



Worham Primary School

Skills and Knowledge Progression

Subject area: Physical Education

Age 3 to 4

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Reception

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

ELG

ELG: Physical Development Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



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Progression of Skills and Knowledge

Subject area: Physical Education

Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Fundamental Skills	<p>Attempt to run at different speeds showing an awareness of technique. Explore changing direction and dodging.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p> <p>Balance – move with some control and balance. Explore stability and landing safely.</p> <p>Jumping – demonstrate</p>	<p>Show balance and co-ordination when running at different speeds. Clearly show different speeds when running.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p> <p>Balance – demonstrate balance when performing movements.</p> <p>Jumping – demonstrate jumping for distance, height and in different directions.</p>		

	<p>control in taking off and landing when jumping.</p> <p>Hopping – begin to explore hopping in different directions.</p> <p>Skipping – show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Hopping – demonstrate hopping for distance, height and in different directions.</p> <p>Skipping – explore single and double bounce when jumping in a rope.</p>		
Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Games and Ball Skills	<p>Use all elements when assessing progress in the units for games and ball skills.</p> <p>Ball Skills: Sending – roll and throw with some accuracy towards a target.</p> <p>Dribbling – begin to dribble with hands and feet.</p> <p>Games: Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p>	<p>Use all elements when assessing progress in the units for ball skills.</p> <p>Ball Skills: Sending – roll, throw and kick a ball to hit a target.</p> <p>Tracking – consistently track a ball being sent directly.</p> <p>Games: Dribble a ball with hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object when passed to</p>		

	<p>Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them.</p> <p>Run, stop and change direction with some control and balance.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics.</p>	<p>them, with and with a bounce.</p> <p>Move to track a ball and stop it using feet with success.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>		
Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Invasion & Games (Including Football, Rugby, Netball & Hockey)	<p>Explore sending and receiving with hands and feet to a partner.</p> <p>Explore dribbling with hands and feet.</p> <p>Attacking - Explore changing direction to move away from a partner.</p> <p>Defending - Explore tracking and move to stay with a partner.</p> <p>Space - Recognise good space when playing games.</p>	<p>Develop sending and receiving skills with increased control and abiding by the rules of the game.</p> <p>Explore dribbling with hands and feet with increasing control on the move, abiding by rules of the game and under some pressure.</p> <p>Attacking – Developing moving into space away from defenders. Explore shooting actions in a range of invasion games.</p> <p>Defending – Stay close to other players to try and stop them getting the ball and track opponents to limit their scoring opportunities.</p> <p>Space – Develop moving with a ball towards goal with some</p>	<p>Develop passing to a teammate using a variety of techniques appropriate to the game and control when under pressure.</p> <p>Select and apply a variety of dribbling techniques to game situations and control when under pressure.</p> <p>Attacking – Develop decision making around when to pass and when to shoot. Explore creating tactics with others and applying them to game situations.</p> <p>Defending – Develop defending one on one and know when to win the ball. Develop tracking and marking with a variety of techniques and increased success.</p> <p>Space – Move into space to help their</p>	<p>Develop making quick decisions about when, how and who to pass to.</p> <p>Move with the ball using a range of techniques with increasing control under pressure.</p> <p>Attacking - Explore creating attacking tactics with others in response to the game.</p> <p>Defending - Explore creating and applying defending tactics with others in response to the game.</p> <p>Space – Move to the correct space when transitioning from attack to defence. Effectively create space and use space to outwit an opponent.</p> <p>Use a variety of throwing techniques</p>

