

 P.E. Progression in Key Skills

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|   | Key Skills |
|  Year\_1 | **Fundamental Skills** Can perform most fundamental skills to a developing level. Theses skill are; catching, hopping, skipping, jumping, throwing-over arm , throwing-under arm, rolling a ball, bouncing a ball and kicking a ball**Dance**Perform fundamental movement skills at a developing levelPerform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own danceCopy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects)Travel, turn, jump, gesture, stillnessCopy simple movement patters Show and tell using body actions to explore mods, ideas and feelings Vary speed, strength, energy and tension of their movements **Gymnastics**Perform fundamental movement skills at a developing level in: Travelling skills Perform body actions with some control and coordination Shape – wide, thinTravelling – feet, jog, skip, gallop, hop, walk forwards/backwardsTravelling – hand and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc.Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back bottom, shoulderJumping and landing Rolling – rocking on back, pencil, egg rollsApparatus**Games**Perform fundamental movement skills at a developing level in:Travelling skills Sending skills Receiving skills **Athletics**Perform fundamental movement skills at a developing level in: Running, hopping, rolling a ball, underarm throw and jumping.  |
| Year\_\_2 | **Fundamental Skills** Can perform all fundamental skills to a developing level, mastering some. Theses skill are; catching, hopping, skipping, jumping, throwing-over arm , throwing-under arm, rolling a ball, bouncing a ball and kicking a ball**Dance**Perform fundamental movement skills at a developing level and start to master some basic movements Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualitiesCopy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects)Travel, turn, jump, gesture, stillnessCopy simple movement patters Show and tell using body actions to explore mods, ideas and feelings Vary speed, strength, energy and tension of their movements **Gymnastics**Perform fundamental movement skills at a developing level and start to master some basic movements in:Travelling skills Perform body actions with control and coordination Shape – wide, thin, dish, arch, tuckTravelling – feet, jog, skip, gallop, hop, walk forwards/backwardsTravelling – hand and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc.Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back bottom, shoulderJumping and landing Rolling – rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward rollApparatus**Games**Perform fundamental movement skills at a developing level and start to master some basic movements in:Travelling skills Sending skills Receiving skills **Athletics**Perform fundamental movement skills at a developing level and start to master some basic movements in:Running Underarm throw Overarm throw Push throw Jumping for distance  |
| Year 3 | **Dance**Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control To perform dance expressively, using a range of performance skills To perform dance with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groupsTo perform more complex dance phrases that communicates character and narrative To perform in a whole class performance to talk about how they might improve their dances To describe and evaluate some of the compositional features of dances performed with a partner or group **Gymnastics**Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extensionTravel - i.e. feet & hands and feetBalance – i.e. small body parts Jump – i.e. 2 foot jump and land Rolling – Basic rolls Apparatus **Swimming**Non swimmers and developing swimmers:Swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves They will use on basic method to swim the distance making sure they breathThey will start by using floats, swim over long distances and periods of time with a controlled leg kickThey will explore freely how to move in and under water; recognise how the water affect their temperature and identify and describe the differences between different arm and leg actionsDeveloping and competent swimmers:Children will learn to swim between 50 and 100 metres and keep swimming for 45 to 90 seconds; use three different strokes, swimming on their front and backThey will control their breathing and swim confidently and fluently on the surface of the water Children should know the dangers of water locally and nationally Learn how to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble**Athletics**Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy:Throwing – push pull and slingHop, step and jump Combination of jumping activities**Outdoor Adventurous Activities**Master most fundamental skills from KS1 and start to develop specific skills and perform them with some accuracy and extension Orientate a mapUse a control card Navigate a course safely **Invasion**Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracyThree touch ball (netball) – running, dodging, chest pass, bounce pass, catching a ballThree touch ball (rugby) – running, dodging, swing pass, catching a ballThree touch ball (handball) – running, dodging, one-handed pass, one handed bounce pass, catching a ball**Net and Wall**Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracyReady position Underarm throw Overarm throw Hold a racket Strike a ball with a racket **Striking and Fielding**Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracyBowl underarm Strike a ball off a tee Catch a ballField a ball and return it quickly |
