using three different throws and sized balls.</li> <li>• Use increasing speed to perform a hop, step and jump.</li> <li>• To pass a baton successfully in a race using a range of activities.</li> <li>• To perform in athletic type competitive events (run, jump and throw).</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate their own success.</li> <li>• To explore ways of effective jumping for distance (long jump).</li> <li>• To develop jumping actions from standing.</li> <li>• To develop a push throw for shotput.</li> <li>• To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>a range of athletic disciplines.</p> <ul style="list-style-type: none"> <li>• To master all throwing skills and apply them across all disciplines.</li> <li>• To evaluate their own and others' success.</li> <li>• To apply jumping actions in combination in competitions.</li> <li>• To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>Games</b> <b>KS1 Participate in team games, developing simple tactics for attacking and defending</b> <b>KS2</b></p>	<ul style="list-style-type: none"> <li>• Be able to participate in a game with an opposing side.</li> <li>• Be able to control a ball within a game setting.</li> <li>• Use hands to control a ball.</li> <li>• Begin to develop simple tactics for</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to participate in a game with an opposing side and using simple tactics.</li> <li>• Be able to control a ball within a game setting, with increasing accuracy.</li> <li>• Play a game with a set of rules.</li> </ul>	<ul style="list-style-type: none"> <li>• To send a ball accurately and move into space to receive a pass.</li> <li>• To send and receive a ball in a simple game, moving backwards to catch a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• To send and receive a ball accurately.</li> <li>• To travel with a ball with control.</li> <li>• To use more complex tactics to outwit and opponents: range of passes, feints.</li> </ul>	<p>To revise travelling with an object whilst looking up and finding the best opponent to pass to.</p> <ul style="list-style-type: none"> <li>• To revise sending and receiving skills using a variety of objects and using a range of techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• To master travelling and dodging with an object.</li> <li>• To master sending and receiving skills using a variety of objects.</li> <li>• To work collaboratively to master tactics used in an invasion game.</li> </ul>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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<p><u>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</u></p>	<p>attacking and defending.</p> <ul style="list-style-type: none"> <li>• Be able to play a game following a set of rules.</li> </ul> <p><u>Key vocabulary / concept</u>  <b>Opponent, teammate, score, tactic, attack, defend</b></p>	<ul style="list-style-type: none"> <li>• Cooperate with team members.</li> <li>• Develop simple tactics for attacking and defending.</li> <li>• Work as a team in order to score goals.</li> <li>• Receive and pass a ball accurately.</li> <li>• Use both hands and feet in order to control a ball.</li> </ul> <p><u>Key vocabulary / concept</u>  <b>Opponent, teammate, score, tactic, attack, defend</b></p>	<ul style="list-style-type: none"> <li>▪ To develop tactics in a game to outwit the opponent.</li> <li>▪ To send and receive a ball in an invasion game and develop the skill of intercepting.</li> <li>▪ Consider tactics in an invasion game and how to change them if they are not effective.</li> <li>▪ To evaluate their own and others success.</li> <li>▪ To play “three touch ball”.</li> </ul> <p>‘Run the Loop Rounders’ Core task.</p> <p><u>Key Vocabulary / Concept</u>  <b>Understand the importance of fairness, respect, honesty and resilience.</b></p>	<ul style="list-style-type: none"> <li>▪ To apply basic principles suitable for attacking.</li> <li>▪ To travel with a ball with control in an invasion game and know when to pass.</li> <li>▪ To evaluate and recognise their own success.</li> <li>▪ Apply the principles taught in Core task “On the Attack”.</li> </ul> <p>‘Run the Loop Cricket’ Core task.</p> <p><u>Key Vocabulary / Concept</u>  <b>Understand the importance of fairness, respect, honesty and resilience.</b></p>	<ul style="list-style-type: none"> <li>▪ To vary, select and adapt tactics used in a game to improve performance and outcomes.</li> <li>▪ To begin leading /officiating games.</li> <li>▪ To evaluate tactics across invasion games for similarities.</li> <li>▪ To create an invasion game to solve a tactical problem.</li> </ul> <p><u>Key Vocabulary / Concept</u>  <b>Compete successfully in games showing fairness, respect, honesty and resilience.