

## Oakdene Primary School's Physical Education Progression of skills

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Gymnastic Movements / Gymnastics</b>	<ul style="list-style-type: none"> <li>Investigate movement and stillness.</li> <li>Explore how to find and use space safely; changing their movements to avoid other children.</li> <li>Copy or create, remember and repeat short movement phrases.</li> <li>Use skills individually, in combination and in sequence; aiming to show control and precision.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple sequences of actions on the floor; a roll, jump and a shape.</li> <li>Transfer what they learn from floor to apparatus.</li> <li>Use skills and abilities individually, in combination and in sequence, demonstrating control and coordination</li> <li>Describe others' sequences using actions and words.</li> </ul>	<ul style="list-style-type: none"> <li>Perform some gymnastic actions with control and accuracy.</li> <li>Repeat short sequences of movements that include 'unlike' actions; show contrast in shape and use of direction.</li> <li>Work safely on the floor and apparatus.</li> <li>Follow warm up activities carefully, recognising which parts of the body are working hardest.</li> </ul>	<ul style="list-style-type: none"> <li>Perform range of basic actions, balances and body shapes and use them to put together a short sequence.</li> <li>Remember and repeat short sequences with some changes in level, direction or speed.</li> <li>Describe similarities and differences in others' performances.</li> <li>Know why it is important to warm up.</li> <li>Carry out warm up exercises carefully.</li> </ul>	<ul style="list-style-type: none"> <li>With help, make up sequences that include contrasting actions, shapes and balances (with one dynamic movement).</li> <li>Create complex sequences including: level, direction and speed, body shapes and balances.</li> <li>Repeat sequences successfully.</li> <li>Practise and refine actions, shapes and balances.</li> <li>Give reasons for warming up.</li> <li>Follow others through a range of warm-up exercises and stretches.</li> </ul>	<ul style="list-style-type: none"> <li>Make up practise and refine sequences with a partner when preparing for performance.</li> <li>Choose actions, shapes and balances from memory</li> <li>Use knowledge of composition to make up a sequence which includes changes of direction, speed or level.</li> <li>Practise and refine actions, shapes and balances on their own.</li> <li>Talk confidently about why it is important to warm up.</li> <li>Prepare for exercise independently.</li> </ul>
<b>Basic Movements and Team Games / Competitive Games</b>	<ul style="list-style-type: none"> <li>Use a small range of underarm throwing and rolling skills accurately.</li> <li>Use collecting and receiving skills</li> <li>Show some awareness of space available and a basic awareness of others around the space.</li> <li>Play simple versions of games with a partner or passive opponent.</li> <li>Describe basic rules and the way to score.</li> <li>Recognise when their heart beats faster and they get out of breath.</li> </ul>	<ul style="list-style-type: none"> <li>Perform basic skills of rolling, striking and kicking with more confidence.</li> <li>Work to make simple choices in target games.</li> <li>Catch and throw in games when they are standing still.</li> <li>Play a small part in games and activities in small groups.</li> <li>Show awareness of opponents and team mates when playing games.</li> </ul>	<ul style="list-style-type: none"> <li>Throw and catch with control under limited pressure.</li> <li>Throw and catch with control to keep possession and score 'goals'.</li> <li>Make decisions that are effective when they have the ball (whilst taking time to make them).</li> <li>Find space when they have not got the ball.</li> <li>Follow a simple warm-up routine.</li> </ul>	<ul style="list-style-type: none"> <li>Play games at slower pace, using catching and throwing techniques.</li> <li>Play games with less consistency and control. Use kicking and striking techniques</li> <li>Use basic tactics for attacking</li> <li>Recognise similarities between invasion games</li> <li>Recognise that games make them use their muscles.</li> <li>Know why it is important to warm up.</li> </ul>	<ul style="list-style-type: none"> <li>Use a small range of sending, receiving and travelling techniques in games with various control.</li> <li>Pass, dribble and shoot with control in games.</li> <li>Know what their team needs to do to take the ball towards the opposition's goal.</li> <li>Follow others in warm-up activities, knowing why it is important to warm-up.</li> </ul>	<ul style="list-style-type: none"> <li>Use a limited number of skills in attack and defence; pass, control, dribble and shoot the ball with some accuracy under pressure.</li> <li>Use tactics in attack</li> <li>Play in positions as part of a team.</li> <li>Use defending ideas in play.</li> <li>Suggest some ideas for warm-up routines</li> </ul>

