



Wilkinson
Primary School

Wilkinson Primary School Physical Education Skills Progression

National Curriculum: Key Stage 1

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. Perform dances using simple movement patterns.

National Curriculum: Key Stage 2

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. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. 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.

Invasion Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p> <p>Choose and use skills effectively for particular games: - Throw a ball accurately to a target using increasing control.</p> <p>Explore throwing and catching in different ways.</p>	<p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.</p> <p>Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p>	<p>Move with a ball towards goals with increasing control.</p> <p>Understand their role as an attacker and as a defender.</p> <p>Move into space to help support a team.</p> <p>Defend an opponent and try to win the ball.</p>	<p>Pass, receive and shoot the ball with increasing control.</p> <p>Work as part of a team to keep possession and score goals when attacking.</p> <p>Defend one on one and know when and how to win the ball.</p> <p>Use simple tactics to help a team score or gain possession.</p>	<p>Understand there are different skills for different situations and begin to use these.</p> <p>Move into space to help a team.</p> <p>Play in a range of positions and know how to contribute when attacking and defending.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p>	<p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation.</p> <p>Create and use a variety of tactics to help a team.</p> <p>Create and use space to help a team.</p> <p>Select and apply different movement skills to lose a defender.</p> <p>Use marking, and/or interception to improve defending.</p>

Explore kicking in different ways with increasing control.	<p>Begin to lead others in a simple team game.</p> <p>Be able to pass and stop a ball to a team mate accurately.</p> <p>Understand how to intercept a moving ball.</p> <p>Understand role of attacker and defender.</p>				
		<p>Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations.</p> <p>Pupils can identify when they are successful and the next steps in their learning</p> <p>Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation.</p> <p>Understand how to use equipment safely.</p>	<p>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.</p> <p>Pupils are able to assess their own performance and the performance of others to identify areas for development.</p> <p>Pupils consistently demonstrate the sporting spirit values in a range of games situations</p> <p>Understand how to use equipment safely.</p>		

Net and Wall					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. .</p> <p>Hit a ball with control using an appropriate object.</p>	<p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to lead others in</p>	<p>Return a ball to a partner. Use basic racket skills.</p> <p>Play a range of basic shots.</p> <p>Move quickly around the court using a variety of movement patterns.</p>	<p>To play a continuous games.</p> <p>Use a range of basic racket skills and variety of shots in different areas of the court.</p> <p>Demonstrate good footwork on the court.</p> <p>Return to the ready position to defend my own court.</p>	<p>Develop wider range of skills and begin to use these under some pressure.</p> <p>Select and apply preferred skills with increasing consistency.</p> <p>Understand the need for tactics and make decisions about when best to use them.</p> <p>Play co-operatively with a partner.</p> <p>Demonstrate good footwork to cover a court space in a game situation.</p>	<p>Use a wider range of skills in game situations.</p> <p>Play cooperatively with a partner / in a team.</p> <p>Demonstrate good decision making when making shots within a game.</p> <p>Identify and use a variety of tactics.</p>

	<p>a simple team game.</p> <p>To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.</p>				
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Athletics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.</p> <p>Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running 		<p>Run at fast, medium and slow speeds.</p> <p>Use different take off and landings when jumping.</p> <p>Develop jumping for distance and height.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Record my distances, numbers and times.</p>	<p>Demonstrate the difference between sprinting and running over varying distances.</p> <p>Demonstrate different throwing techniques.</p> <p>Jump for distance and height with control and balance.</p> <p>Throw with some accuracy and power into a target area.</p>	<p>Choose the best pace for a running event.</p> <p>Perform a range of jumps showing some technique.</p> <p>Show control at take-off in jumping activities.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Lead a partner through short warm-up routines.</p>	<p>Select and apply the best pace for a running event.</p> <p>Exchange a baton with success. Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Lead a small group through a short warm-up routine.</p>

