



Westhouses Primary School – Physical Education Progression of Skills



The document below has been designed to show how we will cover all of the relevant PE knowledge and skills across our school. We follow the skills outlined within Rising Stars 'Champions' scheme of work, although the context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.

Teaching will be via a mixture of Class Teacher led sessions and sessions taught by and/or in conjunction with Sport Coaches.

Progression of Skills:

	Gymnastics	Dance	Swimming	Ball Skills – Invasion Games	Throwing and Catching – Fielding Games	Net and Wall Games	Athletics	Fitness and Personal Health
Year R	• To explore movement actions. • To explore travelling on different surfaces. • To explore movement Actions. • To choose and use simple compositional ideas by creating sequences. • To link combinations of movements and shapes with control.	• To explore changes in direction. • To explore travelling moves that change direction and level. • To use a variety of moves. • To explore basic body patterns and Movements. • To use a variety of moves. • To link together dance moves with gestures. • To explore taking off from different positions. • To complete an	N/A	• To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with	• To practise basic sending and receiving. • To use throwing and catching skills in a basic activities. • To develop accuracy of throwing and consistent catching. • To strike with a racket or bat.	• To become familiar with balls and various rackets and use them in a safe way. • To become aware of the space around them when using equipment.	• To recognise varying speeds when running. • To explore arm and leg mobility.	To recognise how their body feels when still and when exercising To recognise and describe how different dance make them feel To describe ways to be active physically. Talk about some examples of ways to be healthy.

		obstacle course with increasing control.		control and fluency. • To practise ABC (agility, balance and coordination).				
Year 1	• To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control.	• To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. • To practise taking off from different positions. • To complete an obstacle course with control and	N/A	• To master basic sending and receiving as well as developing balance agility and co-ordination. • To make use of coordination, accuracy and weight transfer. • To develop receiving skills. • To use ball skills in gamebased activities.	• To learn skills for striking and fielding games. • To practise basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game.	• To become familiar with balls and various rackets. • To practice simple motions using a racket and ball. • To be able to return a shot accurately.	• To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running.	To recognise how their body feels when still and when exercising To lift, move and place equipment safely To recognise and describe how different dance make them feel To understand the importance of warming up and cooling down. That being active is good for them and fun.

		agility.						
Year 2	• To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using The floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. • To explore ways of travelling around on large apparatus. • To choose and use a variety of gymnastic actions to make a sequence.	• To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and Improve timing. • To work to music, creating movements that show rhythm and control.	N/A	• To use hand-eye coordination to control a ball. • To catch a variety of objects. • To vary types of throw. • To kick and move with a ball. • To develop catching and dribbling skills. • To use ball skills in a mini festival.	• To learn skills for playing striking and fielding games. • To position the body to strike a ball. • To develop catching skills. • To throw a ball for distance. • To practise throwing skills in a circuit. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game.	• To become familiar with balls and various rackets. • To accurately serve the ball. • To build up a rally. • To be able to return a shot accurately.	• To run with agility and confidence. • To learn the best Jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle and maintain effective Running style. • To run for distance. • To complete an obstacle course with control and agility.	To recognise how their body feels when still and when exercising To recognise and describe what their bodies feel like during different types of activity To lift, move and place equipment safely To recognise and describe how different dance make them feel To understand the importance of warming up and cooling down and suggest some ways to do this. That being active is good for them and fun.
Year 3	• To explore jumping techniques and link them with other gymnastic actions. • To explore jumping techniques and to link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task.	• To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of	To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on	• To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform a range of catching and gathering Skills with control.	• To consolidate and develop a range of skills in striking and fielding. • To develop and Investigate different ways of throwing and to know when it is appropriate to use them.	• To become familiar with balls and short tennis rackets. • To get the ball into play. • To accurately serve underarm. • To build up a rally. • To build a rally, focusing on accuracy of strokes.	To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton.	Recognise and describe the short term effects of exercise on the body during different activities Know the importance of suppleness and strength Describe how the body reacts during different types of activity and how this