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<i>Dance</i>	<ul style="list-style-type: none"> <li>Explore basic body actions.</li> <li>Begin to make single movements and combine movements using different body parts.</li> <li>Practise moving expressively.</li> <li>Try to choose movements that reflect the dance idea.</li> <li>Describe and recognise some body actions and some expressive and dynamic qualities of movement.</li> <li>With support, remember, repeat and link movements, phrases and dances.</li> <li>Recognise when they feel out of breath when dancing.</li> </ul>	<ul style="list-style-type: none"> <li>Perform basic body actions with increasing control and coordination.</li> <li>Respond to stimuli and musical accompaniment when given extra time.</li> <li>Choose movements with different qualities to make a dance phrase that expresses an idea, mood or feeling.</li> <li>Perform short dances, showing an understanding of expressive qualities.</li> <li>With help, describe their work.</li> <li>Show some understanding of why they warm up.</li> </ul>	<ul style="list-style-type: none"> <li>Perform movements with control, demonstrating basic skills.</li> <li>Show an understanding of dynamic and expressive qualities when dancing.</li> <li>Contribute basic ideas to the structure of a dance, thinking about basic responses to a stimulus.</li> <li>Share and create dance phrases with a partner or a small group.</li> <li>Remember, repeat and perform these phrases in a dance.</li> <li>Show understanding of why they need to warm-up and cool down.</li> <li>Describe and interpret dance using simple words.</li> </ul>	<ul style="list-style-type: none"> <li>Copy and explore simple ideas</li> <li>Link and remember a limited amount of movement materials.</li> <li>Work with a group to refine and practise movement, ideas and phrases.</li> <li>Refine, repeat and remember dance phrases and dances.</li> <li>Perform dances clearly and fluently.</li> <li>Use simple motifs and movement patterns to structure dance phrases.</li> <li>Respond imaginatively to a range of stimuli related to character and narrative.</li> <li>Show an understanding of how to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform simple dances that attempt to focus on the style of dance.</li> <li>Take part in group dances</li> <li>Take part in discussions about the structure of the dance of final performance.</li> <li>Compose motifs and plan dances creatively and collaboratively in groups.</li> <li>Adapt and refine the way weight, space and rhythm are used in dances.</li> <li>Choose exercises to warm up and cool down.</li> <li>Recognise and comment on dances, showing an understanding of dance styles.</li> </ul>	<ul style="list-style-type: none"> <li>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</li> <li>Use a small range of movements and patterns in their dance.</li> <li>Express ideas clearly when composing and performing.</li> <li>Use specific activities to warm-up and cool down for dance.</li> <li>Begin to warm up and cool down independently.</li> <li>Talk about dance with understanding, using appropriate language and terminology.</li> </ul>
<i>Athletics</i>	<ul style="list-style-type: none"> <li>Demonstrate running, jumping and throwing skills in simple challenges.</li> <li>Understand difference between running and sprinting.</li> <li>Cooperate when working in small groups to meet challenges.</li> <li>Recognise different parts of a warm up.</li> <li>Recognise when their body is warmer or cooler and when their heart beats faster or slower.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between sprinting and running.</li> <li>Explore a range of throwing techniques; throwing with accuracy and power.</li> <li>Perform a range of jumps, showing technique and sometimes using a short run-up.</li> <li>Cooperate when working in small groups to meet challenges.</li> <li>Recognise different parts of a warm-up and join in.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand training for a specific purpose (carrying out sprints to increase leg speed)</li> <li>Demonstrate a range of throwing techniques (accuracy into a target).</li> <li>Perform a range of jumps, with techniques, sometimes demonstrating consistency,</li> <li>Relate different types of activity to different heart rates and body temperatures, using these in warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>Develop good basic running, jumping and throwing techniques.</li> <li>Work towards meeting challenges for distance and time, combining skills for running, jumping and throwing.</li> <li>Understand and demonstrate the difference between sprinting and running for sustained periods.</li> <li>Perform a range of jumps, with consistent technique (extending run-up and thinking about strides).</li> <li>Play different roles in small groups (designing and organising activities).</li> </ul>	<ul style="list-style-type: none"> <li>Choose the best pace for a running event, sustaining their running and improving a personal target.</li> <li>Demonstrate a range of throwing actions using modified equipment</li> <li>Demonstrate a range of simpler jumping skills in different activities.</li> <li>Identify activities that need more power, or more stamina.</li> <li>Take on different roles (recorder, judge, coach)</li> <li>Explain similarities between different throws and jumps.</li> </ul>	<ul style="list-style-type: none"> <li>Choose the best pace for a running event, sustaining their running.</li> <li>Show accuracy and good technique when throwing for distance.</li> <li>Show control at take-off in jumping activities.</li> <li>Understand how stamina and power help people to perform well in different athletic activities.</li> <li>Take on different roles (recorder, judge, coach)</li> </ul>

