ST THOMAS MORE'S CATHOLIC PRIMARY SCHOOL PROGRESSION IN PHYSICAL EDUCATION

| | | Year R | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
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| **Dance** | **Skills** | Explore and copy basic body actions and rhythms.<br><br>Negotiate space confidently.<br><br>Explore balance.<br><br>Choose and use travelling actions, shapes and balances.<br><br>Begin to count to music. | Copy, remember and repeat a series of actions, which could create a dance.<br><br>Select from a wide range of actions in relation to a stimulus<br><br>Use pathways, levels, shapes, directions, speeds and timings with guidance.<br><br>Use mirroring and unison when completing actions with a partner.<br><br>Show a character through actions, dynamics and expression.<br><br>Use counts to stay in time with the music. | - Perform dance to an audience showing confidence<br>- Beginning to create longer dance sequences in a larger group.<br>- Show co-ordination, control and strength (Technical Skills)<br>- Show focus, projection and musicality (Expressive Skills)<br>- Demonstrate different dance actions with precision and some control – travel, turn, gesture, jump and stillness<br>- Show awareness of different dance styles and traditions.<br>- Compare and comment on their own and other's work – strengths and areas for improvement<br>- Modifies parts of sequence as a result of self-evaluation.<br><br>Uses simple dance vocabulary to compare and improve work. | Create and perform sequences using apparatus, individually and with a partner.<br><br>Use set criteria to make simple judgments about performances and suggest ways they could be improved.<br><br>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.<br><br>Perform confidently and fluently with accuracy and good timing.<br><br>Work creatively and imaginatively individually and in a group,<br><br>Improvise and combine dynamics, demonstrating an awareness of the impact of performance<br><br>Use counts when choreographing and performing to improve the quality of work. |

ST THOMAS MORE'S CATHOLIC PRIMARY SCHOOL PROGRESSION IN PHYSICAL EDUCATION

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| **Games** | **Skills** | Drop and catch a ball with two hands<br><br>Move a ball with feet<br><br>Throw and roll a variety of beanbags and larger balls into a space<br><br>Kick larger balls into space<br><br>Hit a ball with hands<br><br>Run and stop when instructed<br><br>Attempt to stop a large ball with feet. | Drop and catch a ball after one bounce<br><br>Move a ball using different parts of the foot.<br><br>Throw and roll towards a target with some varying techniques.<br><br>Kick towards a stationary target.<br><br>Attempt to track balls and other equipment sent to them.<br><br>Strike a stationary ball using a racket.<br><br>Run, stop and change direction with some balance and control.<br><br>Recognise space in relation to others.<br><br>Move to space to help score goals or limit others scoring.<br><br>Begin to use simple tactics with guidance. | Link dribbling the ball with other actions with increasing control.<br><br>Change direction when dribbling with feet with some control in game situations.<br><br>Use a variety of throwing techniques with increasing success in game situations.<br><br>Kick with increasing success in game situations.<br><br>Catch a ball passed to them using one and two hands with increasing success.<br><br>Receive a ball using different parts of the foot under pressure.<br><br>Strike a ball using varying techniques with increasing accuracy.<br><br>Change direction to lose an opponent with some success.<br><br>Create and use space with some success in game situations. | Use dribbling to change the direction of play with control under pressure.<br><br>Use a variety of dribbling techniques to maintain possession under pressure<br><br>Use a variety of throwing techniques including fake passes to outwit an opponent.<br><br>Select and apply the appropriate kicking technique with control.<br><br>Catch and intercept a ball using one and two hands with increasing success in game situations.<br><br>Receive a ball with consideration to the next move.<br><br>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.<br><br>Confidently change direction to successfully outwit an opponent.<br><br>Effectively create and use space for self and others to outwit an opponent |

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| | | | | Use simple tactics to help their team score or gain possession. | Work collaboratively to create tactics within their team and evaluate the effectiveness of these. |
| **Outdoors and Adventurous avtivities** | **Skills** | Follow simple instructions<br><br>Share ideas with others<br><br>Follow a path<br><br>Make decisions about where to move in space | Follow instructions<br><br>Begin to work with a partner and small group.<br><br>Try different ideas to solve tasks<br><br>Follow a simple map/diagram<br><br>Understand when a challenge is solved successfully and begin to suggest ways to improve next time. | Accurately follow instructions given by a peer and give instructions.<br><br>Confidently communicate ideas and listen to other's ideas before deciding on the best approach.<br><br>Plan and attempt to apply strategies to solve problems.<br><br>Identify key symbols on a map using a key.<br><br>Watch, describe and evaluate effectiveness of a team strategy.<br><br>Give ideas on how to improve in the future. | Communicate with others clearly and effectively whilst under pressure.<br><br>Confidently lead others and show consideration of inclusion within a group.<br><br>Use critical thinking skills to form ideas and strategies.<br><br>Confidently and efficiently orientate a map, identifying key features to navigate around a course.<br><br>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements for the next time. |
| **Fundamental Movement** | **Skills** | Run and stop with control<br><br>Explore skipping as a travelling action | Show balance and co-ordination when running at different speeds<br><br>Link running and jumping movements with some control and balance. | Show balance, co-ordination and technique when running.<br><br>Know when to increase/decrease speed.<br><br>Link hopping to jumping. | Demonstrate a controlled running technique, using an appropriate speed depending on distance.<br><br>Link running, jumping and hopping actions with greater control and co-ordination. |

