



2021-2022

# Fen Ditton Community Primary Academy

Physical Education Skills Progression



Fen Ditton C. P. School

Knowledge Category	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
<b>Movement: Games</b>	<ul style="list-style-type: none"> <li>Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern.</li> <li>Throw underarm in a mature pattern.</li> <li>Develop an overarm throw.</li> <li>Catch a large ball without cradling or trapping it against the body.</li> <li>Dribble a ball with hands or feet, while moving slowly in their own space.</li> <li>Kick a stationary ball from a short run-up.</li> <li>Strike a ball off a tee with a bat.</li> <li>Strike a ball with a short-handed bat.</li> <li>Send an object towards a target.</li> <li>Chase and retrieve a moving ball.</li> <li>Jump and land safely.</li> <li>Change direction.</li> <li>Use the ready position.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball.</li> <li>Be able to transition fluently from one type of locomotion skill to another.</li> <li>Throw underarm to a partner or towards a target accurately.</li> <li>Throw overarm for distance with increasing accuracy.</li> <li>Catch a small ball thrown from a partner.</li> <li>Catch a large ball thrown from a partner, while on the move.</li> <li>Dribble a ball with hands or feet, while changing speed and direction.</li> <li>Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially.</li> <li>Use a balanced stance to send or receive a ball.</li> <li>Be able to change direction quickly.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities.</li> <li>Use a variety of locomotion and object-control skills to score in small-sided games.</li> <li>Throw in a variety of ways, and accurately towards a number of different targets, including moving targets.</li> <li>Catch a ball in a variety of positions (high, low, near to the body) and with different degrees of force.</li> <li>Pass and receive a ball with the feet, hands or implement while on the move.</li> <li>Maintain a rally with a partner.</li> <li>Change levels and pathways quickly and fluently.</li> <li>Move an opponent around by throwing into space.</li> <li>Pass and move quickly into space.</li> <li>Dribble a ball with hands or feet, while changing speed and direction, fluently and efficiently.</li> </ul>
<b>Tactics and Strategy: Games</b>	<ul style="list-style-type: none"> <li>Make simple decisions, e.g. which target to aim for.</li> <li>Use the terms 'opponent' and 'teammate'.</li> <li>Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</li> <li>Decide when and where to pass.</li> <li>Keep possession by passing and receiving a ball.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them.</li> <li>Evade an opponent.</li> <li>Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to.</li> <li>Maintain possession by supporting the ball carrier.</li> </ul>	<ul style="list-style-type: none"> <li>Defend a space or a player.</li> <li>Employ feinting.</li> <li>Work within the strategy of the team.</li> <li>Support the ball carrier while moving towards a forward target.</li> <li>Move into space, making decisions on when and where to move.</li> <li>Use a quick outlet pass when appropriate.</li> <li>Make 'power versus accuracy' decisions.</li> <li>Use a variety of shots for short and long delivery.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise space on a court or pitch.</li> <li>Use a base position.</li> <li>Decide which base to pass to depending on position of opponent.</li> </ul>	<ul style="list-style-type: none"> <li>See pitch and court spaces, long and short.</li> <li>Cover the court as a team.</li> <li>Determine when to run on or stop at a base.</li> </ul>	<ul style="list-style-type: none"> <li>Shift to cover space.</li> <li>Decide when and if bases need to be covered.</li> <li>Communicate effectively during a game.</li> <li>Adjust backswing, step and approach relative to requirements of the shot.</li> </ul>
<b>Movement: Gymnastics</b>	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Travel in a variety of ways (walking, running, hopping).</li> <li>Balance on a variety of large and small body parts (back, tummy, hands and feet).</li> <li>Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll.</li> <li>Link movements together into a short sequence using floor and apparatus.</li> <li>Remember, repeat and be able to refine movements in a sequence.</li> <li>Climb safely on equipment.</li> <li>Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance.</li> <li>Take some weight on hands, e.g. in a bunny hop.</li> <li>Set up apparatus safely.</li> <li>Vault on to a bench.</li> </ul>	<ul style="list-style-type: none"> <li>Travel in a variety of ways (skipping, galloping).</li> <li>Balance on a variety of large and small body parts (front, back and side support, shoulder stand).</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Work alongside, away from and towards a partner.</li> <li>Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls).</li> <li>Take weight on hands (progressions towards a cartwheel).</li> <li>Use the five basic jumps and vary them using turns and shape.</li> <li>Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting.</li> <li>Vault on to a small box placed long ways.</li> </ul>	<ul style="list-style-type: none"> <li>Create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression.</li> <li>Create a sequence with a partner/small group to include simple partner balances.</li> <li>Practise and refine the gymnastic techniques used in performances.</li> <li>Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics.</li> <li>Vault on to or over a box placed sideways.</li> </ul>
<b>Tactics and Strategy: Gymnastics</b>	<ul style="list-style-type: none"> <li>Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level.</li> <li>Make decisions on which actions are best performed on apparatus.</li> <li>Make decisions on the choice of actions to be performed ensuring smooth links.</li> </ul>	<ul style="list-style-type: none"> <li>Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner.</li> <li>Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</li> <li>Choose skills which both partners can perform well.</li> <li>Choose when and how to use techniques like unison and canon to add interest to the sequence.</li> <li>Use the apparatus to support more complex movements, e.g. handstand against a movement table.</li> </ul>	<ul style="list-style-type: none"> <li>Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence.</li> <li>Enter and exit actions in a variety of ways, e.g. arabesque into a forward roll.</li> <li>Evaluate the quality of a gymnastics sequence.</li> <li>Make choices on actions to be performed based on the ability of the whole group.</li> <li>Choose group balances which can be exited and entered fluently.</li> </ul>

