

**ABINGDON PRIMARY SCHOOL –
Physical Education Progression of Skills**



CURRICULUM AREA		FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GAMES	Acquiring and developing skills.	<ul style="list-style-type: none"> Copy simple skills. Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Plays all variety of ball games – can kick, catch and throw a ball Can copy a sequences of actions Handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> Copy and repeat simple skills. Throw and catch a ball with a partner. Move fluently, changing direction and speed easily and avoiding collisions. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. 	<ul style="list-style-type: none"> Copy, remember and repeat simple skills with coordination and control. Pass a ball accurately to a partner over a variety of distances. Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. 	<ul style="list-style-type: none"> Select and use skills and ideas with coordination and control. Travel whilst bouncing a ball showing control. Use a range of skills to help them keep possession and control of the ball. Perform the basic skills needed for the games with control and consistency and use a range of skills with increasing control 	<ul style="list-style-type: none"> Pupils can link movement phrases together with increased precision. Travel with a ball showing increasing control using both hands and feet. Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. Perform and advancing range of skills with accuracy and control, repeatedly in a range of situations and use a range of different skills with increasing control and skill. 	<ul style="list-style-type: none"> Performance shows precision, control and fluency. Travel with a ball showing changes of speed and directions using either foot or hand. Use a range of techniques when passing, eg high, low, bounced, fast, slow. Keep a game going using a range of different ways of throwing. Strike a ball with intent and throw it more accurately when bowling and/or fielding. 	<ul style="list-style-type: none"> Consistent performance showing precision, control and fluency. Dribble effectively around obstacles and show precision and accuracy when sending and receiving. Perform skills with accuracy, confidence and control and combine and perform skills with control, adapting them to meet the needs of the situation. Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game. Use different ways of bowling.
	Selecting and applying skills, tactics and compositional ideas.	<ul style="list-style-type: none"> Can perform a single skill or movement with some control 	<ul style="list-style-type: none"> Pupils link simple actions and skills. Choose and use skills effectively for particular games and understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming. Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponents actions. 	<ul style="list-style-type: none"> Pupils very skills, actions and ideas, and begin to show some understanding of simple tactics. They vary skills and show some understanding of simple tactics. Choose and use tactics to suit different situations, react to situations in a way that helps their partners and makes it difficult for their opponents. 	<ul style="list-style-type: none"> Pupils show that they understand tactics and composition by starting to vary how they respond. In pairs, make up a game and play a simple rallying game, use a range of skills to keep possession and make progress towards a goal, on their own and with others. Choose good places to stand when receiving, and give reasons for their choice, and choose and use batting or throwing skills to make the game hard for their opponents. 	<ul style="list-style-type: none"> Pupils can link tactics and skills together with increased precision. 	<ul style="list-style-type: none"> Pupils link skills, techniques and ideas accurately and appropriately. Effectively play a competitive net/wall game and keep and use rules they are given Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights Judge how far they can run to score points. 	<ul style="list-style-type: none"> Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition. Play recognised version of net game showing tactical awareness and knowledge of rules and scoring. Play choosing and using skills which meet the needs of the situation and choose when to pass or dribble, so that they keep possession and make progress towards the ball. Hit the ball with purpose, varying the speed, height and direction and hit the ball from both sides of the body.

