



## Physical Development Progression of Skills Document

	KS1	LKS2	UKS2
Physical Education	<p>Pupils build on EYFS knowledge of the importance for being healthy and physically active. They continue to work collaboratively in a range of challenging situations.</p> <p><b>KS1 Physical Education National Curriculum</b></p> <p>Pupils develop fundamental movement skills, become increasingly competent and confident to 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Master basic movements including running, jumping, throwing and catching, as well as develop balance, agility and</li> <li>b Participate in team games, developing simple tactics for attacking and defending.</li> <li>c Perform dances using simple movements.</li> </ul>	<p>Building on KS1 knowledge of what constitutes to a healthy lifestyle, pupils acknowledge and appreciate the benefits of being healthy and physically active. Pupils continue to work collaboratively and competitively (both against self and others) in competitive games and challenging situations including outdoors.</p> <p><b>KS2 Physical Education National Curriculum</b></p> <p>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 actions and sequence of movements. They should develop an understanding of how to improve in different physical activities and sports.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Use running, jumping throwing and carching in isolation and in combination.</li> <li>b Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>c Perform dances using a range of movement patterns</li> <li>d Take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul>	<p>Pupils acknowledge the importance of leading healthy and physically active lifestyles. Pupils use strategies taught to develop resilience.....</p> <p><b>KS2 Physical Education National Curriculum</b></p> <p>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 actions and sequence of movements. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Use running, jumping, throwing and catching in isolation and in combination</li> <li>b Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>c Perform dances using a range of movement patterns</li> <li>d Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>e Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>



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SKILL	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	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 and carry out warm-ups and cool-down safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Game Understanding	Begin to apply basic movements in a range of activities. Work individually and with others. Engage in cooperative physical activities. Engage in competitive physical activities (both against self and against others) Participate in team games. Understand how to use equipment safely.	Engage in competitive physical activities (both against self and against others) Participate in team games. Developing simple tactics for attacking and defending. Able to reflect on and develop skills to improve. Understand how to use equipment safely.	Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. Pupils can identify when they are successful and the next steps in their learning. Pupils are able to identify the sporting spirit values and can give examples of when they could demonstrate them during a game situation. Pupils use all the skills learnt to play in a competitive situation. Understand how to use equipment safely		Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. Pupils are able to assess their own performance and the performance of others to identify areas for development. Pupils consistently demonstrate the sporting spirit values in a range of game situations. Pupils take part in competitive games with a strong understanding of tactics and composition.	
Invasion Games	To be confident and keep themselves safe in the space in which an activity/game is being played.  Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.  Show ability to work with a partner in throwing and catching games.  Choose and use skills effectively for particular games.  Throw a ball accurately to a target using increasing control.  Explore throwing and catching in different ways.  Explore kicking in different ways with increasing control.	Improve the way they coordinate and control their bodies in various activities.  Remember, repeat and link combinations of skills where necessary.  Develop basic tactics in simple team games and use them appropriately.  Catch and control a ball in movement working with a partner or in a small group.  Take part in games where there is an opposition.  Decide where to stand during a team game, to support the game.  Be able to pass and stop a ball to a team mate.  Understand how to intercept	Move with a ball towards goals with increasing control.  Understand their role as an attacker and as a defender.  Move into space to help support a team.  Defend an opponent and try to win the ball.	Pass, receive and shoot the ball with increasing control.  Work as part of a team to keep possession and score goals when attacking.  To use accurate passing and dribbling in a game.  Defend one on one and know when and how to win the ball.  Use simple tactics to help a team score or gain possession.	Understand there are different skills for different situations and begin to use these.  Move into space to help a team.  Play in a range of positions and know how to contribute when attacking and defending.  Pass, receive and shoot the ball with some control under pressure.	Pass, receive and shoot the ball with increasing control under pressure.  Select the appropriate action for the situation.  Create and use a variety of tactics to help a team.  Create and use space to help a team.  Select and apply different movement skills to lose a defender.  Use marking, and/or interception to improve defending.



