



Woodlands Community Primary School



P.E. skills progression

	F2	Y1	Y2
Running	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses changes in direction and speed to find and use space. 	<ul style="list-style-type: none"> Able to identify space and move into it when playing chasing and avoiding games. Understands what pace means and can perform the correct running technique when travelling at different paces. Able to select the correct pace for a short and long-distance race. 	<ul style="list-style-type: none"> Able to identify where to run and decide when is the best time to move in chasing and avoiding games. Beginning to be able to select different paces of running for different activities. Able to run for increasingly prolonged periods of time.
Jumping	<ul style="list-style-type: none"> Can jump using two feet safely and successfully Can jump over small obstacles Jumps off an object and lands appropriately Able to hop confidently Able to leap confidently 	<ul style="list-style-type: none"> Able to land safely, with control and balance, when performing a range of jumps. Able to confidently link jumps together to achieve a greater distance. 	<ul style="list-style-type: none"> Beginning to develop different types of take-off and landing techniques. Shows a developing understanding of the techniques required to jump for distance.
Throwing	<ul style="list-style-type: none"> Shows increasing control over an object when pushing, patting and throwing. Shows a preference for a dominant hand when throwing. 	<ul style="list-style-type: none"> Able to accurately throw a ball or bean bag to catch themselves. Able to use an underarm throw to accurately send a ball or bean bag to a partner or at a target. Able to use two hands to send a large ball with increasing accuracy to a partner or a target. To use hands to bounce a ball with control. 	<ul style="list-style-type: none"> Able to confidently move a ball or bean bag from one hand to the other when stationary and when moving. Able to catch with one hand when working individually and with a partner. Can throw a large ball using two hands accurately Able to aim at high, low, stationary and moving targets using different types of throw and different types of equipment.
Catching	<ul style="list-style-type: none"> Shows increasing control when catching an object. Is beginning to track the flight of an object into their hands. Demonstrates bouncing and catching skills using a range of different sized balls. 	<ul style="list-style-type: none"> Able to consistently stop rolling or bouncing bean bags or small balls. Move to catch or stop a bean bag or small ball with some consistency. Able to move into a good position to catch or stop a bouncing or non-bouncing ball. 	<ul style="list-style-type: none"> Able to use two hands to dribble a ball, including changing speed and direction. Able to use one hand to dribble a ball with some control. Able to run after and towards a rolling or bouncing ball, retrieve and throw to return. Able to move into space to catch a ball or bean bag (stationary or moving).
Agility	<ul style="list-style-type: none"> Travels with confidence and skill around, under, over and through balancing and climbing equipment. Can change direction when moving at speed. 	<ul style="list-style-type: none"> To move with control, changing direction and speed when playing avoiding and chasing games. 	
Balance	<ul style="list-style-type: none"> Can balance on one foot for longer periods of time. Has an awareness of strategies to support balancing. Mounts stairs, steps or climbing equipment using alternate feet. 		

Co-ordination	<ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> To demonstrate good coordination when using hands to pass a ball around the body. To use a racket to move with a ball (on the racket and on the ground). To use a racket accurately to strike a ball to a partner including in a cooperative rally. (On the ground). 	<ul style="list-style-type: none"> Able to bounce a ball up and down on a racket with control. Able to strike a ball towards a stationary target with control.
Gymnastics	<ul style="list-style-type: none"> To travel safely in a variety of different ways. To travel in different ways using short, long, fast and slow steps. To jump and land appropriately. To balance using different parts of the body in a controlled way. To use different parts of the body to perform a rocking action. To use 3 and 4 parts of the body to balance and travel. To move confidently in different ways, including rolling. 	<ul style="list-style-type: none"> To develop strength and flexibility when performing a range of basic gymnastics shapes. To move confidently, using changes in speed, level and direction and combine different ways of travelling in a sequence. To show control and balance when performing a range of jumps. To perform and link different balances with control and strength. To develop a range of rocking actions, including tuck. To perform a forward roll and combine it with a range of other shapes, actions and movements in a sequence. To remember and repeat short sequences of movements 	<ul style="list-style-type: none"> To demonstrate improving strength, flexibility and control when performing a range of basic gymnastic shapes. To travel with body weight partly supported by hands. To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landing. To demonstrate strength and control when performing balances using different body parts. To perform rocking actions in pike and straddle shapes with good strength and body tension demonstrated. To perform a forward roll with control and with a clear starting and finishing position.
Dance	<ul style="list-style-type: none"> To know and perform and star shape correctly. To explore and create actions which resemble words. To know and perform strong and controlled marches in time with a simple beat. To jump and land appropriately. To explore and create actions which link to a soldier. To perform movements and balances with control. To perform movements with fluency and in a gentle manner. To perform a range of travelling movements safely and with control and confidence. To perform a range of shapes and movements to help tell the story. To perform a range of movements safely, at a faster pace and with control. 	<ul style="list-style-type: none"> To create movements to resemble a specific theme/ character. To remember and repeat a short movement phrase in time with the beat and other group members. To perform movements at different speeds to help tell a story. <ul style="list-style-type: none"> To use different levels within a dance to help portray a character / story. To know a range of expressions, moods and feelings and use a selection in the dance to help complete the story. 	<ul style="list-style-type: none"> To create and explore body actions which resemble aspects of a given theme (e.g. winter), performing them with control. To explore, remember and link a range of actions, performing them with increasing control. To compose a short dance phrase including actions which represent a given theme, performing with increasing control and co-ordination. To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.