<p><b>Movement: Dance</b></p>	<ul style="list-style-type: none"> <li>• Perform a range of actions with control and coordination.</li> <li>• Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book.</li> <li>• Link actions to perform short dances.</li> <li>• Repeat and remember simple movement patterns.</li> <li>• Demonstrate stillness in a range of shapes.</li> <li>• Explore actions that express ideas for a dance.</li> <li>• Use a prop such as a scarf to experiment with moving.</li> </ul>	<ul style="list-style-type: none"> <li>• Choreograph a sequence of between four and six movements, which can be recalled and repeated.</li> <li>• Use real-life situations or stimuli, e.g. a poem or a picture, as a basis to create imaginative movements.</li> <li>• Participate in a group dance and talk about individual and group contributions.</li> <li>• Identify and describe shapes and pathways within a dance.</li> <li>• Identify and describe dance styles from different eras.</li> <li>• View and describe dances from other cultures and know where they come from.</li> <li>• Demonstrate a simple dance from a different culture.</li> <li>• Describe what they like or dislike about a dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Choreograph a short dance based upon a specific theme or idea.</li> <li>• Create a dance with a clear beginning, middle and end.</li> <li>• Choose appropriate music to accompany the dance.</li> <li>• Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions.</li> <li>• Identify and discuss how dynamics are used within a dance.</li> <li>• Compare and contrast dances from different eras and cultures.</li> <li>• Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community.</li> <li>• Perform a dance from a different culture, demonstrating key features.</li> <li>• Describe and evaluate the production of dances, taking into account costume, lighting, set and sound.</li> <li>• Describe, using a range of vocabulary, how watching or performing a dance makes them think and feel.</li> </ul>
<p><b>Tactics and Strategy: Dance</b></p>	<ul style="list-style-type: none"> <li>• Apply movement adaptations to their movement techniques, e.g. an unhappy walk.</li> <li>• Express emotions through facial expressions, gestures and posture.</li> <li>• Describe their choices of movement.</li> <li>• Choose which actions to change with the movement adaptations of space, dynamics and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform expressively by varying the movements in a sequence, using dynamics, space and relationships.</li> <li>• Express emotions with realistic actions, e.g. stamp when angry, skip when happy.</li> <li>• Explain how a movement can represent an idea.</li> <li>• Create movements and phrases that convey a definite idea or sequence of events.</li> <li>• Structure a dance to tell a story.</li> <li>• Use action reaction techniques.</li> <li>• Use compositional devices of canon and unison.</li> <li>• Choose the order of the dance for maximum spectator impact</li> </ul>	<ul style="list-style-type: none"> <li>• Use compositional devices such as counterpoint and complement.</li> <li>• Perform expressively to illustrate a theme.</li> <li>• Perform with focus towards an audience.</li> <li>• Choose contrasting dances to maintain audience interest.</li> <li>• Make decisions on how and when to include compositional devices for maximum impact.</li> </ul>
