

PHYSICAL EDUCATION

Skills Progression

We align our topics and units of study with the National Curriculum; however, we enrich our provision with LCP scheme of work and Oakfield’s learning experiences that include a wide range of extra curricular clubs to enable pupils to enjoy learning for life.



By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Pupils should be taught to:

use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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.

	Year 3	Year 4	Year 5	Year 6
Topics Studied				
Games Understanding	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. They can give examples of when they could demonstrate them during a game situation.		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 games situations.	

Invasion Games	Move with a ball towards goal 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. 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 score a try 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.
Striking and fielding games	Use overarm and underarm throwing, and catching skills. Begin to strike a bowled ball after a bounce. Bowl a ball towards a target. Develop an understanding of tactics and begin to use them in game situations.	Use overarm and underarm throwing, and catching skills with increasing accuracy. Strike a bowled ball after a bounce. Bowl a ball with some accuracy, and consistency. Choose and use simple tactics for different situations.	To sometimes strike a bowled ball. Begin to develop a wider range of skills and use these under some pressure. Use tactics effectively in a competitive situation.	Strike a bowled ball with increasing consistency. Use some tactics in the game as a batter, bowler and fielder. Select the appropriate action for the situation.
Dance	Create dance phrases that communicate ideas. Create dance phrases with a partner and in a small group using canon and unison. Repeat, remember and perform these phrases in a dance. Use dynamic and expressive qualities in relation to an idea. Use counts to keep in time with a group and the music. Recognise and talk about the movements	Respond imaginatively to a range of stimuli related to character and narrative. Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. Use formation, canon and unison to develop a dance. Refine, repeat and remember dance phrases and dances. Perform dances clearly and fluently. Describe, interpret and evaluate	Adapt and refine actions, dynamics and relationships in a dance. Perform different styles of dance clearly and fluently. Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people's work.	Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. Adapt and refine actions, dynamics and relationships to improve a dance. Choreograph a dance using props. Perform dances fluently and with control. Use appropriate language to evaluate and refine

	used and the expressive qualities of dance.	dance, using appropriate language.		their own and others' work.
Gymnastics	Use a greater number of their own ideas for movements in response to a task. Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. Move in unison with a partner. Choose actions that flow well into one another. Adapt sequences to suit different types of apparatus. With help, recognise how performances could be improved.	Safely perform balances individually and with a partner. Plan and perform sequences with a partner that include a change of level and shape. Understand how body tension can improve the control and quality of their movements. Watch, describe and suggest possible improvements to a performance.	Create and perform sequences using apparatus, individually and with a partner. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use strength and flexibility to improve the quality of a performance.	Understand what counter balance and counter tension is and show examples with a partner. Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Suggest changes and use feedback to improve a sequence.
Athletics	Run at fast, medium and slow speeds. Use different take off and landings when jumping. Develop jumping for distance and height. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing my action for accuracy and distance. Record my distances, numbers and times.	Demonstrate the difference between sprinting and running over varying distances. Demonstrate different throwing techniques. Jump for distance and height with control and balance. Throw with some accuracy and power into a target area.	Choose the best pace for a running event. Perform a range of jumps showing some technique. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different athletic activities. Lead a partner through short warm-up routines	Select and apply the best pace for a running event. Exchange a baton with success. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Lead a small group through a short warm-up routine.
OAA	To follow and give instructions. Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply	Accurately follow and give instructions. Work effectively with a partner and a small group. Identify key symbols on a map and use a key to help navigate around a grid.	Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. Work effectively with a partner and a small group, sharing ideas and	Work effectively with a partner and a group. Use critical thinking to form ideas. Pool ideas within a group, selecting and applying the best method to

	<p>strategies to solve problems. Reflect on when and why I was successful at solving challenges</p>	<p>Plan and apply strategies to solve problems. Navigate around a course using a map.</p>	<p>agreeing on a team strategy.</p>	<p>solve a problem. Reflect on when and how they are successful at solving challenges, and adapt methods in order to improve.</p>
Swimming	<p>A 12 week 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 will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p>			<p>An opportunity for all pupils to develop water confidence through a range of exercises, games and drills.</p>
Net Games		<p>To play a continuous game. Use a range of basic racket skills and variety of shots in different areas of the court. Demonstrate good footwork on the court. Return to the ready position to defend my own court.</p>		<p>Use a wider range of skills in game situations. Play cooperatively with a partner / in a team. Demonstrate good decision making when making shots within a game. Identify and use a variety of tactics.</p>