Ivy Chimneys Primary School

Physical Education - Progression of Key Skills - Reception – Year 6

Dance

Reception	Year 1	Year 2	End of KS expectations
Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.	Copy dance moves. Make up a short dance, after watching one. Dance imaginatively. Change rhythm, speed, level and direction.	Change rhythm, speed, level and direction with consistency. Dance with control and coordination. Make a sequence by linking sections together. Link some movement to show a mood or feeling.	Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings	Respond imaginatively to stimuli related to character/music/story Perform clear & fluent dances that show sensitivity to idea/stimuli Make up dance within a small group	Show/fluency/control in chosen dances in response to stimuli Perform fluent dances with characteristics of different styles/eras Adapt & refine(in pair/group), dances that vary direction, space & rhythm	Create & perform dances in a variety of styles consistently Be aware of & use musical structure, rhythm & mood & can dance accordingly Use appropriate criteria & terminology to evaluate performances	Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns

Gymnastics

Reception	Year 1	Year 2	End of KS expectations
Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness Make large and small body shapes Climb & hang from apparatus Perform basic travelling actions on various body parts	Make body tense, relaxed, curled and stretched, showing some tension. Begin to work on alone/with someone to make a sequence of shapes/travels Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench, spots, mat etc Roll in stretched/curled positions e.g. 'log' and 'egg rolls'	Make the body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions *(sometimes giving advice to others)* Be still on single/two + points of contact on floor/apparatus showing tension & control Link known shape/travel/roll/jump to a balance using floor & on apparatus Jump/land with control using different body shapes in flight	Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Use a greater number of own ideas for movement in response to a task. Combine arm actions with skips/leaps/steps/jumps & spins in travel Travel while using various hand apparatus,(ribbon/hoop/ rope/ball) Know principles of balance and apply them on floor & apparatus	Share ideas and give positive criticism/advice to self & others. Create & perform matching/mirroring sequences explaining how it could be improved Perform at least 3 different rolls (shoulder, forward, back) with some control Link a roll with travel and balance using floor and apparatus with good body control	Combine own work with that of others, identifying strengths & weaknesses. Include change of speed, direction and shape in movements. Follow a set of 'rules' to produce a sequence, possibly made by peers. Create mirror/matching/cannon(pair) sequence varying dynamics/levels/direction etc.	Select a suitable routine to perform to different audiences, bearing in mind ***who*** the audience is. Transfer sequence above onto suitably arranged apparatus & floor Perform 6-8 part floor sequence as individual, pair & small group to a piece of music Demonstrate 3 paired balances in sequence using various skills/actions	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics

Invasion Games (netball, football, rugby, basketball, hockey)

Reception	Year 1	Year 2	End of KS expectations
Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner	Throw underarm, bounce & catch ball by self & with partner Kick/stop a ball using a confident foot while static Run straight and on a curve and sidestep with correct technique Begin to follow some simple rules	Perform some dribbling skills with hands and feet using space Pass a ball accurately (hands & feet) over longer distances to a teammate Combine stopping, pick up/collect & send a ball accurately to other players Make simple decisions about when /where to move in game to receive a ball	Pupils should participate in team games, developing simple tactics for attacking and defending.

Netball

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court)		Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court		
Make a series of passes to team mates moving towards a scoring area. Show some signs of using a chest pass and shoulder pass. Show a target to indicate where I'd like to pass to. Know where space is and try to move into it. Mark another player and defend when needed.	Use a chest pass and shoulder pass to support the team in scoring. Make decisions regarding which is the best type of pass to use. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. Know where positions are allowed on a court.	Use all three passes (chest, shoulder & bounce) correctly. Use a range of speeds within a game to support a team in scoring. Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. Lose a defender to receive a pass. Defend a player and make some successful interceptions (snatch & catch) when playing as a team.	Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use the landing foot to change direction to lose a defender. Draw defenders away to create space for self or team. Position body to defend effectively, making successful interceptions.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Football

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Begin to dribble a ball making small touches Begin to send a football to someone on the team. Keep a ball under control. Know where space is and try to move into it. Mark another player and defend when needed.	Dribble with small touches into space. Send a football to someone on the team, using different parts of the foot. Keep the ball under control when receiving a range of passes from the team. Understand where the space is and can move into it. Mark another player and begin to attempt interceptions.	Dribble making small touches into space with speed. Send a football to someone on the team, using different parts of the foot accurately. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where the ball is coming from). See space, and use it effectively. Lose a defender to receive a pass. Defend a player and make some successful interceptions for the team.	Dribble making small touches into space with speed, to beat defenders. Make decisions regarding how and when to send a football to someone in the team. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where the ball is coming from) when under pressure from a defender. Know how space changes within a game and when and how to move into changing spaces. Draw defenders away to create space. Position body to defend effectively, making successful interceptions.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Tag Rugby