Striking and Fielding					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p> <p>Choose and use skills effectively for particular games: -Throw a ball accurately underarm to a target using increasing control. -Show increasing control when rolling an object, using a technique.</p>	<p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to lead others in</p>	<p>Use overarm and underarm throwing, and catching skills.</p> <p>Begin to strike a bowled ball after a bounce.</p> <p>Bowl a ball towards a target.</p> <p>Develop an understanding of tactics and begin to use them in game situations.</p>	<p>Use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>Strike a bowl and ball after a bounce.</p> <p>Bowl a ball with some accuracy, and consistency.</p> <p>Choose and use simple tactics for different situations.</p>	<p>To sometimes strike a bowled ball.</p> <p>Begin to develop a wider range of skills and use these under some pressure.</p> <p>Use tactics effectively in a competitive situation</p>	<p>Strike a bowled ball with increasing consistency.</p> <p>Use some tactics in the game as a batter, bowler and fielder.</p> <p>Select the appropriate action for the situation.</p>

<p>-Hit a ball with control using an appropriate object.</p> <p>Explore throwing and catching in different ways.</p>	<p>a simple team game.</p> <p>To be able to hit a ball accurately using a piece of equipment.</p>				
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Outdoor Adventure					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop and master fundamental movement skills.</p> <p>Apply fundamental movement skills in a range of activities. Develop simple tactics.</p>		<p>To follow and give instructions.</p> <p>Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve problems.</p> <p>Reflect on when and why I was successful at solving challenges.</p> <p>Developing basic map reading skills.</p>	<p>Accurately follow and give instructions.</p> <p>Work effectively with a partner and a small group.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Plan and apply strategies to solve problems.</p>	<p>Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.</p> <p>Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>Use critical thinking to approach a task.</p> <p>Navigate around a course using a map.</p>	<p>Work effectively with a partner and a group.</p> <p>Use critical thinking to form ideas.</p> <p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.</p> <p>Orientate and map efficiently to navigate around a course.</p>

Dance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own general space using changes of speed level and direction.</p> <p>Compose and link movements to make simple beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance.</p> <p>Explore the change of rhythm, speed, level and direction.</p> <p>Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p>Create dance phrases that communicate ideas.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Use counts to keep in time with a group and the music.</p> <p>Recognise and talk about the movements used and the expressive qualities of dance.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative</p> <p>Use formation, canon and unison to develop a dance.</p> <p>Refine, repeat and remember dance phrases and dances.</p> <p>Perform dances clearly and fluently.</p> <p>Describe, interpret and evaluate dance, using appropriate language.</p>	<p>Adapt and refine actions, dynamics and relationships in a dance</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Recognise and comment on dances, showing an understanding of style.</p> <p>Suggest ways to improve their own and other people's work.</p>	<p>Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>Perform dances fluently and with control.</p> <p>Use appropriate language to evaluate and refine their own and other's work.</p>

Multi-skills	
Year 1	Year 2
<p>To explore static balancing and understand the concept of bases.</p> <p>To combine a number of co-ordination drills, using upper and lower body movements.</p> <p>To aim a variety of balls and equipment accurately.</p> <p>To time running to stop or intercept the path of a ball.</p> <p>To travel in different ways, showing clear transitions between movements.</p> <p>To travel in different directions (side to side, up and down) with control and fluency.</p> <p>To practise ABC (agility, balance and coordination) at circuit stations.</p>	

Gymnastics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hop, bounce, spring and skip in different directions.</p> <p>Bounce using feet in different combinations and repeat a pattern of movements.</p> <p>Jump from one foot to two feet and from one foot to the other and understand how to land safely.</p> <p>Show thin and wide shapes and turning jumps.</p> <p>Link two jumps together using high and low levels.</p> <p>Demonstrate different ways of travelling on small and large parts of the body.</p>	<p>Show various ways of travelling and balancing with the body close to or far away from the ground.</p> <p>Understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest or lowest point to the ground.</p> <p>Take weight confidently on hands to lift the feet high.</p> <p>Plan and link together two or three movements showing control and coordination's and an awareness of contrast in speed.</p> <p>Travel underneath a partner who is holding</p>	<p>Travel showing a range of stretched curled and arched shapes and join together two or more contrasting actions.</p> <p>Demonstrate stretched arched and curled balance on different body parts showing an understanding of high, medium and low positions</p> <p>Identify and perform matching shapes with a partner.</p> <p>Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds.</p> <p>Know what symmetry and asymmetry means and demonstrate symmetrical and asymmetrical balances</p>	<p>Identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases.</p> <p>Demonstrate a variety of balanced positions, including ones with feet high and understand about body tension and quality of performance.</p> <p>Demonstrate contrasting shapes: wide, narrow, curled, symmetry and asymmetry</p> <p>Create and perform a sequence which combines four or more balances with travelling movements, jumps or rolls</p> <p>Show a variety of</p>	<p>Identify and show a range of bridge shapes with back, front or side of the body towards the floor.</p> <p>Demonstrate a variety of high and low bridges and join two together with a rolling movement.</p> <p>Travel in different directions showing a variety of bridge shapes.</p> <p>Move smoothly into and from a variety of bridge shapes individually and with a partner and create a sequence using variations of levels speeds and directions.</p> <p>Understand the range of movement necessary to create a balanced sequence and</p>	<p>Understand and use a variety of spatial relationships when working with a partner.</p> <p>Compose an individual sequence comprising travel, jump, roll and balance and then teach it to a partner and perform it together, matching exactly.</p> <p>Understand and use mirror movements with a partner.</p> <p>Show matching and mirroring balances with a partner showing different shapes and levels.</p> <p>Create a sequence linking four balances with travelling, jumping and turning movements. The sequence will show, variations of speed,</p>