		<p>control. Use space with some success in game situations.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>team keep possession and score goals. Move to create space for themselves and others in their team.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure in game situations.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>including fake passes to outwit an opponent.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Track & Field	<p>Explore running at different speeds.</p> <p>Develop balance whilst jumping and landing.</p> <p>Explore hopping, jumping and leaping for distance.</p> <p>Explore throwing for distance and accuracy.</p>	<p>Develop the sprinting action and technique and apply it to relay events.</p> <p>Develop jumping, hopping and skipping actions.</p> <p>Explore safely jumping for distance and height. Develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Develop overarm throwing for distance and explore the technique for a pull throw.</p>	<p>Effectively apply speed appropriate for the event - speed and pace in relation to distance and power and speed in the sprinting technique.</p> <p>Develop technique, power and control when jumping for distance and explore the technique and rhythm used in the triple jump.</p> <p>Explore power and technique when throwing for distance in a pull and heave throw and power in shot put and javelin.</p>	<p>Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Develop power, control and technique in the triple jump.</p> <p>Develop power, control and technique when throwing discus and shot out.</p>
Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Striking & Fielding	<p>Strike a stationary ball using a racket.</p> <p>Explore striking a ball with their hand and other equipment.</p> <p>Develop tracking and retrieving a ball for their team.</p> <p>Explore technique when throwing over and underarm.</p> <p>Develop coordination and technique when catching.</p>	<p>Strike a ball using a racket.</p> <p>Develop striking a ball with their hand and equipment with some consistency.</p> <p>Understand that there are different roles within a fielding team.</p> <p>Develop coordination and technique when throwing over and underarm.</p> <p>Catch with two hands with some coordination and technique.</p>	<p>Strike a ball using a wider range of skills and increasing accuracy. Apply these with some success under pressure.</p> <p>Develop batting technique consistent with the rule of the game including directional batting.</p> <p>Develop bowling with some consistency abiding by the rules of the game.</p> <p>Demonstrate clear technique when using a variety of throws under pressure.</p> <p>Beginning to catch with one and two hands with some consistency in game situations.</p>	<p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Strike a bowled ball with increasing accuracy and consistency.</p> <p>Consistently select and apply the appropriate fielding action for the situation.</p> <p>Consistently make good decisions on who and when to pass to in order to get batters out.</p> <p>Consistently demonstrate good technique in catching skills under pressure.</p>

Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Dance	<p>Copy remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a dance phrase.</p> <p>Select from a wide range of actions in relation to a stimulus.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show character through actions, dynamics and expression.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner or group.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph individually and with others considering actions, dynamics, space and relationships.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with other and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Gymnastics	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge and flexibility.</p> <p>Remember, repeat and link simple actions together.</p> <p>Use basic and still shapes straight, tuck, straddle and pike.</p> <p>Use barrel, straight and forward roll.</p> <p>Use shape jumps including jumping off low apparatus.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different parts for longer periods of time with and without apparatus.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off the apparatus.</p> <p>Explore matching and contrasting shapes.</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p> <p>Develop the straight, barrel and forward roll.</p> <p>Develop stepping into shapes jumps with control.</p>	<p>Show control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and when taking own and others weight.</p> <p>Use flexibility to improve the quality of actions they perform as well as the actions they use to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p> <p>Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.</p> <p>Develop strength in bridge and shoulder stand. Explore progressions of a cartwheel.</p> <p>Explore symmetrical and asymmetrical balances.</p> <p>Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</p> <p>Select a range of jumps to include sequence work.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p> <p>Combine and perform gymnastic shapes fluently and effectively.</p> <p>Develop control in progressions of a cartwheel and headstand.</p> <p>Explore counter balances and counter tension balances.</p> <p>Develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Combine and perform a range of gymnastic jumps fluently and effectively.</p>

Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Outdoor Adventurous Activity				Children in year six complete a one week residential trip. They take part in a range of outdoor and adventurous challenges both individually and within a group. These include taking part in zip wire, rock climbing, orienteering, mountain biking, survival and team building tasks, archery, abseiling and trekking.



