

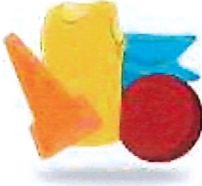


Cusgarne Primary School

Progression in Physical Education Skills

Curriculum Lead: Julia Murray





	KS1 Year 1 and 2	LKS2 Year 3 and 4	UKS3 Years 5 & 6
<p style="text-align: center;">Movement and control</p>  <p style="text-align: center;">Using equipment and athletics</p>	<ul style="list-style-type: none"> • Copy actions. • Repeat and explore skills. • Move with some control and care. • Throw a ball underarm. • Roll a ball or a hoop. • Hit a ball with a bat. • Copy and remember actions. • Repeat and explore skills. 	<ul style="list-style-type: none"> • Move with co-ordination and control. • Throw and catch a ball with control and accuracy. • Strike a ball and field with control. • Sprint over a short distance. • Run over a longer distance, conserving energy. • Have a range of throwing techniques (underarm, over arm, putting and hurling). • Throw with accuracy to hit a target. • Jump in a number of ways, sometimes using a short run-up. 	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Use forehand and backhand when playing racquet games. • Field well. • Use a variety of techniques to pass. • Strike a bowled ball. • Work with a team or alone to gain possession of the ball. • Combine running and jumping well. • Show accurate control, speed, strength and stamina in my athletics.

Movement and control



Dance

- Perform some dance moves.
 - Put moves together to make a short dance.
 - Show rhythm in my dance.
 - Choose the best movements to show different ideas.
 - Move carefully with control.
 - Use space safely.
 - Move with careful control, co-ordination and care.
 - Perform my dance actions with control and co-ordination.
 - Link two or more actions together to make a sequence.
 - Remember and repeat dance movements.
 - Choose the best movements to communicate a mood or feeling.
- Dance movements communicate an idea.
 - Refine my movements into sequences.
 - Dance movements are clear and fluent.
 - Know that dance can express a variety of things.
- Creative and imaginative in composing my own dances.
 - Perform expressively.
 - Show precision, control and fluency.
 - Dance matches the mood of the accompanying music.

<p>Movement and control</p>  <p>Gymnastics</p>	<ul style="list-style-type: none"> • Show control and co-ordination when travelling or balancing. • Choose which actions to make. • Copy sequences and repeat them. • Be able to roll. • Travel in lots of ways. • Balance. • Climb safely. • Stretch body. • Curl body. • I plan sequences of movements. • Show contrasts such as small/tall, straight/ curved and wide/narrow. • Movements are controlled. • Balance on different points of body. 	<ul style="list-style-type: none"> • Body is balanced. • Shapes are controlled. • I plan, perform and repeat sequences. • Sequences include changes in speed and level. • I work on improving strength and suppleness by practising stretches and shapes. 	<ul style="list-style-type: none"> • I am controlled and skilful in actions and movements. • Movements are controlled and express emotion or feeling. • Make complex sequences that include changes in direction, level and speed. • Combine actions, shapes and balances in gymnastic performance. • Movements are clear, accurate and consistent. • Prepare and perform to an audience. • I practise and perform with control. • Movements include very controlled balances, shapes, levels and actions.
<p>Movement and control</p>  <p>Swimming</p>	<ul style="list-style-type: none"> • With help can swim up to 20 metres with floats. • Swim up to 5 metres without floats. • Put head in the water. • I join in water activities at the pool. • I explore different ways of moving in water. • Swim up to 20 metres using arms and legs to move. • I use one basic stroke to swim, breathing properly. • Using floats, I swim with a controlled leg kick. • I describe different swimming strokes. 	<ul style="list-style-type: none"> • Swim between 25 and 50 metres. • Arms and legs are co-ordinated. • I use more than one swimming stroke. • I swim both on the surface and below the surface of the water. • Breathing is co-ordinated with the stroke I am using. 	<ul style="list-style-type: none"> • Swim between 50 and 100 metres. • I use breast, front crawl and back stroke styles confidently. • Swimming uses arms and legs in a confident and co-ordinated manner. • Swim over 100 metres. • I swim fluently. • I use all three strokes with control and sustain this for over 2 minutes. • I breathe so that the pattern of swimming is not interrupted.

Planning and implementing



- Use the terms 'opponent' and 'team-mate' when playing games.
- Use rolling, hitting and kicking skills in games.
- Decide on the best position to be in during a game.
- Have developed some tactics for the game I am playing.

- Select and use the most appropriate skills, actions and ideas.
- Choose the appropriate tactics to cause a problem for the opposition.
- Follow rules in a game.
- Keep possession of a ball (feet, hockey stick, hands).
- Improvise with ideas and movements.
- Use plans and diagrams to help me get from one place to another.
- Enjoy solving problems or challenges outdoors.

- Link skills, techniques and ideas and apply them accurately and appropriately.
- Choose the most appropriate tactics in a game.
- I am creative and imaginative in composing own dances.
- Select and combine skills, techniques and ideas.
- Apply skills, techniques and ideas accurately, appropriately and consistently.
- Use tactics and follow rules.
- Plan approach to attacking and defending.
- Know and follow event rules.
- Use senses to assess risks and adapt plans accordingly.
- Prepare well by considering safety first.
- Plan with others, seeking advice.

Reflecting and evaluating



- Exercisesafelybylookingfor space.
- Talk about the differences between own and others' performances.
- Say what has gone well and why.
- Identify how a performance could be improved.
- Describe how body feels during different activities, using parts of the body to describe the effects.

- Work and behavesafely.
- Discuss I say how work is similar to and different from others'.
- Use this understanding to improve own performance.
- Give reasons why warming up before an activity is important.
- Give reasons why physical activity is good for health.

- Explain and apply basic safety principles in preparing for exercise.
- Analyse and comment on skills and techniques and how they are applied in own and in others' work.
- Modify and refine skills and techniques to improve performance.
- Explain how different parts of body react during different types of exercise.
- Warm up and cool down in ways that suit the activity.
- Describe why regular, safe exercise is good for fitness and health.