<p>Know which small parts of the body can take weight safely.</p> <p>Balance upon large body parts and know how to vary the shape of the balances.</p> <p>Select two balances and link them together showing control and speed change.</p> <p>Make a simple balanced shape for a partner to step over or travel underneath.</p> <p>Know, understand and show which parts of the body can be used for spinning and rocking.</p> <p>Rock on different body parts to stand up or turn over.</p> <p>Know and understand the safety implications involved in various types of rolling and be</p>	<p>a balanced bridge position.</p> <p>Understand and show different pathways on the floor.</p> <p>Show an understanding of different speeds and levels.</p> <p>Understand and identify appropriate movement to travel along different shaped pathways.</p> <p>Select and link together three different ways of travelling to create an interesting pathway. The sequence should show a definite beginning, middle and end.</p> <p>Observe and copy a partner in 'follow my leader' formation to show different pathways and link</p>	<p>on different body parts.</p> <p>Travel, jump and roll or spin showing symmetrical and asymmetrical shapes emphasising legs together and apart.</p> <p>Understand and show how to link smoothly, travelling, jumping, turning and balancing movements and begin to analyse the work of others.</p> <p>Perform a simple matching sequence side by side with a partner to show symmetrical and asymmetrical shapes.</p> <p>Understand and identify flexible and direct pathways and demonstrate different ways of travelling fluently along them.</p> <p>Understand and show</p>	<p>travelling, jumping, rolling and balancing skills and understand how different body parts are capable of receiving weight.</p> <p>Identify and use skills which transfer weight from feet to hands and back to feet again.</p> <p>Move smoothly into and from a balance and link balances with travelling and rolling actions.</p> <p>Show an understanding of shapes, levels and speeds.</p> <p>Create a sequence with a partner to show a variety of ways of receiving body weight.</p> <p>Identify and use a range of travelling, jumping and turning movements on difference levels and</p>	<p>be able to recognise when one is absent.</p> <p>Identify and show the five basic jumps showing a variety of clear body shapes in the air.</p> <p>Understand how to take off and land safely in different directions and join together three different jumps showing variations in pathway.</p> <p>Spring from feet to hands and back to feet again.</p> <p>Join together with a partner a jump and a roll to show contrasting body shapes.</p> <p>Compose a sequence showing two different jumps, landing and rolls and one action of flight taking weight from feet to hands to</p>	<p>levels, direction and shape.</p> <p>Understand, identify and use the terms synchronisation and canon.</p> <p>Understand and explore the possible variations in level speed and direction when working with a partner.</p> <p>Join together a series of movements then synchronise them with a partner.</p> <p>Use rhythm and timing to produce a sequence of canon movement with a partner or small group.</p> <p>Understand how to produce combines balances emphasising levels and shape and link three balances using canon and synchronisation to</p>
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<p>able to show rolling sideways in curled and stretched shapes.</p> <p>Move into and out of a sideways roll in different ways.</p> <p>Link together a jump, safe landing, and rolling action showing different combinations of shapes and finish in a stretched position.</p> <p>Observe, copy and describe the movements of others and show a variety of wide and narrow balances.</p> <p>Travel showing long and narrow, wide and short shapes.</p> <p>Know and use a variety of ways of travelling in a curled-up shape.</p> <p>Travel and balance showing an understanding of close</p>	<p>appropriate movement.</p> <p>Understand and show a variety of controlled turning jumps using one foot to two feet or two feet to two feet.</p> <p>Understand the safety implications and demonstrate a variety of rolls and spins on different parts of the body showing co-ordination and contrasts in speed.</p> <p>Use a jump to link together a turning movement in the air with a turning or spinning movement on the floor.</p> <p>Understand that 'fixing' one half of the body to the floor and then turning the other half produces a twisted position and show various ways of moving out of it.</p>	<p>different speeds and levels.</p> <p>Identify and demonstrate acceleration/ deceleration within one movement and within a series of movements.