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Move holding a rugby ball Know where to score a try and how to position the ball to score a try Move into spaces to avoid defenders Make a backward pass to teammates, using the direction most comfortable Know to tag team mates when to defend	Move with speed (and change of) with the ball and without Use speed and space to avoid defenders Pass backwards and in both directions and sometimes on the move Tag the person who has the ball, but can mark a player who doesn't have the ball Begin to make a high pop pass to avoid a defender	Be able to evade and tag opponents. Be able to pass and receive a pass at speed. Be able to pass and receive a pass at speed in a game situation. Refine attacking and defending skills. Develop tactics as a team. Apply learned skills in a game of tag rugby.	Be able to evade and tag opponents. Running at speed, changing direction at speed. Play effectively in attack and defence Score points against opposition Support player with the ball	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Hockey

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Begin to show how to hold a hockey stick and which side to use. Use a simple push pass to another team mate. Dribble the ball keeping it close to me using the correct side of the stick. Show some signs of an approaching a player to tackle and cause pressure. Begin to attempt to score a goal from anywhere.	Sometimes change direction of travel by rotating and turning sticks to support this. Use a push pass to make a direct pass. Begin to use a slap pass (bringing the stick back and causing more power). Use speed to dribble the ball into space. Maintain defence and keep the pressure until possession is gained. Attempt to score inside a designated scoring area.	Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders. Choose between the two passes (push/slap) and explain simply why. Make a direct pass while dribbling. Begin to use a stick to mark a player from the side line causing them difficulty. Successfully score while in the scoring area.	Use speed, changing of direction and indian dribbling to advance towards the team's goal. Use a range of passes knowing which one depending on the distance of the pass. Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). Know when to defend and what defence skills could be used. Seize an opportunity to score, sometimes quite quickly.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Striking & Fielding Games

Reception	Year 1	Year 2	End of KS expectations
Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area Begin to use a bat to hit a ball or bean bag	Show some different ways of hitting, throwing and striking a ball Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) Play as a fielder and get the ball back to a STOP ZONE Begin to follow some simple rules (carrying the bat, not over taking someone)	Send a ball off a tee using a bat or a racket Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops Stop moving when the 'bowler' has the ball Play as a fielder and pass the ball back to the bowler to make the runner stop Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)	Pupils should participate in team games, developing simple tactics for attacking and defending.

Cricket

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a tournament and work as team, using tactics in order to beat another team. Play in a tournament and work as team, using tactics in order to beat another team	To develop the range of Cricket skills they can apply in a competitive context To choose and use a range of simple tactics in isolation and in a game context To consolidate existing skills and apply with consistency	To link together a range of skills and use in combination To collaborate as a team to choose, use and adapt rules in games To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance	To apply with consistency standard cricket rules in a variety of different styles of games To attempt a small range of recognised shots in isolation and in competitive scenarios To use a range of tactics for attacking and defending in role of bowler, batter and fielder	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Rounders

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Be able to play simple rounders games Apply some rules to games Develop and use simple rounders skills	Develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context Identify different positions in rounders and the roles of those positions	Link together a range of skills and use in combination. Collaborate as a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a tournament and work as team, using tactics in order to beat another team. Play in a tournament and work as team, using tactics in order to beat another team	Apply consistently rounders rules in conditioned games Play small sided games using standard rounders pitch layout Use a range of tactics for attacking and defending in role of bowler, batter and fielder	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Net & Wall Games

Tennis/Badminton

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc) Tap the ball back and forth to partner Stand in a ready position holding racquet correctly Change from a ready position before tapping the ball to a partner Begin to know what it means by a forehand and backhand position Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed	Tap the ball back and forth to a partner over a small space Begin to tap a ball over a net allowing for a bounce, hit technique Move from a ready position into a forehand position/backhand position quickly Bring racquet to meet the ball for a forehand and backhand hit Know to use two hands for an effective backhand Move racquet in a low to high swing for an effective tap Serve the ball straight from hands to racquet making sure it lands 'in' on the other side	Tap the ball using either a forehand or backhand motion Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is Set racquet back in its ready position quickly upon recovery Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit Serve the ball correctly beginning to purposely aim for space to score	Turn and run to the ball getting into a forehand or backhand position en route Use 'move-hit-recover' approach within a game showing facing forward on recovery Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip). Use the correct swing technique and control with smooth swings keeping the path of the racquet the same Serve the ball accurately making teammates have to move to send it back	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Swimming & Water Safety

Year 3/4	End of KS expectations
To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water	Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.

Athletics

Reception	Year 1	Year 2	End of KS expectations
	Use varying speeds when running. Explore footwork patterns. Explore arm mobility. Explore different methods of throwing. Practise short distance running.	Run with agility and confidence. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain an effective running style. Run for distance. Complete an obstacle course with control and agility.	Pupils should continue to apply and develop a 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 their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores.	Select and maintain a running pace for different distances. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation.	Use correct technique to run at speed. Develop the ability to run for distance. Throw with accuracy and power. Identify and apply techniques of relay running. Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw. Demonstrate good techniques in a competitive situation.	Investigate running styles and changes of speed. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation.	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 and evaluate their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.