

Loxdale Primary School Skills Progression

Subject Area: Physical Education



National Curriculum Objectives.

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 Two

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 action and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should also develop an understanding of how to improve in different physical activities and sport and evaluate performance.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and combination.
- Play competitive games, modified where appropriate, e.g. 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 e.g. through athletic and gymnastics.
- Take part in outdoor adventures activity challenge both individually and with a team.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

KS2 continue to develop the knowledge and understanding of a range of different games and rules through invasion games, striking games, net and wall, gymnastic and dance. They also start to learn more on their body and technique to get the best performance. They will also start to understand on how to not only evaluate other pupil's performances but also their own. They will also learn to compete in games in a respectful manner.

Swimming and Water Safety

Year 3: All school must provide swimming either in KS1 or KS2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 minutes
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

	Invasion games	Dance	Gymnastics	Net and Wall Games + Striking and Fielding	Athletics
Year one and two	<p>Pupils will be given the opportunity to:</p> <p>Practise in isolation the skills associated with simple games for example: jumping, throwing, catching, agility and balance.</p> <p>These will be applied to modified small sided versions of the sports that will be played in KS2 such as, football, basketball, tag rugby and hockey.</p> <p>Children will begin to play co-operatively in the modified versions of the sports above. Allowing them to begin develop the Commando Joe characteristics in a PE setting.</p>	<p><u>Compose</u></p> <p>Children will be given the opportunity to:</p> <p>Copy some moves.</p> <p>Develop control of movement using: Actions (WHAT) - travel, stretch, twist, turn, jump.</p> <p>Space (WHERE) - forwards, backwards, sideways, high, low, safely showing an awareness of others.</p> <p>Relationships (WHO) - on own and with a partner by teaching each other 2 movements to create a dance with 4 actions.</p> <p>Dynamics (HOW) - slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance.</p> <p><u>Perform</u></p> <p>Move spontaneously showing some control and co-ordination.</p> <p>Move with confidence when walking, hopping, jumping and landing.</p> <p>Move with rhythm in the above actions.</p> <p>Demonstrate good balance.</p> <p>Move in time with music.</p> <p>Co-ordinate arm and leg actions (e.g. march and clap).</p>	<p><u>Sequence</u></p> <p>Pupils will be given the opportunity to:</p> <p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p><u>Balance</u></p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet - front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p><u>Traveling</u></p>	<p>Pupils will be given the opportunity to:</p> <p>Practice in isolation the skills associated with net/wall and striking/fielding games. For example: running, throwing/catching, agility, balance and co-ordination.</p> <p>These will be applied to modified versions of the sports that will be played in LKS2 and UKS2 such as tennis, badminton, cricket and rounders.</p> <p>Children will be given the opportunity to work co-operatively in modified versions of tennis, badminton, cricket and rounders. Children will begin to develop the Commando Joe characteristics in a PE setting.</p>	<p><u>Running</u></p> <p>Pupils will be given the opportunity to:</p> <p>Run for 1 minute.</p> <p>Show differences in running at speed and jogging.</p> <p>Use different techniques to meet challenges.</p> <p>Describe different ways of running.</p> <p><u>Jumping</u></p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot).</p> <p>Perform combinations of the above.</p> <p>Show control at take-off and landing.</p> <p>Describe different ways of jumping.</p> <p>Explain what is successful or how to improve.</p> <p><u>Throwing</u></p> <p>Throw into targets.</p> <p>Perform a range of throwing actions e.g. rolling, underarm, and overarm.</p> <p>Describe different ways of throwing.</p> <p>Explain what is successful or how to improve.</p>

		<p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting).</p> <p><u>Appreciate</u></p> <p>Respond to own work and that of others when exploring ideas, feelings and preferences.</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy.</p>	<p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p><u>Jumping</u></p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p> <p><u>Rolls</u></p> <p>Begin to explore control in different rolls</p> <p>Pencil roll - from back to front keeping body and limbs in straight shape</p> <p>Egg roll - lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</p> <p>Dish roll - with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</p>		
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Pupils will be given the opportunity to:

Practise skills in isolation and combination. For example: linking running and jumping in football in order to head the ball.

Work well as a team in competitive games.

Apply basic principles of attacking and defending, teaching children to think about tactical awareness.

Develop an understanding of fair play (respect team-mates and opponents). Develop a greater awareness of the Commando Joe characteristics and how these can help us to become better sports people. **Children will begin to assess themselves against the Commando Joe self-assessment criteria.**

Compose

Copy some moves.

Develop control of movement using: Actions (WHAT) - travel, stretch, twist, turn, jump.

Space (WHERE) - forwards, backwards, sideways, high, low, safely showing an awareness of others.

Relationships (WHO) - on own and with a partner by teaching each other 2 movements to create a dance with 4 actions.

