



Kingswood PE Skills Progression

Key stage 1 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 co-ordination, 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*

Key Stage 2 pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- *use running, jumping, throwing and catching in isolation and in combination*
- *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending*
- *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*
- *perform dances using a range of movement patterns*
- *take part in outdoor and adventurous activity challenges both individually and within a team*
- *compare their performances with previous ones and demonstrate improvement to achieve their personal best*

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Game understanding		Understand what it means to be on a team. Begins to understand rules in simple games. Participate in simple games.	Understand the importance of rules in games. Participate in small sided games. Recognise when a player has shown good skill in a game situation.	Children are familiar with basics rules of games. They begin to apply them in a range of situations. Children can recognise when they have been successful and what they need to improve on. Children identify and demonstrate positive sporting attitudes.		Children are able to show a good understanding of a variety of games. Children are able to assess their own performance and the performance of others to identify strengths and areas for development. Children demonstrate positive sporting attitudes	
Invasion games (Basketball, tag rugby, hockey, netball, tchoukball, bench ball, dodgeball, ultimate frisbee)		Beginning to perform a range of throws. Receive/catch a ball with basic control. Dribble a ball with some control in open spaces. Beginning to develop hand-eye coordination.	Confident to send the ball to others in a range of ways. Confident to receive/catch a ball. Dribble a ball with some control in smaller spaces. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Develop and use simple tactics. Beginning to develop an	Move with a ball towards goal with an increasing control. Understand their role as an attacker and as a defender. Move into space to help support a team. Defend against an opponent.	Pass, receive and shoot the ball with increasing control. Work as part of a team to keep possession and score goals when attacking. Defend one on one and know when and how to win the ball. Use simple tactics to help a team score or gain possession.	Understand there are different skills for different situations and begin to use these. Move into space to help a team. Play in a range of positions and know how to contribute when attacking and defending. Pass, receive and shoot with some control under pressure.	Pass, receive and shoot with increasing control under pressure. Select the appropriate action for the situation. Create and use a variety of tactics to help a team. Select and apply different movement skills to lose a defender. Use marking, and /or interception to improve defending.

			understanding of attacking/ defending				
Net games <i>(tennis, volleyball, multi-skills)</i>	DM:30-50 Run skilfully. Run negotiating space successfully when playing racing and chasing games with other children. Adjust speed or direction to avoid obstacles. Can catch a large ball. ELG show preference for a dominant hand. Demonstrate increasing control over objects. <i>(pushing, patting, throwing, catching, kicking)</i> Demonstrate some control in large movements. EXC Show good control and	Hit a ball with a racquet to a partner or a target.	Hit a ball with a racquet with increased accuracy to a partner. Start to move in a space to hit a ball.	Return a ball to a partner. Use basic racquet skills. Play a range of basic shots. Move quickly around the court using a variety of movement patterns.	To play a continuous game. Use a range of basic racquet skills and variety of shots in different areas of the court. Demonstrate good footwork on the court. Return to the ready position to defend my own court.	Select and apply preferred skills/shots with increasing consistency. Understand the need for tactics and make decisions about when best to use them. Play cooperatively with a partner. Demonstrate good footwork to cover a court space in a game situation.	Use a wider range of skills/shots in game situations. Play cooperatively with a partner / in a team. Demonstrate good decision making when making shots within a game. Identify and use a variety of tactics.

	co-ordination in large and small movements.						
Striking and fielding games (Cricket, rounders, tri golf)				Use overarm and underarm throwing and catching skills. Begin to strike a bowled ball without or after a bounce. Bowl/throw a ball towards a target. Use different equipment to strike a stationary ball. Develop an understanding of tactics and begin to use them in game situations.	Use overarm and underarm throwing, and catching skills with increasing accuracy. Strike a bowled ball after a bounce. Bowl/throw a ball with some accuracy, and consistency. Use different equipment to strike a stationary ball towards a target. Choose and use simple tactics for different situations.	Use an overarm bowling action with accuracy. To sometimes strike a bowled ball. Begin to develop a wider range of skills and use these under some pressure. Use different equipment to strike a stationary ball accurately towards a target. Use tactics effectively in a competitive situation.	Use an overarm bowling action with accuracy. Strike a bowled ball with increasing consistency. Use some tactics in the game as a batter, bowler and fielder. Use different equipment to strike a stationary ball accurately towards a target over a course. Select the appropriate action for the situation.
Key vocabulary Games		Dribble Control Shoot Pass Hit Score Catch Strike Space Team Direction Space		Possession Make-space Pass Send Receive Travel Rules Tactics Attacking/ers Defending/ers Batting Fielding Hitting Overarm Underarm		As Y3/4 Support Marking Team-play Intercept Bowler Offside Forehand/backhand	
Athletics (Indoor and	DM:30-50 Run skilfully.	Can run at different	Can change speed and	Run at fast, medium and	Demonstrate the difference	Choose the best pace for a	Select and apply the best