<p><b>Movement: Athletics</b></p>		<ul style="list-style-type: none"> <li>• Accelerate and decelerate quickly, demonstrating control and stability.</li> <li>• Sprint over short distances.</li> <li>• Run over a longer distance, demonstrating endurance.</li> <li>• Run with good rhythm and coordination over small obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerate from a variety of static positions.</li> <li>• Sustain jogging or running at a consistent pace for a few minutes.</li> <li>• Pass a relay baton at speed, using correct technique.</li> <li>• Sprint over small obstacles, maintaining a consistent stride pattern.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a range of throwing techniques (pull, push and sling).</li> <li>• Throw for distance within a marked zone.</li> <li>• Jump for height and distance, showing control in landings.</li> <li>• Perform jump combinations with rhythm and control.</li> <li>• Compete against self, aiming to improve personal best performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape.</li> <li>• Perform triple jump sequences (hop, step, jump) with balance and control.</li> <li>• Jump for distance from one foot to two feet and begin to use a short run-up.</li> <li>• Perform a scissor jump from a short run-up.</li> <li>• Compete against self, keeping track of personal best performances, setting targets for improvement.</li> </ul>
Tactics and Strategy: <b>Athletics</b>		<ul style="list-style-type: none"> <li>• Choose a sequence to combine jumps efficiently</li> <li>• Make decisions about the best take-off leg</li> <li>• Vary the pace to sustain running over a period of time.</li> <li>• Make decisions on how to increase the height and distance of a throw</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust pace to ensure the whole team can sustain the timed run.</li> <li>• Adapt length of run-up to improve the performance of the jump.</li> <li>• Change the height of release to maximise the distance thrown.</li> </ul>
Movement: <b>Outdoor Adventurous Activities</b>		<ul style="list-style-type: none"> <li>• Use maps and diagrams to orientate themselves and travel around a simple course.</li> <li>• Complete a star orienteering activity.</li> <li>• Find solutions to problems and challenges.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Take part in activities in the natural world.</li> <li>• Work confidently in familiar and changing environments.</li> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and organise a simple orienteering trail using a variety of map reading, compass skills and coordinates.</li> <li>• Participate in a range of problem-solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact, etc.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Select appropriate equipment for outdoor and adventurous activities.</li> </ul>
Tactics and Strategy: <b>Outdoor Adventurous Activities</b>		<ul style="list-style-type: none"> <li>• Choose the best pace for running between checkpoints.</li> <li>• Choose the best methods of communicating with a partner</li> <li>• Work out a strategy as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Make decisions on pacing to ensure fastest completion of the course.</li> </ul>
Movement: <b>Swimming</b>	<ul style="list-style-type: none"> <li>• Enter and exit a pool safely using a jump.</li> <li>• Move around a pool, walking, hopping, etc.</li> <li>• Touch the bottom of the pool with different body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump into the water and submerge.</li> <li>• Pick up an object from the bottom of the pool.</li> <li>• Swim using front/back crawl and breaststroke techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter the water using the straddle technique for shallow water.</li> <li>• Move efficiently through the water using alternating and simultaneous strokes on front and back, such as</li> </ul>