</b></p> <p><b>Reason why decisions and rules are fair or unfair.</b></p>	<ul style="list-style-type: none"> <li>▪ To undertake a leadership /officiating role.</li> <li>▪ To select and apply particular tactics in different invasion games.</li> <li>▪ To evaluate tactics across invasion games for similarities.</li> <li>▪ To develop the skills to play a rugby type game.</li> <li>▪ To explore creating a rugby league type game.</li> <li>▪ To create an invasion game to solve a tactical problem.</li> <li>▪ To explore adapting an invasion games to explore positions and attacking /defending options.</li> <li>▪ To choose and apply skills and tactics consistently in an invasion type competitive game.</li> <li>▪ To develop the ability to evaluate their teams work and suggest ways to improve it.</li> </ul> <p><u>Key Vocabulary / Concept</u>  <b>Compete successfully in games showing fairness, respect, honesty and resilience.</b></p>
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						Reason why decisions and rules are fair or unfair.
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<p><u>Dance</u></p> <p><u>KS1</u> perform dances using simple movement patterns</p> <p><u>KS2</u> Perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> <li>• Dance to link in with learning theme</li> <li>• Copy a dance pattern</li> <li>• Move to a beat</li> <li>• Link 2 dance movements together</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to perform all simple dance phrases depicting the idea and can perform expressive qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Combine sequences in order to retell a story, working collaboratively and creatively.</li> <li>• Sequence dance movements and patterns, which communicate ideas, using a range of dynamics with fluency and control.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and vary longer dance phrases using expression and conveying emotion.               <ul style="list-style-type: none"> <li>▪ Help develop movement ideas for others.</li> </ul> </li> <li>• Show good rhythm and style when performing more complex phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Children perform their part in a complex group dance clearly, fluently and with control with imagination and flair conveying the events in a story / poem.</li> <li>• Help others to refine and structure movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a longer and more complex movement sequence to convey emotion demonstrating smooth transitions between actions.</li> <li>• Compare, develop and adapt movement motifs to create longer dances. From observations of others, the child can describe constructively how to refine, improve and modify performance.</li> <li>• Refine own performance in response to others and self-analysis.</li> </ul> <p>‘Making the Grade’ unit.</p>
<p><u>Swimming</u></p> <p><u>Swim competently, confidently and proficiently over a distance</u></p>			<ul style="list-style-type: none"> <li>• Put face in water and blow bubbles.</li> <li>• Fully submerge under water.</li> <li>• Be able to swim 20metres across the pool without support. To swim 10metres front crawl and back stroke.</li> <li>• Perform safe self-rescue.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to swim 25 meters (any style), unsupported.</li> <li>• Display safe self-rescue and guide others to safety</li> </ul>		



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<p><b><u>of at least 25 metres</u></b></p> <p><b><u>Use a range of strokes effectively</u></b></p> <p><b><u>Perform safe self-rescue in different water-based situations.</u></b></p>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b><u>OAA</u></b></p> <p><b><u>KS2</u></b> <b><u>Take part in outdoor and adventurous activity challenges both individually and within a team</u></b></p>			<ul style="list-style-type: none"> <li>• Perform outdoor and adventurous activity both individually and in a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform outdoor and adventurous activity both individually and in a team.</li> <li>• Support team members to be resilient and complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform outdoor and adventurous activity both individually and in a team.</li> <li>• Support team members to be resilient and complete a task.</li> <li>• To begin leading activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform outdoor and adventurous activity both individually and in a team.</li> <li>• Support team members to be resilient and complete a task.</li> <li>To begin leading activities. Task 1.</li> </ul>

Throwing – Javelin - <https://www.youtube.com/watch?v=75RsN-O8Deo>

Shotput - <https://www.youtube.com/watch?v=VzpkwiXKV6E>