Albrighton Primary School

Physical Education Skills Progression

	Foundation Stage	Key Stage 1: Year 1/2	Lower Key Stage 2: Year 3/4	Upper Key Stage 2: Year 5/6
Health	• Describe how the body feels when still and when exercising	• Describe how the body feels when still and when exercising • Carry and place equipment safely	• Recognise and describe the effects of exercise on the body • Know the importance of strength and flexibility for physical activity • Explain why it is important to warm up and cool down	• Understand the importance of warming up and cooling down • Explain some safety principles when preparing for and during exercise • Understand why exercise is good for health, fitness and wellbeing • Know ways they can become healthier
Multi-skills	• Develop basic movements including running, jumping, throwing and catching	• Master basic movements including running, jumping, throwing and catching • Develop balance, agility and co-ordination • Apply known skills to a range of activities	• Use running, jumping, throwing and catching in isolation and in combination • Travel in a range of ways with balance, co-ordination and agility • Perform simple jumping actions with control	• Combine performance skills with control, adapting to the needs of the scenario • Identify aspects of performances and offer advice on how to improve • Use attacking and defending skills appropriately in games.

Games	• Negotiate spaces appropriately when playing simple chasing games within crashing into objects or people • Show increasing control over an object by pushing, kicking, throwing or shoving it	• Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics for attacking and defending • Lead others when appropriate.	• Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with teammates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
Dance	• Experiment with different ways of moving • Copy simple movements • Link simple movements into a short dance	• Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. • Perform simple movement patterns in a dance	• Plan and perform sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	• Plan and perform sequences which have been repeated and refined over time • Use the whole body to reflect emotion and stories through dance • Change speed, height, attack and sound within a performance, with consideration of the audience • Develop control and balance of independent movement and within a group • Use rhythm within music to perform group dances in time • Develop suppleness by using a range of stretches

Gymnastics	• Experiment with different ways of moving • Jump off a low object (like a bench) and land appropriately • Travel with confidence under and over equipment	• Develop balance skills on one and two feet • Improve agility and coordination of whole-body movements • Move in a range of ways across a distance, including all four limbs • Jump and roll in a range of ways	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways by transferring weight to generate power in movements. • Swing and hang from equipment safely (using hands).	• Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing from equipment safely and travel by hands (such as along monkey bars)
Swimming Year 2, 3, 4, 5, 6		• Water safety (PSHE) • Confidence • Floating • Basic swimming skills	• Water safety (PSHE) • Swim towards 25 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.	• Water safety (PSHE) • Swim up to 25 metres unaided. • Use breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
Athletics	• Begin to master the movements of running for speed • Gain control over an object by throwing it at a target	• Master basic movements including running up to 50meters • Develop skills of throwing to throw a soft ball for a longer distance • Begin to throw to another person or at a target with increasing accuracy	• Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.	• Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement

Outdoor and adventurous activities		• Understand the personal equipment or clothing needed for outdoor and adventurous activities. • Participant in cooperative physical activities in a range of increasingly challenging situations • Begin to develop resilience when plans do not work and start to try new ways of working, some suggested by themselves	• Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	• Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.