| Year4 | **Dance**Perform dance clearly and fluently and show sensitivity to the dance idea and the accompaniment To perform dance expressively, using a range of performance skills To perform dance with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groupsTo perform more complex dance phrases that communicates character and narrative To perform in a whole class performance to talk about how they might improve their dances To describe and evaluate some of the compositional features of dances performed with a partner or group **Gymnastics**Master fundamental movement skills and start to develop sport specific skills and performing them with consistency, accuracy and some controlTravel - i.e. feet & hands and feetBalance – i.e. large body parts, dish, arch, one foot balance Jump – different shapes when jumping, jump for a quarter and half turn Rolling – Basic rolls Apparatus **Athletics**Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy:Throwing – push pull and slingHop, step and jump Combination of jumping activities**Outdoor Adventurous Activities**Master fundamental movement skills and start to develop specific skills and performing them with consistency, accuracy and some controlTravel and balance safely when carrying out challenges Demonstrates team work skills during planning doing and reviewing**Invasion**Master fundamental movement skills and start to develop sport specific skills and performing them with consistency and accuracyOn the attack (basketball) – running, chest pass, bounce pass, dribbling a ballOn the attack (rugby) – running, dodging, swing pass, catching a ballOn the attack (handball) - running, dodging, one-handed pass, one handed bounce pass, catching a ball, shooting a ball**Net and Wall**Master fundamental movement skills and start to develop sport specific skills and performing them with consistency and accuracyReady position Underarm throw Overarm throw Hold a racket Strike a ball with a racket **Striking and Fielding**Master fundamental movement skills and start to develop sport specific skills and performing them with consistency and accuracyBowl underarm Strike a ball off a tee Catch a ballField a ball and return it quickly |
| Year 5 | **Dance**Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance To perform dance expressively, using a range of performance skills To perform dance with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groupsTo perform more complex dance phrases that communicates character and narrative To perform in a whole class performance to talk about how they might improve their dances To describe and evaluate some of the compositional features of dances performed with a partner or group **Gymnastics**Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control Travel - i.e. feet & hands and feetBalance – i.e. partner balance (counter balance) Jump – different ways of jumping and lading with shape Rolling – Basic rolls Apparatus **Athletics**Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speedThrowing – push, pull, sling and heave Jumping and landing in different ways Running for short and long distances Passing a baton in relay **Outdoor Adventurous Activities**Continue to develop specific skills and perform them with consistency, accuracy, confidence and control Know how to keep the map ‘set’ or ‘orientated’ when they move around a simple course Know the eight parts of a compass Record information accurately at a control marker Navigate to a control marker on a score event course**Invasion**Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control Year 5 core task (netball) – running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting Year 5 core task (rugby) – running, dodging, swing pass, catching a ball, kicking a ballYear 5 core task (hockey) – running, push pass, dribbling, receiving a pass, shooting**Net and Wall**Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control Throwing a ballHold a racket correctly Forehand Backhand Volley **Striking and Fielding**Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control Bowl underarm Strike a ball off a tee Strike a bowled ballField a ball and throw back overarm  |
| Year 6 | **Dance**Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively To perform dance expressively, using a range of performance skills To perform dance with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groupsTo perform more complex dance phrases that communicates character and narrative To perform in a whole class performance to talk about how they might improve their dances To describe and evaluate some of the compositional features of dances performed with a partner or group **Gymnastics**Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speedTravel - i.e. feet & hands and feetBalance – i.e. partner and group balance (counter balance) Jump – different ways of jumping and lading with shape Rolling – Basic rolls Apparatus**Athletics**Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speedThrowing – push, pull, sling and heave Jumping and landing in different ways Running for short and long distances Passing a baton in relay **Outdoor Adventurous Activities**Continue to develop specific skills and perform them with consistency, accuracy, confidence, control and speedTo set a map using a compass To practice and refine thumbing to set a map (orientatedTo set a direction of travel from the map, using a compass To follow instructions in order to complete an orienteering course **Invasion**Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speedCalling the shits’ (netball) – running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting Calling the shits’ (rugby) – running, dodging, swing pass, catching a ball, kicking a ballCalling the shits’ (hockey) – running, push pass, dribbling, receiving a pass, shooting **Net and Wall**Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speedThrowing a ballForehand Backhand Volley Underarm serve **Striking and Fielding**Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speedBowl overarm Strike a bowled ballField a ball and throw back overarm |

See Lancashire Scheme of Work Progression Document 2020 for further detail on developing and application of skills