Dynamics (HOW) - slowly, quickly, with appropriate expression.

Use own ideas to sequence dance Sequence and remember a short dance.

Perform

Move spontaneously showing some control and co-ordination.

Move with confidence when walking, hopping, jumping, and landing.

Move with rhythm in the above actions.

Demonstrate good balance.

Move in time with music Co-ordinate arm and leg actions (e.g. march and clap).

Interact with a partner (e.g. holding hands, swapping places, meeting and parting).

Sequence

Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling

Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.

Balance

Explore and develop use of upper body strength taking weight on hands and feet - front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes

Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand

Balance on floor and apparatus exploring which body parts are the safest to use

Explore balancing with a partner: facing, beside, behind and on different levels

Move in and out of balance fluently

Travel

Use a variety of rolling actions to travel on the floor and along apparatus.

Pupils will be given the opportunity to:

Practice skills in isolation and combination. For example: linking running and throwing in cricket and rounders or jumping and striking in tennis.

Work well as a team in competitive games.

Developing an understanding of how to direct the travelling object and how this can be used to make tactical decisions.

Develop an understanding of fair play (respect team-mates and opponents). Develop a greater awareness of the Commando Joe characteristics and how these can help us to become better sports people.

Running

Run smoothly at different speeds.

Choose different styles of running of different distances.

Pace and sustain their effort over longer distances.

Watch and describe specific aspects of running (e.g. what arms and legs are doing).

Recognise and record how the body works in different types of challenges over different distances.

Carry out stretching and warm-up safely.

Set realistic targets of times to achieve over a short and longer distance (with guidance).

Jumping

Perform combinations of jumps e.g. hop, step, jump showing control and consistency.

Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing.

Set realistic targets when jumping for distance for or height (with guidance).

Throwing

Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus).

		<p><u>Appreciate</u></p> <p>Respond to own work and that of others when exploring ideas, feelings and preferences.</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy.</p>	<p>Travel with a partner; move away from and together on the floor and on apparatus.</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> <p><u>Jumping</u></p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing.</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p> <p><u>Rolls</u></p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll.</p> <p>Begin the backward roll</p>		<p>Throw with greater control.</p> <p>Consistently hit a target with a range of implements.</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing).</p> <p>Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance).</p>
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<p>Year five and six</p>	<p>Children will be given the opportunity to:</p> <p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use tactics when attacking or defending and be given the opportunity to assess the effectiveness of their tactical decision.</p> <p>Apply rules of fair play to competitive games and be given the opportunity to manage and officiate competitive sports.</p> <p>Children will now be consistently displaying Commando Joe characteristics during PE lessons and fully understand the importance of doing so. The opportunity to reflect on the use of the characteristics will be provided through the use of the Commando Joe colour system. Children to reflect on what they could do to improve in future lessons.</p>	<p>Interaction with small group e.g. working in cannon and in unison during a dance as well as solo.</p> <p>Compose</p> <p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music</p> <p>Performance</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p>	<p>Sequencing</p> <p>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</p> <p>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>Balance</p> <p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place Explore symmetrical and asymmetrical balances on own and with a partner.</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from.)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p>	<p>Children will be given the opportunity to:</p> <p>Develop techniques of a variety of skills to maximise competitive effectiveness. Example: placing a shot as far away from your opponent as possible.</p> <p>Use the skills e.g. of throwing and catching to gain points in competitive games and to think tactically in the moment. Example: Do I throw to post 1, 2 or the bowler?</p> <p>Apply rules of fair play to competitive games and be given the opportunity to manage and officiate competitive sports.</p> <p>Children will now be consistently displaying Commando Joe characteristics during PE lessons and fully understand the importance of doing so. The opportunity to reflect on the use of the characteristics will be provided through the use of the Commando Joe colour system. Children to reflect on what they could do to improve in future lessons.</p>	<p>Running</p> <p>Sustain pace over longer distance - 2 minutes.</p> <p>Perform relay change-overs.</p> <p>Identify the main strengths of a performance of self and others.</p> <p>Identify parts of the performance that need to be improved.</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances.</p> <p>Explain how warming up affects performance.</p> <p>Explain why athletics can help stamina and strength.</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance.</p> <p>Jumping</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing.</p> <p>Set realistic targets for self, when jumping for distance or height.</p> <p>Throwing</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements.</p>
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		<p>Demonstrate a wide range of dance actions - travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities - speed, energy, continuity, rhythm</p> <p>Demonstrate use of space - levels, directions, pathways, size and body shape</p> <p>Demonstrate different relationships - mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>Appreciation</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>Understand and use dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and evaluate their own and others' work</p>	<p>Begin to take more weight on hands when progressing bunny hop into hand stand.</p> <p>Travel</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor.</p> <p>Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner.</p> <p>Jump</p> <p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p> <p>Rolls</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>		<p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others.</p>
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