

MPJS Progression of Skills in PE.

Aims of the National Curriculum for Physical Education.

The national curriculum for physical education aims to ensure that all pupils:

- 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.

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.

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

Swimming and water safety.

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

Year Overview:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Gym Multi-skills	Dance – Reet Petite Hockey –travelling	Gym OAA	Dance-Step In time Tag Rugby- Passing	Athletics	Tennis Fielding skills
Year 4	Gym Football – Passing and Shooting	Dance – Achy Breaky Heart Fitness	Gym OAA	Dance-Street Basketball – Passing and Defending	Athletics	Badminton Striking skills
Year 5	Gym Football - Attacking	Dance – 24k Magic Fitness	Gym OAA	Dance-Americanano Netball – Creating Space	Athletics	Badminton Rounders
Year 6	Gym Tag Rugby – Attacking	Dance – Thriller Fitness	Gym OAA	Dance-We go Together Netball – Defending	Athletics	Volleyball Cricket

Useful Links:

<https://www.afpe.org.uk/physical-education/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY national curriculum - Physical education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

<https://www.swimming.org/learntoswim/school-swimming-awards/>

<https://www.swimming.org/schools/resource-pack/>

<https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/physical-literacy-framework.pdf>

Progression of skills.

Gymnastics

Year 3	Year 4	Year 5	Year 6
<p><u>Floor</u> I can travel at different speeds. I can travel with a partner. I can complete a stag jump. I can create symmetrical and asymmetrical shapes with my body. I can complete a forward roll. I can create a short sequence of 6 elements using what I have learned.</p> <p><u>Apparatus</u> I can travel along apparatus with a partner, I can use a variety of rolls to travel along apparatus. I can leap off of equipment and land safely. I can combine travels and leaps to create sequence on apparatus. I can perform symmetrical and asymmetrical shapes on apparatus.</p>	<p><u>Floor</u> I can travel using different pathways. I confidently perform a leap showing a high standard of presentation. I can use a quarter or half turn in a jump before landing. I can use my core strength to hold a balance. We can use a range of rolls, jumps and balances to create a sequence. We can perform a sequence, demonstrating excellent presentation and technique throughout.</p> <p><u>Apparatus</u> I can use different entry and exit points when travelling on apparatus. I can confidently add leaps and jumps into a sequence when on apparatus. I can start to perform a backwards roll with the support of an adult. I can use point / patch balances and perform them on equipment. We can create and perform a sequence on apparatus.</p>	<p><u>Floor</u> I am beginning to travel sideways. I can make symmetrical and asymmetrical shapes in the air. I can mirror and match my partner's symmetrical and asymmetrical shapes. I can show different finishing positions when rolling. I can perform balances with control, showing good body tension.</p> <p><u>Apparatus</u> I can confidently travel sideways. I can travel on and off equipment sideways. I can perform a counter balance with my partner. I can experiment with transitions from one element to another ensuring that my sequences flow.</p>	<p><u>Floor</u> I can combine a range of pathways, levels and speeds when travelling. We can combine different methods of travel in a sequence. I can show symmetry and asymmetry in different rolls. I can begin to balance on my hands. I can perform acrobatic balances with a partner on the floor. We can perform acrobatic balances with fluency and control in a sequence.</p> <p><u>Apparatus</u> I can jump along, over and off with control on and off apparatus. I can perform different rolls that are either symmetrical or asymmetrical. We can improve on our acrobatic balances. We can create a sequence that matches the style of music. We can adapt our sequence to include a range of apparatus. We can perform our sequence to a high standard considering transitions, presentation, pathways and a range of different elements.</p>

Dance

Year 3	Year 4	Year 5	Year 6
<p>I can demonstrate accuracy when travelling in different ways.</p> <p>I can effectively use the space to travel in different ways.</p> <p>I can show good control and balance when jumping.</p> <p>I can work with a partner when performing dance movements.</p> <p>We can combine our own dance movements to match the style of dance.</p> <p>I can improve my performance by taking on board feedback that has been given to me.</p>	<p>I can travel safely around the space using kicks and turns.</p> <p>I can use a range of dance movements to match the dynamics of the music.</p> <p>I can combine different dance movements together.</p> <p>I can use canon and unison when performing dance movements.</p> <p>I can create a story and stay in character throughout my dance.</p> <p>I can provide effective feedback on others' performances.</p>	<p>I can combine previously taught dance movements.</p> <p>I am beginning to use more challenging dance movements and I can use the correct terminology when discussing the movements that I have used.</p> <p>I can design / create an energetic dance warm up.</p> <p>I can design / create an appropriate dance cool down.</p> <p>I copy dance movements for a specific style of music (street dance).</p> <p>I can use inspiration taken from famous dancers to choreograph my own dance movements to match the style of music (street dance).</p> <p>I can provide constructive peer feedback and also act upon any advice given to me.</p>	<p>I can combine movements fluently.</p> <p>We can carry out partner / group lifts safely.</p> <p>I can use props in a sequence.</p> <p>I can maintain my character throughout the dance.</p> <p>I can provide constructive peer feedback and also act upon any advice given to me.</p>