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| | | Jump and hop with bent knees<br><br>Throw larger balls and beanbags into space<br><br>Balance whilst stationary and on the move<br><br>Change direction at a slow pace<br><br>Explore moving different body parts together. | Show hopping and jumping movements with some control and balance.<br><br>Change techniques for throwing when looking for distance.<br><br>Demonstrate balance and co-ordination when changing direction<br><br>Perform actions with increased control when co-ordination their body without equipment. | Control jumps/hops.<br><br>Throw with some accuracy and power towards a target/targeted area.<br><br>Demonstrate good balance when performing fundamental skills.<br><br>Show balance when changing direction at speed in combination with other skills.<br><br>Begin to co-ordinate their body at speed to a task. | Perform jumps for height and distance using good technique.<br><br>Show accuracy and good throwing technique when throwing for distance.<br><br>Show control when travelling, landing, stopping and changing direction.<br><br>Change direction with a fluent action.<br><br>Transition between speeds fluently.<br><br>Co-ordinate a range of body parts fluently at speed.<br><br>Consider speed needed for a task/situation. |
| **Swimming** | **Skills** | | | | **<u>Beginners:</u>**<br><br>Submerge and regain feet in the water.<br><br>Breathe in sync with an isolated kicking action from poolside<br><br>Use arms and legs together to move effectively across a short distance in the water. |

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| | | [redacted] | Glide on front and back over short distances.<br><br>Float on front and back for short periods of time.<br><br>Confidently roll from front to back and then regain a standing position.<br><br>**Developers:**<br><br>Confidently and consistently retrieve an object from the floor with the same breath.<br><br>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.<br><br>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.<br><br>Combine gliding and floating on front and back over an increased distance.<br><br>Float on front and back using different shapes with increased control.<br><br>Comfortably demonstrate sculling head first, feet first and treading water |

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| | | [redacted] | | | **Intermediates:**<br><br>Confidently combine skills to retrieve an object from greater depth.<br><br>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.<br><br>Confidently demonstrate good technique in a wider range of strokes over increased distances.<br><br>Combine gliding and transitioning into an appropriate stroke with good control.<br><br>Confidently link a variety of floating actions together demonstrating good technique and control.<br><br>Select and apply the appropriate survival technique to the situation. |
| **Social, Emotional and Thinking** | **Social** | Take turns<br><br>Learn to share equipment<br><br>Share ideas with others | Encourage others to keep trying<br><br>Talk to a partner about their ideas and take turns to listen to each other's. | Encourage and motivate others to work to their personal best.<br><br>Work with others to achieve a shared goal. | Share ideas with others and work together to deicide on the best approach to a task.<br><br>Lead others and show consideration of all in the group. |

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| | | | Work with a partner and small group to play games and solve challenges. | Work with others to self-manage games. | Communicate with others effectively and clearly |
| | **Emotional** | Try again if they do not succeed<br><br>Practise skills independently<br><br>Try new tasks and challenges | Show determination to continue working over a longer period of time.<br><br>Try to complete set challenges and tasks.<br><br>Explore skills independently before asking for help.<br><br>Confidently share ideas to group. | Persevere when finding a challenge difficult<br><br>Understand what their best looks like.<br><br>Begin to use rules, showing awareness of fairness and honesty.<br><br>Show awareness of how other people feel. | Understand what maximum effort looks and feels like and show determination to achieve that.<br><br>Use different strategies to persevere to achieve personal best.<br><br>Compete within the rules, showing fair play and honesty when playing independently.<br><br>Confident to attempt tasks and challenges outside of their comfort zone. |
| | **Thinking** | Begin to identify personal success<br><br>Choose own movements and actions in response to simple tasks<br><br>Begin to provide simple feedback to tasks. What did they | Make decisions when presented with a simple challenge.<br><br>Begin to select and apply skills to use in a variety of different situations.<br><br>Provide feedback beginning to use words from the lesson. | Pupils make quicker decisions when selecting and applying skills to a situation.<br><br>Select and apply from a wider range of skills and actions in response to a task.<br><br>Provide feedback to others and teachers using key terminology. | Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.<br><br>Recognise and explain their thought process when playing games or completing tasks.<br><br>Identify their own and others' strengths and weaknesses. |

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| | | like? What did they think was good? | | | Provide sensitive feedback.<br><br>Select and apply appropriate skills for the situation when under pressure. |