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<b>Outdoor and Adventurous Activity</b>	<ul style="list-style-type: none"> <li>Follow simple marked trails in familiar environments and with help, identify where they are on trails.</li> <li>Use simple plans and diagrams to help follow a short trail and go from one place to another.</li> <li>Help others to solve problems.</li> <li>Take an active part in the work</li> <li>Know the need to be careful supports being safe.</li> </ul>		<ul style="list-style-type: none"> <li>Complete simple tasks with support and guidance.</li> <li>Use maps and diagrams to orientate themselves and to travel around a simple course.</li> <li>Follow other people's plans and approaches and recognise alternative approaches when others suggest.</li> <li>Plan sensible responses to physical challenges or problems, talking and working with others in their group.</li> </ul>		<ul style="list-style-type: none"> <li>Solve some of the challenges and problems set in familiar environments.</li> <li>With help and guidance, work increasingly well in a group or in a team where roles and responsibilities are understood.</li> <li>Work cooperatively to put strategies and solutions into action.</li> <li>Follow instructions when preparing physically for challenges.</li> </ul>	
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>Recognise when they feel out of breath when dancing.</li> <li>Recognise and describe different athletic techniques.</li> <li>Describe what they did when following a trail or solving a problem during OAA activities.</li> </ul>	<ul style="list-style-type: none"> <li>Describe others' sequences using actions and words.</li> <li>Recognise that their body feels different when playing different games (with guidance).</li> <li>When watching others, focus on specific actions and begin to suggest ways they could improve their work.</li> <li>When watching others, comment on performance.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what others have done, using gymnastic language - providing help and commenting on quality of performance.</li> <li>Comment on successful passes and shots at goal.</li> <li>Suggest improvements to their own and others' dances.</li> <li>Compare and contrast performances in athletics using appropriate language.</li> <li>During OAA activities, identify and comment on parts of the work that were successful and respond to feedback on how to go about their work differently.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest improvements to their own performances.</li> <li>Recognise criteria that leads to improvement; changing a level.</li> <li>Describe the similarities and differences in the way others play games.</li> <li>Make simple statements about their own and others' work.</li> <li>During OAA activities, identify and comment on parts of the work that were successful and respond to feedback on how to go about their work differently.</li> </ul>	<ul style="list-style-type: none"> <li>Watch, compare and contrast others' performance based on basic criteria.</li> <li>Recognise some things that need to be improved in games and suggest ideas to make them better.</li> <li>Use simple words to talk about their own and other people's work</li> <li>Suggest ways to improve their own and others' work.</li> <li>Choose the best pace for a running event, sustaining their running and improving a personal target.</li> <li>Recognise when a solution has been successful; identifying what they do well as individuals and as a group.</li> <li>Suggest ways to improve after identifying strengths and weaknesses of performance.</li> </ul>	<ul style="list-style-type: none"> <li>Make judgements about own and others' work, demonstrating awareness of factors that influence the quality of performance</li> <li>Recognise their own and others' strengths and weaknesses in games.</li> <li>Suggest ideas that will improve performance.</li> <li>Use appropriate criteria to evaluate and refine their own and others' work.</li> <li>Identify good athletic performances and explain why it is good, using agreed criteria to make suggestions for improvement.</li> <li>Recognise when a solution has been successful; identifying what they do well as individuals and as a group.</li> <li>Suggest ways to improve after identifying strengths and weaknesses of performance.</li> </ul>