Attacking and Defending		<ul style="list-style-type: none"> • To use basic tactics for attacking and defending. • To defend a target or an area. • To understand an invasion type game involves attacking the opponents' area and defending their own. • To know how to score points and that the team or individual with the most points will win. • To make it easier for themselves and their team mates to score. • To make a game hard for an opponent by sending a ball into space. 	<ul style="list-style-type: none"> • To choose the skills and ideas that meet the needs of a specific game. • To keep possession of the ball and choose the right time to attempt to score. • To choose the best way to stop an opponent from scoring points. • To choose the best way for a team or individual to score points. • To use game specific basic tactics to score more points. • To use basic tactics that are appropriate for different types of games. • To look for space away from an opponent and strike a ball towards it.
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Y3		Y4		Y5		Y6	
Running	<ul style="list-style-type: none"> • Able to run with control and fluency • Able to run at different paces • Beginning to develop an understanding that different activities will need different paces of running • Beginning to understand and show the correct technique for running • Be able to run for sustained periods of time at a pace suitable for their fitness levels. 	<ul style="list-style-type: none"> • Beginning to show an understanding of how to develop stamina • Able to use the correct technique for running • Beginning to adjust pace when running over longer distances 	<ul style="list-style-type: none"> • Able to run using the correct technique (legs and arms working in combination) consistently • Able to vary pace fluently • Beginning to show increasing stamina when running over longer distances • Show an understanding of what pace suits them best for distance running and be able to apply this to a competitive situation for a set distance or time. 	<ul style="list-style-type: none"> • Able to run using the correct technique (legs and arms working in combination) • Able to vary and change pace fluently • Able to adjust pace when running over longer distances • Show increasing stamina when running over longer distances • Be able to use the 3-point start technique 			
Jumping	<ul style="list-style-type: none"> • Perform a straight/ star and tuck jump with control • Shows a good understanding of the basic technique for jumping (using arms, looking forward, bending knees for take off and landing) 	<ul style="list-style-type: none"> • Able to perform a 'standing long jump' with control • Beginning to refine their technique when jumping for distance • Beginning to refine their technique when jumping for height 	<ul style="list-style-type: none"> • Able to perform a 'standing long jump' with control and increasing power • Able to use a combination of jumping and hopping with some fluidity • Able to use jumping in combination with other skills (e.g. jumping to catch a ball) • Able to perform the basic 'triple jump' technique 	<ul style="list-style-type: none"> • Able to perform the 'triple jump' with control 			