**ABINGDON PRIMARY SCHOOL –
Physical Education Progression of Skills**



CURRICULUM AREA		FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GYMNASTICS	Acquiring and developing skills.	<ul style="list-style-type: none"> • Can walk up and down stairs one foot per stair • Can walk on a narrow line • Climb a ladder • Can stand on one leg for 8-10 seconds • Can hop on either foot • Can walk on heels • Active and skilful in climbing, swinging, digging, sliding • Skips on alternate feet • Bends and touches toes with legs straight • Can copy a sequences of actions 	<ul style="list-style-type: none"> • Copy and repeat simple skills. • Perform basic gymnastic actions like travelling, rolling and jumping. • Manage the space safely, showing good awareness of each other, mats and apparatus. 	<ul style="list-style-type: none"> • Copy, remember and repeat simple skills with control and coordination. • Perform a variety of actions with increasing control, repeat accurately sequences of gymnastic actions. • Move smoothly from a position of stillness to a travelling movement and move smoothly and in a controlled way from one position of stillness to another. 	<ul style="list-style-type: none"> • Select and use skills and ideas with coordination and control. • Perform a competent forward roll, rug roll, shoulder roll and explore combinations of mats and apparatus to find different ways of using a shape, balance or travel. • Practise an action or short sequence of movements and improve the quality of the actions and transitions. 	<ul style="list-style-type: none"> • Select and use skills and ideas with coordination and control. • Perform a range of actions with consistency and fluency. • Show control, accuracy and fluency of movement when performing actions on their own and with a partner. 	<ul style="list-style-type: none"> • Performance shows precision, control and fluency. • Perform a range of rolls, including a backwards rol, consistently, perform a range of actions and agilities with consistency, fluency and clarity of movement • Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner. 	<ul style="list-style-type: none"> • Consistent performance showing precision, control and fluency. • Perform a range of rolls showing different entrances and exits, and perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy. • Perform actions, shapes and balances clearly, consistently and fluency, with good body tension and extension.
	Selecting and applying skills, tactics and compositional ideas.	<ul style="list-style-type: none"> • Can perform a single skill or movement with some control. • Can perform a small range of skills and link two movements together 	<ul style="list-style-type: none"> • Pupils link simple actions and skills • Make up simple movement phrases in response to simple tasks. • Link and repeat basic gymnastic actions and perform movement phrases with control and accuracy. 	<ul style="list-style-type: none"> • Pupils vary skills, actions and ideas and begin to show some understanding of simple tactics • Choose, use and vary simple compositional ideas to create and perform a sequence and devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. • Adapt the sequence to include apparatus or a partner. • Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency. 	<ul style="list-style-type: none"> • Pupils show that they understand composition by starting to vary how they respond. • Plan and perform a movement sequence showing contrasts in speed, level and direction • Adapt a sequence to include different levels, speeds or directions. • Work well on their own and contribute to pair sequences. 	<ul style="list-style-type: none"> • Pupils show that they understand composition by varying how they respond. • Devise and perform a gymnastics sequence, showing a clear beginning, middle and end. • Combine actions with a partner using similar/contrasting shapes on the floor and apparatus, changing speed, level and direction. • Make simple assessments of performance based on criteria. 	<ul style="list-style-type: none"> • Pupils link skills, techniques and ideas accurately and appropriately. • Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. • Combine actions to make sequences with changes of speed, level and direction, and clarity of shape. • Gradually increase the length of sequences work with a partner to make up short sequences using floor, mats and apparatus showing consistency, fluency and clarity of movement. 	<ul style="list-style-type: none"> • Pupils select and combine skills, techniques and ideas, demonstrating their knowledge of tactics, strategies and composition. • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions • Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction • Adapt sequences to include a partner or a small group

**ABINGDON PRIMARY SCHOOL –
Physical Education Progression of Skills**



CURRICULUM AREA		FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DANCE	Acquiring and developing skills.	<ul style="list-style-type: none"> Copy simple moves Respond to stimuli Can hop, skip and jump Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. 	<ul style="list-style-type: none"> Copy and repeat simple skills. Follow the leader – hops, skips, jumps Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement 	<ul style="list-style-type: none"> Copy, remember and repeat simple skills with control and coordination Can link several movements together with control and coordination Talk about different stimuli as the starting point for creating dance phrases and short dances Explore actions in response to stimuli, explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements 	<ul style="list-style-type: none"> Select and use skills with co-ordination and control. Improvise freely with a partner translating ideas from stimuli to movement. Show an imaginative response to different stimuli through their use of language and choice of movement Incorporate different qualities and dynamics into their movements Explore and develop new actions while working with a partner or a small group 	<ul style="list-style-type: none"> Select, use and perform with co-ordination and fluency. Respond and perform with a partner, demonstrating actions that link with fluency and accuracy Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases Use a range of actions and begin to combine movement phrases and patterns. Begin to respond within a small group of partnership, to speed and level. 	<ul style="list-style-type: none"> Performance shows precision, control and fluency Respond to a variety of stimuli showing a range of actions performed with control and fluency. Think about character and narrative ideas created by the stimulus, and respond through movement. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group. 	<ul style="list-style-type: none"> Consistent performance with accuracy and fluency Perform a variety of dance styles with accuracy and consistency. Explore, improvise and choose appropriate material to create motifs in a chosen dance style. Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.
	Selecting and applying skills, tactics and compositional ideas.	<ul style="list-style-type: none"> Can explore and describe different movements Can observe and copy Can link 2 movements together 	<ul style="list-style-type: none"> Pupils link simple actions and ideas Compose and link movement phrases to make simple dances with clean beginning, middle and end Practise and repeat their movement phrases and perform them in a controlled way 	<ul style="list-style-type: none"> Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics Compose and perform dance phrases and short dances that express, communicate moods, ideas and feelings Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness 	<ul style="list-style-type: none"> Pupils show that they understand tactics and composition by starting to vary how they respond <ul style="list-style-type: none"> Apply basic compositional ideas to create dance which convey feelings and emotions Link actions to make dance phrases, working with a partner or in a small group Perform short dances with expression, showing an awareness of others when moving Describe what makes a good dance phrase 	<ul style="list-style-type: none"> Pupils can link movement phrases together with increased precision. Begin to design their own movement phrases that respond to the stimuli or emotion. <ul style="list-style-type: none"> Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group. Remember, perform and evaluate short dance phrases, showing an understanding and awareness of others. 	<ul style="list-style-type: none"> Pupils link skills, techniques and ideas accurately and appropriately. Create and perform dances using a range of movement patterns in response to a range of stimuli <ul style="list-style-type: none"> Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. Remember, practise and combine longer, more complex dance phrases. 	<ul style="list-style-type: none"> Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition. Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances Select and use a range of compositional ideas to create motifs that demonstrate their dance ideas.

