



Great Waltham Primary School – Progression of Skills in PE

The children in each year group will be taught the following skills and principles:

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HEALTH AND FITNESS						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	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.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
COMPETE / PERFORM						
Control their body when performing a sequence of movements. Participate in simple games / activities and begin to count.	Begin to perform learnt skills with some control. Engage in competitive activities and team games, dances with a scoring system.	Perform learnt skills with increasing control. Compete against self and others in a variety of disciplines with a scoring system.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner, including recording individual and team scores.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities with targets and scores.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. To use targets and scores to enhance performance.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. To use targets and scores to enhance performance.

EVALUATE

<p>Talk about what they have done. Talk about what others have done.</p>	<p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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ATHLETICS - RUNNING

<p>Run in different ways for a variety of purposes.</p>	<p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p>
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					importance for runners.	Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
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ATHLETICS - JUMPING

Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
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ATHLETICS - THROWING

Roll equipment in different ways.	Throw underarm and overarm.	Throw different types of equipment in	Throw with greater control and accuracy.	Perform a pull throw.	Perform a fling throw.	Perform a heave throw.
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Throw underarm. Throw an object at a target.	Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
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GAMES - STRIKING AND HITTING A BALL

Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
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GAMES - THROWING AND CATCHING A BALL

Roll equipment in different ways. Throw underarm. Throw an object at a target.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game.	Throw different types of equipment in different ways, for accuracy and distance.	Throw and catch with greater control and accuracy. Practise the correct technique for	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
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Catch equipment using two hands.	Practise accurate throwing and consistent catching.	Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.			
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GAMES - TRAVELLING WITH A BALL

Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
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GAMES - PASSING A BALL

Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
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GAMES - POSSESSION

			Know how to keep and win back	Occasionally contribute towards	Keep and win back possession of the ball	Keep and win back possession of the ball effectively and in a
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			possession of the ball in a team game.	helping their team to keep and win back possession of the ball in a team game.	effectively in a team game.	variety of ways in a team game.
GAMES - USING SPACE						
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
GAMES - ATTACKING AND DEFENDING						
Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
GAMES - TACTICS AND RULES						
Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging	Understand the importance of rules in games. Use at least one technique to attack or	Apply and follow rules fairly. Understand and begin to apply the basic	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game.	Follow and create complicated rules to play a game successfully.

	to get past a defender. Use simple defensive skills such as marking a player or defending a space.	defend to play a game successfully.	principles of invasion games. Know how to play a striking and fielding game fairly.		Devise and adapt rules to create their own game.	Communicate plans to others during a game. Lead others during a game.
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DANCE SKILLS

Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence.	Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and
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				comparing and improving work.	Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
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GYMNASTICS (GENERAL) - ACQUIRING AND DEVELOPING SKILLS

<p>Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches.</p>	<p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely.</p>	<p>Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways.</p>	<p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques</p>
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	Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Move with increasing control and care.	Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.
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GYMNASTICS - ROLLS

Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
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GYMNASTICS - JUMPS

Straight jump Tuck jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump
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			Straight jump half-turn Cat leap	Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
GYMNASTICS - VAULT – WITH SPRINGBOARD AND VAULT OR OTHER SUITABLE RAISED PLATFORM, E.G. GYMNASTICS TABLE						
	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
GYMNASTICS - HANDSTANDS, CARTWHEELS AND ROUND-OFFS						
Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
GYMNASTICS - TRAVELLING & LINKING ACTIONS						
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full turn Cat leap Cat leap half turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full turn Cat leap Cat leap half turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full turn Cat leap Cat leap half turn

				Pivot	Pivot	Cat leap full turn Pivot
GYMNASTICS - SHAPES AND BALANCES						
Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part- weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support

SWIMMING

KS2 National Curriculum Aims

All schools must provide swimming instruction either in key stage 1 or key stage 2.

At Great Waltham we offer swimming lessons for Y2 and top up lessons in Y6 where necessary (those not at expected standard)

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

AIM: SWIM COMPETENTLY, CONFIDENTLY AND PROFICIENTLY OVER A DISTANCE OF AT LEAST 25 METRES

To show basic pool safety skills and confidence in water.

To enter, exit, float and submerge in the water.

To push or glide on their front or on their back without support.

To control breathing underwater.

To travel in a horizontal or vertical position using a float.

To balance, link activities and travel further using strokes.

To be able to do a continuous swim of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids.

The stroke, or strokes, are as strong at the end of the swim as at the start, and that the swim is completed without undue stress.

The stroke or strokes are recognisable to an informed onlooker.

AIM: USE A RANGE OF STROKES EFFECTIVELY

To balance, link activities and travel further using strokes.

To control my breathing underwater.

To use a range of strokes effectively over a distance of at least 25m.

To use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success.

To experience simultaneous and alternating strokes, on their front and back, and be able to adapt them for a range of purposes and intended outcomes.

Swimming strokes do not have to be perfect, the emphasis should be on effectively achieving the required aim rather than precise hand or feet movements.

AIM: PERFORM SAFE SELF-RESCUE IN DIFFERENT WATER-BASED SITUATIONS

To show basic safety skills and confidence in water.

To enter, exit, float and submerge in the water.

To tread water.

To perform safe self-rescue in different water-based situations.

To know the dangers of water and understand how to act responsibly when playing in or near different water environments.

This includes understanding and adhering to national and local water safety advice, being able to use appropriate survival and self-rescue skills if they unintentionally fall in or get into difficulty in the water, and knowing what to do if others get into trouble.