	<ul style="list-style-type: none"> • Able to perform with control and distinguish between jumping, hopping and leaping 			
Throwing	<ul style="list-style-type: none"> • Throwing a bean bag/small ball using an Underarm throw (One hand) • Chest pass/ Bounce pass/ Overhead pass with basketball/ netball • Able to throw a rugby ball with some accuracy • To know how to perform an overarm throw correctly and do so with improving technique. • To pass and then move into space to receive the ball again. • Able to perform a 'push throw' in athletics with the correct technique 	<ul style="list-style-type: none"> • Throwing a bean bag/small ball using an underarm throw (One hand) with increasing accuracy • Throwing a small ball using an overarm throw with increasing accuracy • Able to perform a: Chest pass/ Bounce pass/ Overhead pass in basketball/ netball with good control and accuracy • Able to throw a rugby ball with good accuracy • Understands how to bowl effectively (rounders and cricket) • Able to perform a 'push throw' in athletics with the correct technique and increasing power 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation • Throwing a bean bag/small ball using an underarm throw consistently and fluently • Chest pass/ Bounce pass/ shoulder pass with basketball/ netball with good control and accuracy • Able to throw a rugby ball with good accuracy as part of a sequence of movement • Able to bowl effectively (rounders and cricket) • To perform the shot putt technique with some consistency and control • To know the technique and the safety aspects of the javelin throw 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Confidently able to use a range of passes in basketball and netball and is able to select which of these is most appropriate • Able to consistently throw a rugby with accuracy • Able to bowl effectively (rounders and cricket) and understand how a bowl can influence the game and the shot played • To perform the shot putt technique with consistency, fluency and control. • To understand and apply the correct technique for the javelin and throw
Catching	<ul style="list-style-type: none"> • Able to catch a small ball or bean bag with two hands • Able to catch a basketball as part of dribbling • Able to catch a bouncing basketball Able to catch a rugby ball • Able to pick up a rugby ball using correct hand placement • Able to retrieve a rolling ball 	<ul style="list-style-type: none"> • Able to catch a small ball or bean bag with two hands consistently • Able to catch a small ball or bean bag with one hand • Able to catch a bouncing basketball at various heights (above head/ to the side of body/ while bending knees) • Able to catch a rugby ball while moving • Able to retrieve a rolling ball effectively • Able to pick up a rugby ball with correct hand placement when running at speed • Able to dribble a basketball using one hand with good control and fluidity 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Able to catch a small ball with two hands consistently • Able to catch a small ball or bean bag with one hand (various positions) • Able to catch a bouncing basketball at various heights (above head/ to the side of body/ while bending knees) • Able to catch a rugby ball while moving • Able to retrieve a rolling ball and link with other actions effectively • Able to dribble a basketball using one hand with good control and fluidity 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Able to select and perform the best type of catch when catching a small ball • Consistently shows good body position when catching a large ball • Consistently catches a rugby ball with correct hand technique • Able to retrieve a rolling ball and link with other actions effectively and with accuracy
Agility	<ul style="list-style-type: none"> • Able to change direction quickly when running • To perform simple dodging movements successfully to receive a pass and use signalling to communicate to team members. 	<ul style="list-style-type: none"> • Able to follow and respond quickly to more complex instructions when moving (e.g. change direction, 	<ul style="list-style-type: none"> • Able to evade an opponent in a game by changing direction quickly • Able to evade an opponent in a game by using more than one tactic (e.g. faking in different directions) 	<ul style="list-style-type: none"> • Able to change direction as part of a game in a variety of different ways to evade an opponent
Balance	<ul style="list-style-type: none"> • Able to adopt a range of standing positions when preparing to hit a ball 			

Co-ordination (striking)	<ul style="list-style-type: none"> • Can hold a badminton racket using the correct grip, describing the key points. • To know the difference between a forehand and backhand shot, and perform each with some control and accuracy. • Can hold a hockey stick correctly • Can move a small ball successfully using a hockey stick • Beginning to be able to use a hockey stick to pass a small ball to a stationary target • Able to hit a ball/shuttlecock using a range of bats (Rounders, cricket, badminton) when using a tee. 	<ul style="list-style-type: none"> • Able to strike a shuttlecock to a partner with accuracy and correct forehand technique • Able to strike a shuttlecock to a partner with accuracy and correct backhand technique • Can dribble a ball using a hockey stick with control • Able to use a hockey stick to pass a small ball to a stationary target with accuracy 	<ul style="list-style-type: none"> • Can dribble a ball using a hockey stick with control and fluency • Able to use a hockey stick to pass a small ball to both a stationary and moving target with accuracy • Able to confidently hit a ball/shuttlecock using a range of bats (cricket, rounders, badminton) 	<ul style="list-style-type: none"> • Able to successfully return a shuttlecock as part of a rally using both forehand and backhand • Can dribble a ball using a hockey stick with control and fluency • Able to use a hockey stick to pass a small ball to both a stationary and moving target with accuracy • Able to confidently hit a ball/shuttlecock using a range of bats (Rounders, cricket, badminton) with an increasing understanding of how the shot they play will influence the game/ the opposition
Gymnastics	<ul style="list-style-type: none"> • To develop a range of standing and lying shapes • To adapt travelling movements when moving on floor or apparatus. • To develop a high quality of movement when performing a range of jumping actions. • To link and move between different balances, showing control. • To perform rocking actions using a dish to arch roll and tucked dish. • To perform a range of sideways rolls with good control and body tension. • To perform a forward roll with the correct technique. 	<ul style="list-style-type: none"> • To use a combination of support shapes in a sequence. • To change between different ways of travelling to make a sequence more exciting. • To take off and land with control and precision. • To select one or two balances from a wider range that can be used as part of a sequence To perform a range of rolls with increasing control and body tension • To perform a backwards roll safely and with good control. 	<ul style="list-style-type: none"> • To select and use a range of sitting, standing, support and lying shapes in a sequence. • To use rotations to increase the difficulty of a straight jump. • To use large body parts (head) to perform a well controlled balance. • To perform a cartwheel safely and with control. • To change the starting and finishing positions of a backwards and/or forwards roll. 	<ul style="list-style-type: none"> • To adapt and link a range of shapes in a sequence. • To perform a range of jumps, including rotations, as part of a sequence. • To use large body parts (shoulder stand and v-sit) to perform a well controlled balance. • To be able to take their weight on their hands safely and with increasing confidence. • To perform a well coordinated and controlled circle roll which can be used as part of a sequence.
Dance	<ul style="list-style-type: none"> • To explore and create movements which represent space, performing choreography in unison. • To know what the term Canon is and plan a short routine which incorporates this. • To create movements related to finding aliens which are performed at different speeds. • To create different movements and a short routine with a partner which includes the idea of 'push and pull' and 'under and over' relationships. 	<ul style="list-style-type: none"> • To gain a basic understanding of circus skills and perform key movements to fit in with the circus. • To know and perform key circus movements, highlighting the key dynamics and shapes used. To know and perform a range of movements in the style of a variety of circus performers, demonstrating good use of action, shape and dynamics. • To create and perform a short dance phase using different dynamics and expression to help communicate the theme. 	<ul style="list-style-type: none"> • To know the origins of the Olympics and the different countries that participate in them and the sports that occur during the games. • Look at one country from the Olympics and look at their traditional style of dance key focusing on key features including its origins, typical clothing and costumes, and type of music. • Use three sports from the Olympics to choreograph a short dance phrase • To create a closing ceremony using different speeds, levels to enhance their performance 	<ul style="list-style-type: none"> • To know what Unison is and how it enhances a performance. • To know what Canon is and how it enhances a performance. • To understand the different ways speed can be used in dance to help convey a message or portray an emotion. • To know when to use different speeds, levels and emotions to help convey the meaning of the dance