Basic Movement and Multi-skills

Year 3	Year 4	Year 5	Year 6
<p>I can travel in different ways changing speed and direction.</p> <p>I can travel with an object.</p> <p>I can aim and send a ball.</p> <p>I can use my hands and feet to receive a ball.</p> <p>I can use underarm and overarm to send an object.</p>			

Ball Skills and Invasion Games

Year 3	Year 4	Year 5	Year 6
<p><u>Travelling – Hockey</u></p> <p>I can maintain control of a ball when travelling from one place to another.</p> <p>I can manipulate what I do with the ball.</p> <p>I can position my body to help me maintain possession whilst travelling.</p>	<p><u>Sending and Receiving – Football</u></p> <p>I can use different parts of my foot to pass a ball.</p> <p>I can pass a ball, with accuracy, using both feet whilst travelling.</p> <p>I can adjust the power of my pass, depending on the distance of the target.</p>	<p><u>Attacking - Football</u></p> <p>I can use dribbling skills to get past an opponent.</p> <p>I can shoot with a variety of techniques, ensuring that I maintain accuracy.</p> <p>I can make a decision on which body part to strike the ball with, when it is in flight.</p>	<p><u>Attacking and Defending – Tag Rugby</u></p> <p>We can consider our teams positioning and communicate before and during match play, in order to prevent an opponent from scoring.</p> <p>I can make a quick decision on when to apply pressure to an</p>

<p>I can consider my speed and direction in order to evade an opponent.</p> <p><u>Sending – Tag Rugby</u> I am able to pass sideways. I am able to pass backwards, using the correct technique in rugby. I am to pass a rugby ball whilst travelling. I am able to recognise when to pass a rugby, in order for my team to gain an advantage.</p>	<p>I can receive the ball using different body parts e.g foot, thigh and chest. I can control a ball away from an opponent.</p> <p><u>Travelling and Shooting – Basketball</u> I am able to travel at different speeds, whilst continuously dribbling the ball. I can shoot a ball with accuracy, when under pressure. I can use my previously learned skills in a small sided game.</p>	<p>As a team, we can use a variety of skills to score a goal against the opposing side.</p> <p><u>Creating Space - Netball</u> I can find space so that I can receive a ball. I can change direction quickly in order to evade an opponent. I can create space and consider my positioning to help my team maintain possession of the ball. We can consider different strategies and tactics in order to maintain possession and score.</p>	<p>opponent to ensure that I am successful. We combine a variety of skills in order to score a try. We can experiment with different formations and decide which is the most effective for our team.</p> <p><u>Defending - Netball</u> I can stay close to an opponent and apply pressure. I can adjust my body position in order to block the ball. I can intercept a ball that is in flight. We can create a team strategy in order to defend and maintain possession.</p>
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Throwing and Catching & Striking and Fielding			
Year 3	Year 4	Year 5	Year 6
<p><u>Fielding Skills</u> I can catch a small ball. I can run towards / back to catch a moving ball. I can position myself in a game situation to help my team. I can use an underarm or overarm throw correctly. I can throw with accuracy over a short distance, when under pressure.</p>	<p><u>Striking Skills</u> I can use the correct standing position when striking a ball with a bat. I can keep my eye on travelling ball so that I can make contact. I can choose an area to strike a ball into. I can increase the power of my strike to improve the distance the ball travels.</p>	<p><u>Striking and Fielding - Rounders</u> I can use a range of shots to direct the ball away from an opponent I can throw a ball accurately at speed. I can choose when to stop at a base based on the position of the ball. I can tactically change my running speed to suit the game.</p>	<p><u>Striking and Fielding – Cricket</u> I can bowl a ball to a Batter using the correct technique. I can select the most effective batting technique, depending on the position of the opponents. I can make quick decisions, in order to change my position and have an impact on the game. We communicate as a team to find the opportune moments to score points. We can create a game plan using a variety of strategies and tactics.</p>

Racket Skills & Net and Wall			
Year 3	Year 4	Year 5	Year 6
<p><u>Tennis</u> I can perform an underarm serve. I can change the position of my body to ensure that I make purposeful contact with the ball. I can rally with a partner over a short distance.</p>	<p><u>Badminton</u> I can strike a shuttle that is thrown to me, using an overhead shot. I can play a variety of shots when the shuttle is travelling towards me. I can select the most effective shot based on where the shuttle is in relation to my body.</p>	<p><u>Badminton / Table Tennis</u> I can return a shot that is sent to me in a game situation. I can increase the power of my shot to provide a challenge for my opponent. I can use tactics to disguise the shot that I am going to make, in order to gain an advantage.</p>	<p><u>Volley Ball</u> I can select which shot to play, depending on the height of the ball when in flight. I can serve over a long distance. I can play in a variety of different positions. I can direct the ball towards a target whilst my body is in flight.</p>