	<ul style="list-style-type: none"> <li>• Push and glide from the side holding a float with face in the water, showing an understanding of streamlining.</li> <li>• Float in different shapes.</li> <li>• Begin to use correct front and back crawl techniques, with or without buoyancy aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Tread water.</li> <li>• Rotate from back to front and front to back and regain an upright position.</li> <li>• Coordinate breathing as appropriate for the stroke being used.</li> <li>• Swim at least 25 metres unaided.</li> <li>• Swim through a hoop held vertically under water.</li> <li>• Change body shape while floating.</li> </ul>	<p>front crawl, back crawl and breaststroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <ul style="list-style-type: none"> <li>• Turn efficiently at the end of a length.</li> <li>• Swim longer distances and for increasing amounts of time.</li> <li>• Use swimming skills and strokes for different purposes such as water polo and synchronised swimming.</li> <li>• Develop personal survival and self-rescue skills including the HELP (Heat Escape Lessening Posture) position, attracting attention, sculling and swimming in clothes, safe entries and exits.</li> <li>• Learn and explain the Water Safety Code.</li> </ul>
<b>Tactics and Strategy: Swimming</b>	<ul style="list-style-type: none"> <li>• Change body shape to increase speed through the water.</li> <li>• Choose the most appropriate way of entering and exiting the pool.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the best shapes for floating</li> <li>• Demonstrate an understanding of streamlining</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of how to stay safe around water.</li> <li>• Transition effectively from one figure to another.</li> <li>• Make decisions on the figures to be used based on the ability level of the whole group.</li> </ul>
<b>Personal and Social Knowledge: All disciplines</b>	<ul style="list-style-type: none"> <li>• Recognise that their behaviour can affect other people and take responsibility for this.</li> <li>• Recognise that people's bodies and feelings can be hurt.</li> <li>• Recognise what is fair and unfair, kind and unkind, right and wrong.</li> <li>• Follow directions in group settings, following rules, taking turns.</li> <li>• Accept feedback from the teacher.</li> <li>• Use equipment and space appropriately.</li> <li>• Share equipment and space with others.</li> <li>• Follow class protocols with minimal reminders.</li> <li>• Listen to others and play cooperatively.</li> <li>• Identify and respect the differences and similarities between people.</li> <li>• Recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respond appropriately to a wide range of feelings in others.</li> <li>• Encourage teammates when they are not successful or make a wrong decision.</li> <li>• Congratulate an opponent on a good shot.</li> <li>• Follow the etiquette of games, e.g. be quiet when another is taking a shot in golf.</li> <li>• Make decisions on the order of play.</li> <li>• Work cooperatively with a team.</li> <li>• Work competitively against an opponent.</li> <li>• Demonstrate cooperation and empathy while solving conflicts without teacher intervention.</li> <li>• Demonstrate good sportsmanship.</li> <li>• Listen respectfully to feedback from peers.</li> <li>• Listen and respond respectfully to a wide range of people: peers, teachers and coaches.</li> <li>• Feel confident to tell others their ideas and raise their own concerns.</li> <li>• Recognise and care about other people's feelings and try to take into account the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Praise the performance of others, whether better or worse than their own.</li> <li>• Work with others regardless of their ability.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Give constructive feedback to peers respectfully.</li> <li>• Act responsibly and fairly during the game.</li> <li>• Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher.</li> <li>• Respect and, if necessary, constructively challenge the points of view of others.</li> <li>• Follow the rules of the game independently of the teacher.</li> <li>• Win and lose with dignity.</li> <li>• Follow safety considerations in activities.</li> <li>• Recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</li> </ul>