</p> <p>Select and perform appropriate actions for flexible and direct pathways and create individual and partner sequences.</p> <p>Identify 'change of front' and understand what it means. Demonstrate 1/4, 1/2 and 3/4 turning jumps.</p> <p>Move in a variety of ways different directions.</p> <p>Understand and show individual actions which in themselves create a change of front or direction.</p>	<p>show ways of balancing on different body parts.</p> <p>Demonstrate various sliding, rolling and turning movements which lead smoothly into balanced positions showing change of front.</p> <p>Move into a balance, then move out of it in a different direction.</p> <p>With a partner, link together a series of movements and balances which demonstrate an understanding of change of front and direction and show contrasts in speed.</p> <p>Identify and show at least two different types of rolls in different directions and understand they can be performed at different speeds.</p>	<p>feet.</p> <p>Know and show a range of travelling and jumping activities initiated by pushing and pulling on the floor or apparatus.</p> <p>Demonstrate pushing and/or pulling against the floor and pushing/pulling gripping on or against apparatus to hold a balanced position.</p> <p>Travel using swinging to initiate the movement.</p> <p>Identify and show various ways of gripping apparatus with hands and different body parts to climb, swing, spring onto/off/over or balance.</p> <p>Link two jumps and three balances with travelling and rolling</p>	<p>show an understanding of compositional principles.</p> <p>Make clear balanced shapes for a partner to travel over or under.</p> <p>Contrast a sequence where each person alternately moves into a balanced shape then moves out of it to travel over or under a partner.</p> <p>Understand the safety implications and show a limited number of ways of travelling over a moving partner and travelling over a partner making contact with them.</p> <p>Know and be able to use matching or contrasting shapes to pass over/under a partner.</p> <p>Construct a sequence with a partner to show</p>
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<p>to the ground or apparatus and far away from the ground or apparatus.</p> <p>Understand the safety implications and show a tucked jump.</p> <p>Join together a jump, turning movement and stretched balance.</p>	<p>Understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels.</p> <p>Understand and perform movements where different parts of the body lead into the next action.</p> <p>Compose a short, simple sequence of three or more movements using different combinations of travel, roll, balance and jump and show changes in direction.</p> <p>Perform a simple sequence with a partner.</p>	<p>Select movements and create a sequence to illustrate change of front or directions.</p>	<p>Understand and demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different rolls.</p> <p>Create a sequence with a partner linking different rolls with jumps, balances and travelling movements.</p> <p>Make simple assessments of performance and composition based on criteria given by the teacher.</p>	<p>movements to create a sequence which uses planned variations in body shape, speed and direction.</p> <p>Understand that spinning occurs around a body part in contact with the floor and shows a variety of shapes and speeds when spinning on different body parts.</p> <p>Identify and show a variety of rotations around the long axis.</p> <p>Know and understand that rotation around the side-to-side axis involves mostly rocking and forward and backward rolling.</p> <p>Understand and show turning around the front and back axis.</p> <p>Select a spin and three rotations around different axes and link</p>	<p>four different ways of passing over and under with emphasis on fluency, directions, levels and shapes.</p> <p>Know, understand and use the terms counter balance and counter tension.</p> <p>Show counter balance and counter tension balances in two's, three's or small groups and know that variations can be developed through changing body shape, being on different levels and pushing or pulling on different body parts.</p> <p>Understand, identify and use a variety of methods of moving into and away from balances and link movements.</p> <p>Link balances with appropriate</p>
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				them with travelling and balances to form a sequence showing planned variations in shape, speed and direction.	movements and show variations in shape, level, speed and direction.
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