Fitness

Year 3	Year 4	Year 5	Year 6
	<p>I understand how exercise affects my body and mind.</p> <p>I understand the importance of regular exercise on my physical and mental wellbeing.</p> <p>I understand that there are nine components of fitness.</p> <p>I am beginning to understand which exercise improves each of the nine components of fitness.</p>	<p>I understand how exercise affects and changes my body.</p> <p>I understand the importance of regular exercise on my physical and mental wellbeing.</p> <p>I know the nine components of fitness and know which exercise improves each of them.</p> <p>I know my strengths and weaknesses and suggest ways to improve them.</p> <p>I can suggest an activity that will improve a component of fitness.</p>	<p>I understand how exercise affects and changes my body.</p> <p>I understand the importance of regular exercise on my physical and mental wellbeing.</p> <p>I know my strengths and weaknesses in the different nine components of fitness.</p> <p>I know the difference between the four types of training (fartlek, continuous, interval and circuit).</p> <p>I understand which types of training are needed to improve how I perform in different sports.</p>

Team Building and OAA

Year 3	Year 4	Year 5	Year 6
<p>I can follow a map in a familiar context.</p> <p>I can move from one location to another using a map.</p> <p>I can use given clues to follow a route and complete a challenge.</p> <p>I can work as part of a team to set challenges that use symbols for another group.</p>	<p>I can mark control points in the correct position on a map.</p> <p>I can use the features of a map to help me complete an orienteering challenge.</p> <p>We can listen to each other's ideas when planning how to approach / take on an orienteering challenge.</p> <p>We can plan a strategy before starting an orienteering challenge</p> <p>We can select appropriate equipment / route to solve a problem successfully.</p>	<p>I can use the eight compass points to orientate myself.</p> <p>We can choose effective strategies and change them if our ideas are not working.</p> <p>We can plan and share roles within the group, based on each other's strengths.</p> <p>We can complete an orienteering course within a set time frame and compete against others.</p>	<p>I can draw my own map and plans to set trails for others to follow.</p> <p>I can use a compass to locate control points.</p> <p>We can change individual roles and ideas if they are not working.</p> <p>We can complete challenging orienteering problems, using an effective strategy.</p> <p>I can recognise my successes and things that did not work so well and suggest ways of improving.</p>

Athletics

Year 3	Year 4	Year 5	Year 6
<p>Running</p> <p>I can use a coordinated and fluent technique when running with a baton.</p> <p>I can accelerate quickly from a stationary position.</p> <p>I am beginning to understand tactical knowledge when running to help gain an advantage.</p> <p>I can accelerate quickly from a starting point.</p>	<p>Running</p> <p>I can choose the appropriate stride pattern dependent on the distance that I am running.</p> <p>I can execute a relay change over with precision to minimise time lost.</p> <p>I use a range of tactics when sprinting to gain an advantage.</p> <p>Jumping - Triple Jump</p>	<p>Running</p> <p>I can maintain a fluent running technique for a sustained distance.</p> <p>I can consider my position on a track to gain an advantage.</p> <p>I am able to change my speed at different intervals.</p> <p>Jumping - High Jump</p>	<p>We are able to create our own Athletics Event.</p>

<p>Jumping - Long Jump I can use running and jumping in combination. I can ensure that I am running at maximum speed prior to take off. I can use other body parts to propel myself to gain distance.</p> <p>Throwing - Ball throw I can use my non-throwing arm to help me aim. I can hold the correct stance when throwing. I can improve the distance thrown by having a run up.</p>	<p>I can perform different combinations of jumps. I can use different body parts to increase power.</p> <p>Throwing - Javelin I can hold a javelin correctly. I can adjust my body position to enable me to throw a further distance. I can combine arm and leg movements to gain power. I can adapt my footwork as I approach the throw.</p>	<p>I can use the scissors technique when completing the high jump. I can experiment with different strategies to help me gain height when jumping. I can choose the appropriate pathway to gain the most success when completing the high jump.</p> <p>Throwing - Discus / Shot put I can adjust my grip to suit the equipment. I can complete a successful throw ensuring that I stay within the boundary (target).</p>	
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Swimming			
Year 3	Year 4	Year 5	Year 6
	<p>I can swim 25m without touching the pool sides or floor and without the use of swimming aids. I am confident in water that is deeper than shoulder depth. I can swim on my front and on my back.</p> <p>Water Safety I can explain the dangers of water and understand how to act responsibly when playing in or near different water environments.</p>	<p>I can swim more than 25m continuously in both front crawl and backstroke. I can demonstrate breaststroke leg kick.</p> <p>Water Safety I can tread water. I can use appropriate survival and self-rescue techniques and know what to do if others get into trouble.</p>	