	• To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.	dance to create a story in small groups. • To develop precision of movement. • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence.	front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water.	• To master the basic catching technique. • To catch with increasing control and accuracy. • To master the basic throwing technique. • To throw and hit a ball in different ways (e.g. high, low, fast or slow). • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. To choose and use simple tactics to suit different situations. • To react to situations in ways that make it difficult for opponents to win.	• To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for catching a Ball and use it in a game. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct batting technique and use It in a game situation. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for fielding and Use it in a game situation. • To consolidate the throwing, catching and Batting skills already learned. • To strike the ball for distance.	• To play a variety of shots in a game situation and to explore when different shots should be played.	• To choose and understand appropriate running techniques. • To compete in a mini competition, Recording scores.	affects the way they perform To keep up activity over a period of time and know they need to warm up and cool down To know and describe what you need to do to warm up and cool down
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					• To know how to play a striking and fielding game competitively and fairly.			
Year 4	• To identify and practise body shapes. • To identify and Practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.	• To identify and practise the patterns and actions of chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance that reflects the chosen dancing style. • To create partnered dances that reflect the dancing style and apply the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work.	Continuation from Y3.	• To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. • To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. • To play in a mini competition.	• To develop and Investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well. - To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye coordination to strike a moving and a stationary ball. • To develop fielding skills and understand their importance when playing a game. - To play in a competitive situation, and to	• To identify and apply techniques for hitting a tennis ball. • To develop the techniques for ground strokes and volleys. • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. • To use the scoring system and court for singles tennis. • To play a tennis game using an overhead serve and the correct selections of shots. • To understand and use doubles scoring in a tennis game.	• To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. - To utilise all the skills learned in this unit in a competitive situation.	How to improve stamina To recognise which activities help their speed, strength and stamina To recognise when speed, strength and stamina are important in games To recognise what skilful play looks like

					demonstrate sporting behaviour.			
Year 5	• To identify and practise body shapes and balances. • To identify and Practise symmetrical and asymmetrical body shapes. : • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.	• To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance. • To create group dances that reflect the dance style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work.	Pupils who require additional tuition will continue in UKS2.	• To demonstrate basic passing and receiving skills using a netball. • To develop an understanding and knowledge of the basic footwork rule of netball. • To use good hand/eye co-ordination to pass and receive a ball successfully. • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of 'getting free' in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand	• To develop skills in batting and fielding. • To choose fielding techniques. • To run between the wickets. • To run, throw and catch. • To develop a safe and effective overarm throw. • To learn batting control. • To use all the skills learned by playing in a mini tournament.	• To adapt already taught skills to the concept of badminton. • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game.	- To use correct technique to run at speed. • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation.	- Understand why warming up and cooling down are important for good quality performance - Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves - Carry out warm ups and cool downs safely and effectively - To demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play - To understand the need to prepare properly for games - To know, measure and describe the short-term effects of exercise on the body.

				how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a netball team (five-a-side). • To recognise which positions are attacking and which are defending.				
Year 6	• To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.	• To identify and practise the patterns and actions in a street dance/ classical style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a street dance/ classical style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using	Pupils who require additional tuition will continue in UKS2.	• To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and coordination. • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini tag rugby competition.	• To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team.	• Recognise the Difference between the low serve and the high serve. • To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. • To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why.	• To investigate running styles and changes of speed. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore Different footwork patterns. • To understand which technique is most effective when jumping for distance.	Understand why warming up and cooling down are important for good quality performance and suggest ways to prepare for the activity ahead. Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves – including activity and healthy diet. Carry out warm ups and cool downs safely and effectively, selecting static and dynamic movements appropriately. To demonstrate that they understand the principles of warming up by

		any street dance moves. • To perform and analyse own and others' performance.				• To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.	• To utilise all the skills learned in this unit in a competitive situation.	choosing appropriate activities for the games they are going to play To understand the need to prepare properly for games by selecting, preparing and putting away equipment safely. To know, measure and describe the short-term effects of exercise on the body.
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