

Physical Education: SKILLS PROGRESSION TOOL



	Aims	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities. • Are physically active for sustained periods of time. • Engage in competitive sports and activities. • Lead healthy, active lives. 	<p><u>Milestone objectives:</u></p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 		<p><u>Milestone objectives:</u></p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member 		<p><u>Milestones objectives:</u></p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	

Curriculum objectives:

KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- ☑ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ☑ participate in team games, developing simple tactics for attacking and defending

KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 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

- ☑ I can travel in a variety of ways including running and jumping.
- ☑ I can begin to perform a range of throws.
- ☑ I can receive a ball with basic control.
- ☑ I can begin to develop hand-eye coordination.
- ☑ I can participate in simple games.

- ☑ I can confidently send the ball to others in a range of ways.
- ☑ I can begin to apply and combine a variety of skills (to a game situation).
- ☑ I can develop strong spatial awareness.
- ☑ I can begin to develop own games with peers.

- ☑ I can understand tactics and composition by starting to vary how I respond.
- ☑ I can vary skills, actions and ideas and link these in ways that suit the games activity.
- ☑ I can begin to communicate with others during game situations.
- ☑ I can use skills with coordination and control.
- ☑ I can develop my own rules for new games.
- ☑ I can make imaginative pathways using equipment.
- ☑ I can work well in a group to develop various games.
- ☑ I can begin to understand how to compete with each other in a controlled manner.
- ☑ I can begin to select resources

- ☑ I can vary skills, actions and ideas and link these in ways that suit the games activity.
- ☑ I can show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking
- ☑ I can use skills with coordination, control and fluency.
- ☑ I can take part in competitive games with a strong understanding of tactics and composition.
- ☑ I can create my own games using knowledge and skills.
- ☑ I can work well in a group to develop various games.
- ☑ I can compare and comment on skills to support creation of new games.
- ☑ I can make suggestions as to what resources can be used to differentiate a game.
- ☑ I can apply basic skills for attacking and defending.
- ☑ I can use running, jumping, throwing and catching in isolation and combination.

- ☑ I can vary skills, actions and ideas and link these in ways that suit the games activity.
- ☑ I can show confidence in using ball skills in various ways, and can link these together.
- ☑ I can use skills with coordination, control and fluency.
- ☑ I can take part in competitive games with a strong understanding of tactics and composition.
- ☑ I can create my own games using knowledge and skills.
- ☑ I can make suggestions as to what resources can be used to differentiate a game.
- ☑ I can apply basic skills for attacking and defending.
- ☑ I can use running, jumping, throwing and catching in isolation and combination.

- ☑ I can vary skills, actions and ideas and link these in ways that suit the games activity.
- ☑ I can show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking
- ☑ I can keep possession of balls during games situations.
- ☑ I can consistently use skills with coordination, control and fluency.
- ☑ I can take part in competitive games with a strong understanding of tactics and composition.
- ☑ I can create my own games using knowledge and skills.
- ☑ I can modify competitive games.
- ☑ I can compare and comment on skills to support creation of new games.
- ☑ I can make suggestions as to what resources can be used to differentiate a game.
- ☑ I can apply knowledge of skills for attacking and defending.
- ☑ I can use running, jumping, throwing and catching in isolation and in combination.

	<p>☒ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>☒ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>						
		<p>Milestone objectives:</p> <ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	<p>Milestone objectives:</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<p>Milestone objectives:</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 			

Athletics		<ul style="list-style-type: none"> ☑ I can run at different speeds. ☑ I can jump from a standing position. ☑ I can perform a variety of throws with basic control. ☑ I can explore footwork patterns. ☑ I can explore arm mobility. ☑ I can explore different methods of throwing. 	<ul style="list-style-type: none"> ☑ I can change the speed and direction whilst running. ☑ I can jump from a standing position with accuracy. ☑ I can perform a variety of throws with control and coordination. ☑ I can use equipment safely 	<ul style="list-style-type: none"> ☑ I can begin to run at speeds appropriate for the distance. ☑ I can perform a running jump with some accuracy. ☑ I can perform a variety of throws using a selection of equipment. ☑ I can use equipment safely and with good control. 	<ul style="list-style-type: none"> ☑ I can begin to build a variety of running techniques and use with confidence. ☑ I can perform a running jump with more than one component e.g. hop skip jump (triple jump). ☑ I can demonstrate accuracy in throwing and catching activities. ☑ I can describe good athletic performance using correct vocabulary. ☑ I can use equipment safely and with good control. 	<ul style="list-style-type: none"> ☑ I can begin to build a variety of running techniques and use with confidence. ☑ I can perform a running jump with more than one component. e.g. hop skip jump (triple jump) ☑ I can begin to record peers performances, and evaluate these. ☑ I can demonstrate accuracy and confidence in throwing and catching activities. ☑ I can describe good athletic performance using correct vocabulary. ☑ I can use equipment safely and with good control. 	<ul style="list-style-type: none"> ☑ I can begin to build a variety of running techniques and use with confidence. ☑ I can perform a running jump with more than one component. e.g. hop skip jump (triple jump) ☑ I can begin to record peers performances, and evaluate these. ☑ I can demonstrate accuracy and confidence in throwing and catching activities. ☑ I can describe good athletic performance using correct vocabulary. ☑ Can use equipment safely and with good control.
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. 		<ul style="list-style-type: none"> ☑ I can swim competently, confidently and ☑ Children can build confidence in the water. 	<ul style="list-style-type: none"> ☑ I can swim competently, confidently and proficiently over a distance of at least 25 metres. ☑ I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. 	<ul style="list-style-type: none"> ☑ I can swim competently, confidently and proficiently over a distance of at least 25 metres. ☑ I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. ☑ I can perform safe self-rescue 	<ul style="list-style-type: none"> ☑ I can swim competently, confidently and proficiently over a distance of at least 25 metres. ☑ I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. ☑ I can perform safe self-rescue 	<ul style="list-style-type: none"> ☑ I can swim competently, confidently and proficiently over a distance of at least 25 metres. ☑ I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. ☑ I can perform safe self-rescue