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		a moving ball. Understand role of attacker and defender				
Net Games	<p>(Multiskills) To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p> <p>Hit a ball with control using an appropriate object.</p>	<p>(Multiskills) Improve the way they coordinate and control their bodies in various activities.</p> <p>Remember, repeat and link combinations of skills where necessary.</p> <p>Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to lead others in a simple team game.</p> <p>To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.</p>	<p>Return a ball to a partner.</p> <p>Use basic racket skills.</p> <p>Play a range of basic shots.</p> <p>Move quickly around the court using a variety of movement patterns.</p>	<p>To play a continuous game.</p> <p>Use a range of basic racket skills and variety of shots in different areas of the court.</p> <p>Demonstrate good footwork on the court.</p> <p>Return to the ready position to defend my own court.</p>	<p>Develop wider range of skills and begin to use these under some pressure.</p> <p>Select and apply preferred skills with increasing consistency.</p> <p>Understand the need for tactics and make decisions about when best to use them.</p> <p>Play cooperatively with a partner.</p> <p>Demonstrate good footwork to cover a court space in a game situation.</p>	<p>Use a wider range of skills in a game situation.</p> <p>Play cooperatively with a partner / in a team.</p> <p>Demonstrate good decision making when making shots within a game.</p> <p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p>
Throwing & catching (field games)	<p>Throw a ball accurately underarm to a target using increasing control.</p> <p>Show increasing control when rolling an object, using a technique.</p> <p>Hit a ball with control using an appropriate object.</p> <p>Explore throwing and catching in different ways.</p>	<p>To vary types of throw.</p> <p>To develop catching skills.</p> <p>To throw a ball for distance.</p> <p>To position the body to strike a ball.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Improve the way they</p>	<p>To consolidate the throwing, catching, batting skills already learned.</p> <p>To strike the ball for distance.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To develop &amp; investigate different ways of throwing and to know when it is appropriate to use them.</p>	<p>To develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use balance &amp; co-ordination to field a ball well.</p> <p>To use co-ordination to move into good positions for catching and apply it in a game situation.</p>	<p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw.</p>	<p>To throw and catch under pressure.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To learn batting control.</p> <p>To learn the role of backstop.</p>



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	<p>Show ability to work with a partner in throwing and catching games.</p> <p>Choose and use skills effectively for particular games.</p> <p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p>	<p>coordinate and control their bodies in various activities.</p> <p>Remember, repeat and link combinations of skills where necessary.</p> <p>Choose use and vary simple tactics.</p> <p>Begin to lead others in a simple team game.</p> <p>To be able to hit a ball with increasing accuracy using a piece of equipment.</p>	<p>To practice the correct technique for catching a ball and use it in a game.</p> <p>To practice the correct batting technique and use it in a game situation.</p> <p>To know how to play a striking &amp; fielding game competitively &amp; fairly.</p>	<p>To use hand-eye co-ordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p>		
Gymnastics	<p>Create and perform a movement sequence.</p> <p>Hold still shapes and simple balances.</p> <p>Link 2-3 simple movements.</p> <p>Carry out simple stretches.</p> <p>Carry out a two footed jump.</p> <p>Copy and explore basic movements with some control and coordination.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p>	<p>Work independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine</p>



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<p>Dance</p>	<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p> <p>Respond to a range of stimuli.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Use and negotiate space clearly.</p> <p>Describe a short dance using appropriate vocabulary.</p> <p>Respond imaginatively to stimuli.</p>	<p>Begin to improvise both independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a longer sequence.</p> <p>Use simple dance vocabulary to compare and improve work</p>	<p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Modify parts of a sequence as a result of self-evaluation.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Use the space provided effectively.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Move accurately to the beat.</p> <p>Improvise with confidence, still demonstrating fluency</p>
<p>Athletics</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Perform a variety of throws with basic control.</p>	<p>Can change the speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Perform a variety of throws with control and coordination.</p> <p>Can use equipment safely</p>	<p>Begin to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).</p> <p>Demonstrate accuracy in throwing and catching activities. Describe good athletic performance using correct vocabulary.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Choose the best pace for a running event.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Select and apply the best pace for a running event.</p>
<p>Swimming</p>	<p>A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They</p>					



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			will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. Targets: 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]			
Outdoor Adventurer Orienteering			Orienteers themselves with increasing confidence and accuracy around a short trail.	Orienteers themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognize features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers some challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
Outdoor Adventurer Problem Solving			Identify and use effective communication to begin to work as a team.  Identify symbols used on a key.	Communicate with others in a team, and other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both part of a team and independently. Identify a key on a map and begin to use the information in activities.	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
Evaluation	Can comment on own and others performance.  Can give comments on how to improve performance.  Use appropriate vocabulary when giving feedback.	Can comment on own and others performance.  Can give comments on how to improve performance.  Use appropriate vocabulary when giving feedback.	Watch and describe performances accurately.  Begin to think about how they can improve their own work.  Work with a partner or small group to improve their skills.  Make suggestions on how to improve their work, commenting on similarities and differences.	Watch and describe performances accurately.  Begin to think about how they can improve their own work.  Work with a partner or small group to improve their skills.  Make suggestions on how to improve their work, commenting on similarities and differences.	Watch and describe performances accurately.  Learn from others how they can improve their skills.  Comment on tactics and techniques to help improve performance.  Make suggestions on how to improve their work, commenting on similarities and differences.	Watch and describe performances accurately.  Learn from others how they can improve their skills.  Comment on tactics and techniques to help improve performance.  Make suggestions on how to improve their work, commenting on similarities and differences.