

Hemingbrough Community Primary School
 Progression of Skills
Physical Education



Area: Games

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dibble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with or without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.

Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques	Strike a ball using varying techniques with increasing accuracy	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Area: *Gymnastics*

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<i>Shapes</i> Show contrast with their bodies including wide/narrow, straight/curved.	<i>Shapes</i> Explore basic and still shapes straight, tuck, straddle, pike	<i>Shapes</i> Explore using shapes in different gymnastic balances.	<i>Shapes</i> Explore matching and contrasting shapes	<i>Shapes</i> Develop the range of shapes they use in their sequences.	<i>Shapes</i> Perform shapes consistently and fluently to a high standard, sometimes	<i>Shapes</i> Combine and perform gymnastic shapes more fluently and effectively.

					linked with other gymnastic actions.	
				Inverted movements Develop strength in bridge and shoulder stand.	Inverted movements Explore progressions of a cartwheel and a handstand.	Inverted movements Develop control in progressions of a cartwheel and a headstand
Balances Explore shapes in stillness using different parts of their bodies	Balances Perform balances making their body tense, stretched and curled.	Balances Remember, repeat and link combinations of gymnastic balances	Balances Explore point and patch balances and transition smoothly into and out of them.	Balances Develop control and fluency in individual and partner balances.	Balances Explore symmetrical and asymmetrical balances.	Balances Explore counter balances and counter tension balances.
Rolls Explore rocking and rolling.	Rolls Explore barrel, straight and forward roll progressions.	Rolls Explore barrel, straight and forward roll and put into sequence work.	Rolls Develop the straight, barrel, and forward roll.	Rolls Develop the straight, barrel, forward and straddle roll, and perform with increased control.	Rolls Develop control and fluency in the straight, barrel, forward, straddle and backward roll.	Rolls Develop fluency and consistency in the straddle, forward and backward roll.
Jumps Explore jumping safely.	Jumps Explore shape jumps including jumping off low apparatus.	Jumps Explore shape jumps and take off combinations.	Jumps Develop stepping into shape jumps with control.	Jumps Develop control in performing and landing rotation jumps.	Jumps Select a range of jumps to include in sequence work.	Jumps Combine and perform a range of gymnastic jumps more fluently and effectively.,

Area: *Dance*

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.

Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Confidently
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.		
		Use mirroring and unison when completing actions with a partner.				
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.

Area: Athletics

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles, when playing racing and	Can run at different speeds.	Can change speed and direction whilst running.	Beginning to run at speeds appropriate for the distance.	Beginning to build a variety of running techniques.	Beginning to build a variety of running techniques and use with confidence.	Use a variety of running techniques with confidence and skill.

chasing games with other children. .						
Start to perform fundamental skills at an emerging level	Can jump from a standing position.	Can jump from a standing position with accuracy and stability.	Can perform a running jump with some accuracy.	Can perform a running jump with more than one component (Triple jump).	Can perform a running jump with more than one component.	Can perform a running jump with more than one component.
Sending skills – Roll a ball underarm, underarm throw and overarm throw	Performs a variety of throws with basic control.	Performs a variety of throws with control and co-ordination. Prepare for throwing events.	Performs a variety of throws using a selection of equipment.	Demonstrates accuracy in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching.
Beginning to use equipment safely.	Can use equipment safely.	Can use equipment safely with some control.	Can use equipment safely and with good control.	Can use equipment safely and with good control.	Can use equipment safely and with good control.	Can use equipment safely and with good control.

Area: OAA

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
		Begin to choose simple approaches to solve problems and challenges.	Realise that activities need thinking through and recognise the need for planning.	Choose sensible skills and approaches for challenges set.	Use skills with control in problem solving activities and challenges.	Use physical, and teamwork skills successfully in a variety of different challenges.
		Use equipment given as intended.	Collect equipment instructed for OAA.	Arrive properly equipped for OAA.	Begin to consider equipment needed for OAA.	Select appropriate equipment for OAA
		Work safely by listening to instructions.	Begin to consider possible risks and how to manage them.	Understand the need to show accomplishment in managing risks.	Begin to identify risks and take expert advice to find ways to manage them.	Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.

		Begin to work as part of a team.	Work as a team member and begin to take on a leadership role.	Show ability to both lead and form part of a team.	Confidently lead a team and be a team member.	Embrace both leadership and team roles and gain the commitment and respect of a team.
			Begin to accept support if needed, and give support to others.	Support others and seek support if required when the situation dictates.	Be prepared to give support and accept it as is required.	Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
			Begin to show resilience when plans do not work and initiate new ways of working.	Show resilience when plans do not work and initiate new ways of working.	Begin to show positivity in a challenging situation.	Remain positive even in the most challenging situations, rallying others if needed.
		Use a simple map and compass.	Begin to use maps, compasses and digital devices to orientate themselves.	Use maps, compasses and digital devices to orientate themselves.	Use a range of devices to orientate themselves.	Confidently use a range of devices to orientate themselves.
			Be aware of changing conditions	Remain aware of changing conditions and change plans if necessary.	Remain aware of changing conditions and change plans if necessary, considering safety.	Quickly assess changing conditions and adapt to ensure safety comes first.

Area: Swimming

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
		Enter and exit the water carefully, using steps.	Enter the water carefully as taught, from the side.	Enter and exit the water carefully as taught, from the side.	Enter the water safely by jumping in and exit from the side.	Enter the water safely by diving.

		Swim unaided up to 25 metres.	Begin to swim more than 25 metres unaided.	Swim between 25 and 50 metres unaided.	Swim between 50 and 100 metres unaided.	Swim over 100 metres unaided.
		Use one basic stroke, breathing correctly.	Begin to use more than one stroke and consider the appropriate breathing.	Use more than one stroke and coordinate breathing as appropriate for the stroke being used.	Use a range of strokes, breathing appropriately for the stroke.	Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
		Control leg movements	Begin to coordinate leg and arm movements	Coordinate leg and arm movements	Swim with more fluency, beginning to control strokes.	Swim fluently with controlled strokes.
			Begin to swim at the surface and below the water.	Swim at the surface and below the water.	Begin to turn at the end of a length.	Turn efficiently at the end of a length.