outdoor)	Run negotiating space successfully. Adjust speed or direction to avoid obstacles. DM 40-60+ Demonstrate increasing control over objects. (<i>pushing, patting, throwing, catching, kicking</i>) ELG Show good control and co-ordination in large and small movements.	speeds. Can jump from a standing position. Performs a variety of throws with basic control.	direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination.	slow speeds. Use different take off and landings when jumping. Develop jumping for distance and height. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing my action for accuracy and distance. Record my distances, numbers and times.	between sprinting and running over varying distances. Demonstrate different throwing techniques. Jump for distance and height with control and balance. Throw with some accuracy and power into a target area. Record my distances, numbers and times in order to help evaluate performance.	running event. Perform a range of jumps showing some technique. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different athletic activities. Lead a partner through short warm-up routines. Record my distances, numbers and times in order to help evaluate performance.	pace for a running event. Exchange a baton with success. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Lead a small group/class through a short warm-up routine. Record my distances, numbers and times in order to help evaluate performance.
Dance	DM:30-50 Move freely and with pleasure and confidence in range of different ways (<i>slithering, shuffling,</i>	Copy and explore basic movements and body patterns.	Copy and explore basic movements with clear control.	Create dance phrases that communicate ideas. Create dance phrases	Respond imaginatively to a range of stimuli. Use simple	Adapt and refine actions, ****dynamics and relationships in	Work creatively and imaginatively individually, with a partner

	<i>rolling, crawling, walking, running, jumping, skipping, sliding, hopping)</i> DM 40-60+ Experiment with different ways of moving. Show good control and co-ordination in large and small movements. Begin to build a repertoire of dances. ELG Dance and experiment with ways of changing them. Move confidently in a range of ways. EXC Skip in time to music. Copy basic movements and body patterns. Join different movements together. Copy a simple dance pattern.	Remember simple movements and dance steps. Link movements to sounds and music. Respond to range of stimuli.	Vary levels and speed in sequence. Can vary the size of their body shapes. Add change of direction to a sequence. Use space well and negotiates space clearly. Responds imaginatively to stimuli.	with a partner and in a small group using canon* and unison**.	motifs*** and movement patterns to structure dance phrases	a dance. Perform different styles of dance clearly and fluently.	and in a group to choreograph motifs and structure simple dances.
Key vocabulary Dance		Move Stillness Copy Direction Space Body parts Speed Slowly Quickly High Low Shape Travel	As Y1/2 Repetition Sequence Canon Unison Pattern		As Y3/4 Technique Pattern Rhythm Variation Unison Canon Mirror Dynamics Motif		
Gymnastics	DM:30-50 Mount steps or climbing equipment using alternate feet. Walk downstairs, two feet to each step while	Copy and explore basic movements with some control and coordination.	Explore and create different pathways and patterns. Use equipment in a variety of	Use a greater number of their own ideas for movements in response to a	Safely perform balances individually and with a partner. Plan and	Create and perform sequences using apparatus, individually and with a partner.	Combine and perform gymnastic actions, shapes and balances with

	carrying a small object. Can stand momentarily on one foot when shown. DM 40-60+ Experiment with different ways of moving. Jump off an object and land appropriately. Travel with confidence and skill around, under, over and through balancing and climbing equipment. ELG Show good control and co-ordination in large and small movements. Move confidently in a range of ways. EXC Hop confidently. Begin to balance and travel at different levels. Roll in different ways. Perform rolls.	Can perform different body shapes. Perform at different levels. Can perform a 2 footed jump. Can use equipment safely. Balance with some control. Can link 2-3 simple movements.	ways to create a sequence. Link movements together to create a sequence.	task. Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. Move in unison with a partner. Choose actions that flow well into one another. Adapt sequences to suit different types of apparatus.	perform sequences with a partner that include a change of level and shape. Understand how body tension can improve the control and quality of their movements. Watch, describe and suggest possible improvements to a performance.	Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.	control and fluency. Create and perform sequences using compositional devices to improve the quality. Suggest changes and use feedback to improve a sequence.
Key vocabulary Gym		Forwards Backwards Sideways Crawl Roll Slowly Quickly Body parts Shape Jump Move Stretch Wide Narrow Tall High Low Travel		As Y1/2 Stretch Push Pull Step Spring Control Sequence Tension Still Long Forwards Roll Copy Land Balance Unison Turn Shape Landing		As Y3/4 Symmetrical/Asymmetrical Rotation Take-off Flight Performance/evaluation	
Outdoor Adventurous Activity					Accurately follow and give instructions. Work effectively with a partner and a small group.	Work effectively with a partner and a group. Use critical thinking to form ideas. Pool ideas within a group, selecting and applying the best method to solve a problem. Reflect on when and how they are successful at solving challenges,	

					Plan and apply strategies to solve problems.	and adapt methods in order to improve.
Swimming						To be able to swim 25m+ in a range of strokes Develop kicking, arm pull and breathing techniques to improve buoyancy and stroke efficiency. Children will be taught about water safety and self-rescue.
Health and fitness	DM:30-50 Observe the effects of activity on their bodies DM:40-60+ Shows some understanding that good practices with regard to exercise can contribute to good health ELG Know the importance of exercise and can talk about ways to keep healthy	Describe how the body feels before, during and after an activity. Show how to exercise safely.	Show how to exercise safely. Describe how the body feels during different activities. Explain what the body needs to keep healthy.	Explain why it is important to warm-up and cool-down. Identify some muscle groups Explain why warming up is important. Explain why keeping fit is good for children’s health. Explain what effect exercise has on the human body.	Explain some important safety principles when preparing for exercise. Explain why exercise is important. Choose appropriate warm ups and cool downs. Explain how the body reacts to different kinds of exercise. Explain why we need regular and safe exercise.	

*canon- perform the same phrase one after the other/performed at different times

**unison- groups of two or more performing the same movement at the same time

*** motif- perform a simple movement pattern (perhaps 3 movements or a phrase) which is composed and performed and usually repeated and developed

**** dynamics- are how the body is moving and this relates to speed, energy and flow of movement.