<p>Leadership Knowledge: <b>All disciplines</b></p>	<ul style="list-style-type: none"> <li>Remember to bring their kit.</li> <li>Make appropriate equipment choices.</li> <li>Listen to others.</li> <li>Try hard.</li> <li>Follow the teacher's instructions.</li> <li>Look after and use equipment properly.</li> <li>Help a partner improve.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and deliver a warm-up.</li> <li>Give clear instructions.</li> <li>Make sure the area is safe.</li> <li>Explain rules.</li> <li>Keep score.</li> <li>Time games.</li> <li>Include everyone.</li> <li>Encourage others to join in.</li> <li>Contribute to team talks about strategies and tactics.</li> <li>Set up equipment.</li> <li>Give feedback to others on what they did well and how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and deliver a session or a tournament.</li> <li>Make posters to advertise activities.</li> <li>Adapt activities to suit everyone.</li> <li>Check activities are safe.</li> <li>Make sure rules are followed.</li> <li>Make consistent and fair judgements.</li> <li>Make sure everyone is involved and having fun.</li> <li>Find out which new activities others might like to try and research them.</li> <li>Make sure everyone plays fairly.</li> <li>Accept officials' decisions.</li> <li>Resolve conflicts, listening carefully to all opinions.</li> <li>Be punctual.</li> <li>Ensure appropriate equipment is available and easily accessible.</li> <li>Act as a coach to support others, identifying strengths and areas to work on.</li> </ul>
<p>Healthy Lifestyle Knowledge: <b>All disciplines</b></p>	<ul style="list-style-type: none"> <li>Be able to talk about the benefits of being active.</li> <li>Engage actively in PE lessons.</li> <li>Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer.</li> <li>Recognise the importance of a warm-up.</li> <li>Differentiate between healthy and unhealthy foods.</li> <li>Recognise that physical activity is important for good health.</li> <li>Understand that some physical activities are challenging and difficult.</li> <li>Describe physical activities that they enjoy.</li> <li>Describe the enjoyment of playing with friends.</li> <li>Describe positive feelings that result from participating in physical activities.</li> <li>Recognise that working hard to achieve something can make them feel happy.</li> <li>Describe how physical activity makes them feel good.</li> </ul>	<ul style="list-style-type: none"> <li>Keep a diary of participation in physical activities outside PE lessons, e.g. before and after school, at home, at the park, with friends, with family.</li> <li>Describe how being physically active contributes to a healthy body.</li> <li>Engage actively in PE lessons without teacher prompting.</li> <li>Recognise the importance of a warm-up and cool-down.</li> <li>Recognise that different types of fitness are needed for different physical activities.</li> <li>Identify foods that are appropriate to eat before and after physical activity.</li> <li>Compare physical activities that bring confidence and challenge.</li> <li>Discuss the challenges involved in learning a new physical activity.</li> <li>Describe the positive social interactions that come from working with others during physical activity.</li> <li>Describe how demanding physical activity has an impact on the body, both physically and mentally.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse opportunities for participating in physical activity outside physical education lessons.</li> <li>Participate in self-selected physical activity outside of physical education lessons.</li> <li>Make choices about the amount and type of physical activity undertaken.</li> <li>Make choices about diet in relation to physical activity levels.</li> <li>Understand the importance of positive self-talk.</li> <li>Follow the Chief Medical Officer's guidelines for the amount of physical activity (at least 60 minutes per day).</li> <li>Engage actively in all PE lessons, including those that may not be their particular preference.</li> <li>Identify the need for a warm-up and cool-down and that the format of this may change depending on the activity.</li> <li>Identify individual areas of fitness to improve and devise a fitness plan.</li> <li>Discuss the importance of hydration and the best choices depending on the physical activities chosen.</li> </ul>

		<ul style="list-style-type: none"><li>• Recognise the importance of correct nutrition to replace the energy lost during physical activity.</li><li>• Recognise how identifying strengths while playing a game, and being proud of achievements, makes you feel good.</li></ul>	
--	--	--	--