Wortham Primary School

Progression of Skills and Knowledge

Subject area: Swimming

Skills and Knowledge	First Proficiency Red	Second Proficiency Orange	Third Proficiency Yellow	Fourth Proficiency Green	Fifth Proficiency Blue
<p>Swimming & Water safety</p>	<p>Enter and exit the pool in a safe, confident manner.</p> <p>Walk round the pool holding the rail/side of pool if required (shoulders under)</p> <p>Show an ability to hop, run and jump around the pool area with confidence.</p> <p>Push a float or similar object across the width.</p> <p>Blow bubbles into the water.</p> <p>Splash face with water.</p> <p>On front holding rail or side of pool show a continuous kicking action.</p> <p>Know and understand the pool safety rules</p>	<p>Enter the pool safely using a swivel entry if poolside allows.</p> <p>Blow bubbles with face in the water a minimum of 3 times.</p> <p>Travel across the pool changing direction in a confident manner.</p> <p>Swim one width on front/back with/without aids(5m minimum).</p> <p>Float on the front and back for 3 seconds return to a standing/upright position.</p> <p>From poolside stretch and glide on front, with face in the water and, return to a standing/upright position.</p> <p>Walking, blow an egg flip across the pool width (minimum 5m).</p> <p>Climb out of the pool unaided</p>	<p>Jump into the pool (if poolside allows – woggle can be used) min depth 0.9m or show an unaided safe entry.</p> <p>Swim a minimum of 5m on front using arms and legs.</p> <p>Swim a minimum of 5m on back using arms and legs.</p> <p>Push & Glide on the front, face in the water arms streamlined.</p> <p>Push & Glide on the back, arms streamlined.</p> <p>Demonstrate a mushroom float whilst holding breath.</p> <p>Pick up an object from the pool floor min depth 0.75m submerging the body.</p> <p>Swim 10m Frontcrawl leg kick, using a float, demonstrating aquatic breathing.</p> <p>Know the RNLI SAFETY MESSAGE</p>	<p>Swim 10m on front using arms & legs.</p> <p>Swim 10m on back using arms & legs.</p> <p>Swim 10m Breaststroke kick with/without floats.</p> <p>Swim 5m Dolphin leg kick (front or back).</p> <p>Attempt a handstand in shallow water.</p> <p>Turn from a front float position to a back float position without touching the pool bottom and float 30 secs.</p> <p>Swim through a hoop, placed under the Surface of the water.</p> <p>Tread water 20secs attracting help</p>	<p>Swim 15m Front Crawl.</p> <p>Swim 15m Back Crawl.</p> <p>Swim 10m Breaststroke.</p> <p>Swim 10m dolphin leg kick.</p> <p>Scull 10m head first or 10m feet first.</p> <p>Swim through a hoop placed at a depth of between 1m and 1.5m using a surface dive.</p> <p>Swim on front, complete a forward somersault and continue swimming to 15m.</p> <p>Swim 15m in shorts and t-shirt. Tread water for 30 seconds and make a safe exit.</p> <p>Answer 4 questions on water safety as it relates to swimming in school and public pools.</p>

Skills and Knowledge Continued	Silver Proficiency Shallow Water Personal Safety Certificate	Special Achievement Award	Gold Proficiency Personal Safety Certificate	
Swimming & Water safety	<p>In shorts and T-shirt:</p> <p>Jump in the water with a woggle.</p> <p>Float on the back for 1 minute attracting help.</p> <p>Swim 15m competently and safely without touching the poolside or pool floor.</p> <p>Holding the HELP position, 30 seconds.</p> <p>Exit the pool safely, unaided and without the use of steps.</p> <p>Answer the Personal Safety questions on water safety relating to open water.</p>	<p>Swim 25m competently and safely without touching the poolside or pool floor.</p>	<p>In shorts and T-shirt:</p> <p>Enter the water in a safe manner using either a slide in or straddle entry.</p> <p>Tread water for two minutes waving occasionally as if to attract attention.</p> <p>Swim 50m competently and safely without touching the poolside or pool floor.</p> <p>Rest in the water for one minute: 30 seconds holding the HELP position, 30 seconds floating stationary sculling.</p> <p>Exit the pool safely.</p> <p>Answer four questions on water safety relating to open water.</p>	