	<ul style="list-style-type: none"> ● To plan and choreograph the end section of the dance with a partner. 			
Attacking and Defending	<ul style="list-style-type: none"> ● To describe the correct technique for the different types of passes and use knowledge to help others improve. ● To describe how creating space has affected their ability to keep possession as a team. ● To understand when to use the underarm and overarm throw. ● To understand their role and explain how to improve their skills when their team have possession (attacking) and when the opposition have possession (defending). ● To use basic tactics, including identifying space, to keep possession of the ball in a team game. ● To understand how creating space has affected their ability to keep possession as a team. ● To identify when they are in the correct position to receive the ball. ● To use their knowledge of the rules and techniques to make simple tactical decisions. ● To explain what skills and tactics they can use to help their team keep possession of the ball 	<ul style="list-style-type: none"> ● To select the appropriate pass to maintain possession and avoid a defender. ● To know how to keep control of the ball when under pressure from an opponent. ● To evaluate whether dodges/movements were successful and suggest how they can improve further. ● To describe how they made it difficult for the opposition to regain possession. ● To evaluate whether their defending made it harder for their opponent to get the ball ● To know what they can do to increase their chances of intercepting the ball. ● To identify when they have passed the ball in the correct direction. ● To know how to score and do so with few mistakes within different games ● To select the appropriate throw to perform to prevent the other team from scoring. ● To understand and explain how creating space has affected their ability to keep possession as a team. ● To plan, implement and evaluate an attacking set play. ● To comment on the opposition's tactics, identifying those that have worked well. 	<ul style="list-style-type: none"> ● To comment on the tactical ideas being used to help a team improve. ● To help others become better defenders ● To identify how the team can become better at attacking and defending. ● To evaluate how effective a team is at defending, making suggestions on how to improve. 	<ul style="list-style-type: none"> ● To select and adapt the teams defending tactics. ● To evaluate how well a team passes the ball and identify the reasons why possession is lost. ● To know the difference between attack and defence. ● To evaluate how effective a team's defending is during the game and suggest how it can be improved. ● To develop an awareness of how to change tactics if they are not working.
Swimming		<ul style="list-style-type: none"> ● To enter the water with confidence using a variety of methods eg. walking, jumping. ● To be able to splash and blow bubbles in the water ● To be able to hold their breath and submerge themselves under water. ● To be able to walk 10metres across the pool width. ● To be able to float on their front and back. ● To swim any stroke for a distance of 10 metres. ● To understand the hazards of different water based situations eg. tides, currents and depth. 		<ul style="list-style-type: none"> ● To be able to swim for a distance of 25 metres. ● To be able to swim for 25 metres using a recognisable stroke. ● To use a range of strokes effectively. ● To know how to perform safe self rescue.

		<ul style="list-style-type: none">• To know what to do in an emergency water based situation (as an observer)		
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