**ABINGDON PRIMARY SCHOOL –
Physical Education Progression of Skills**



CURRICULUM AREA		FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OAA	Acquiring and developing skills.		<ul style="list-style-type: none"> Follow marked tracks in familiar environment. Use simple plans and diagrams of familiar environments. 	<ul style="list-style-type: none"> Use maps and diagrams to orientate themselves around a course. Recognise where they are on a plan or diagram. Recognise symbols and pictures. 			<ul style="list-style-type: none"> Read a variety of maps and plans accurately, recognising symbols and features. Move confidently through familiar and less familiar environments, prepare self Work confidently in changing environments, adapt quickly. 	
	Selecting and applying skills, tactics and compositional ideas.		<ul style="list-style-type: none"> Choose which way to follow route, by self or in a group. Use skills to solve a basic challenge or problem. 	<ul style="list-style-type: none"> Respond appropriately when task/environment changes and plan response. Make simple approaches to solving problems Know how to keep safe. 			<ul style="list-style-type: none"> Adapt skills and strategies as situation demands. Devise and put into practise a range of solutions and challenges. Know how to prepare physically and organisationally to be safe and efficient – plan, think and evaluate. 	
SWIMMING	Acquiring and developing skills.		<ul style="list-style-type: none"> Swim 10-20 metres with aids. Be confident in water, put face in water. 	<ul style="list-style-type: none"> Swim 10-20 unaided. Swim underwater confidently. Use one basic method of swimming. 	<ul style="list-style-type: none"> Swim 25-30metres in water unaided Describe how to move arms and legs together. Use different strokes, coordinating arms and legs 	<ul style="list-style-type: none"> Swim 25-50 metres unaided Swim for 30-45 secs Use variety of basic arm/leg actions on front and back 	<ul style="list-style-type: none"> Swim 50-100 metres unaided Swim for 45-90secs Use 3 different strokes, swimming on front and back whilst controlling breathing 	
	Selecting and applying skills, tactics and compositional ideas.		<ul style="list-style-type: none"> Select appropriate arm and leg action to move across the pool 	<ul style="list-style-type: none"> Choose their most confident stroke to swim across the pool. 	<ul style="list-style-type: none"> Use their arms and legs in the correct manner for the chosen stroke 	<ul style="list-style-type: none"> Link the correct arm and leg movement for front and backstrokes Perform safe self rescue in different water-based situations 	<ul style="list-style-type: none"> Show which breathing techniques to use for particular strokes. Perform safe self rescue in different water-based situations 	

ATHLETICS	Acquiring and developing skills.	<ul style="list-style-type: none"> • Can run at different speeds • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. 	<ul style="list-style-type: none"> • Run at different speeds. Change speed and direction, link running and jumping. • Show awareness of space and safety of others, • Remember and repeat a series of running, throwing and jumping activities with growing control. • Watch, copy and describe what others have done. • Demonstrate a jump with a controlled landing, take off and land in a different position. • Familiarise themselves with equipment and use it appropriately. • Travel with control and good posture and balance, able to start and stop with control in response to instructions. 	<ul style="list-style-type: none"> • Know the difference between sprinting and running. • Run consistently at different speeds and pace their running over different distances. • Demonstrate a range of throwing actions; push, pull, sling. • Throw for distance with increased accuracy. Throw with accuracy and power into a target. • Demonstrate 5 basic jumps; one foot to the other, 1 to 1, 1 to 2, 2 to 2, 2 to 1. • Demonstrate different combinations of jumps 	<ul style="list-style-type: none"> • Sustain and maintain running speed, improving on personal target. • Run at a steady pace when running at different speeds. • Throw with greater control and accuracy. • .Strength stamina and speed when running, jumping and throwing. • Perform a range of jumps with power and control, e.g. use a run up and a take-off.
	Selecting and applying skills, tactics and compositional ideas.		<ul style="list-style-type: none"> • Choose which throwing and retrieving technique to use. • Choose when to run and when to jump. • Select which throwing technique to use for accuracy and distance. 	<ul style="list-style-type: none"> • Pace running over different distances • Choose and use throw to reach target • Choose which role to play within group situation. 	<ul style="list-style-type: none"> • Chose pace for running. • Adapt skills and techniques to different challenges and equipment • Organise, plan and manage an athletic event. • Know rules and judge events.