**Holy Trinity CofE Primary School - PE Skills Progression**

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 coordination, 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 gymnastic) 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.
* 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.

This document outlines how we will cover the relevant knowledge and skills for PE at Holy Trinity CofE Primary School across all year groups. Our teachers will deliver PE content through following ‘***ThePEHub’*** scheme of work at their own discretion, ensuring that every child is working at the expected standard by meeting the key outcomes below. Below you will find the **UNIT FOCUS** for each unit of work. For a more detailed skills list, please look at **Skills Progression Map 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Dance** | **Unit 1**  Respond to a range of stimuli and types of music  Explore space, direction, levels and speeds  Experiment creating actions and performing movements with different body parts | **Unit 1**  Describe and explain how performers can transition and link shapes and balances  Perform basic actions with control and consistency at different speeds and on different levels  Challenge themselves to move imaginatively responding to music  Work as part of a group to create and perform short movement sequences to music | **Unit 1**  Practise different sections of a dance aiming to put together a performance  Perform using facial expressions  Perform with a prop | **Unit 1**  Work to include freeze frames in routines  Practise and perform a variety of different formations in dance  Develop a dance to perform as a group with a set starting position | **Unit 1**  Perform different styles of dance fluently and clearly  Refine & improve dances adapting them to include the use of space rhythm & expression  Worked collaboratively in groups to compose simple dances  Recognise and comment on dances suggesting ideas for improvement | **NA** |
| **Unit 2**  Able to build simple movement patterns from given actions  Compose and link actions to make simple movement phrases  Respond appropriately to supporting concepts such as canon and levels | **Unit 2**  Perform using more sophisticated formations as well as an individual  Explore relationships through different dance formations  Explain the importance of emotion and feeling in dance  Use the stimuli to copy, repeat and create dance actions and motifs | **Unit 2**  Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies  Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance. | **Unit 2**  Work to include freeze frames in routines  Practise and perform a variety of different formations in dance  Develop a dance to perform as a group with a set starting position | **Unit 2**  Developing choreography and devising skills in relation to a theme.  Exploring dynamic quality and formations to communicate character.  Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | **NA** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **Gymnastics** | **Unit 1**  Identify and use simple gymnastics actions and shapes.  Apply basic strength to a range of gymnastics actions.  Begin to carry basic apparatus such as mats and benches.  To recognise like actions and link. | **Unit 1**  Describe and explain how performers can transition and link gymnastic elements  Perform with control and consistency basic actions at different speeds and on different levels  Challenge themselves to develop strength and flexibility  Create and perform a simple sequence that is judged using simple gymnastic scoring | **Unit 1**  Modify actions independently using different pathways, directions and shapes  Consolidate and improve the quality of movements and gymnastics actions  Relate strength and flexibility to the actions and movements they are performing  To use basic compositional ideas to improve sequence work—unison | **Unit 1**  To become increasingly competent and confident to perform skills more consistently  Able to perform in time with a partner and group  Use compositional ideas in sequences such as changes in height, speed and direction | **Unit 1**  Create longer and more complex sequences and adapt performances  Take the lead in a group when preparing a sequence  Develop symmetry individually, as a pair and in a small group  Compare performances and judge strengths and areas for improvement  Select a component for improvement. For example—timing or flow | **NA** |
| **Unit 2**  To perform a variety of basic gymnastics actions showing control  To introduce turn, twist, spin, rock and roll and link these into movement patterns  To perform longer movement phrases and link with confidence | **Unit 2**  Develop body management through a range of floor exercises  Use core strength to link recognised gymnastics elements, e.g., back support and half twist  Attempt to use rhythm while performing a sequence | **Unit 2**  Identify similarities and differences in sequences  Develop body management over a range of floor exercises  Attempt to bring explosive moves into floor work through jumps and leaps  Show increasing flexibility in shapes and balances | **Unit 2**  Develop an increased range of body actions and shapes to include in a sequence  Define muscles groups needed to support the core of their body  Refine taking weight on small and large body parts, for example, hand and shoulder | **Unit 2**  Have created longer and more complex sequences and can adapt performances  Can compare performances and judge strengths and areas for improvement  Can select a component for improvement, for example, timing or flow  Have developed an increased range of body actions and shapes to include in a sequence | **NA** |
|  | **1**  *‘Attack, Defend, Compete’* | **2**  *‘Attack, Defend, Compete’* | **3** | **4** | **5** | **6** |
| **Invasion Games** | **Unit 1**  To practice basic movements including running, jumping, throwing and catching  To begin to engage in competitive activities  To experience opportunities to improve agility, balance and coordination | **Unit 1**  Can send a ball using feet and can receive a ball using feet.  Refine ways to control bodies and a range of equipment.  Recall and link combinations of skills, e.g. dribbling and passing. | **Football**  Able to show basic control skills including sending and receiving the ball.  To send the ball with some accuracy to maintain possession and build attacking play.  To implement the basic rules of football.  **Netball**  To be able to perform basic netball skills such as passing and catching using recognised throws  To use space efficiently to build attacking play  To implement the basic rules of netball | **Football**  Introduce some defensive skills  Dribbling in different directions using different parts of their feet  Passing for distance  Evaluating skills to aid improvement  **Netball**  Introduce high five netball positions  Acquire and apply basic shooting techniques  Develop netball skill such as marking and footwork | **Football**  To play effectively in a variety of positions and formations on the pitch  Relate a greater number of attacking and defensive tactics to gameplay  Become more skilful when performing movements at speed  **Netball**  To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills  To begin to play efficiently in different positions on the court in both attack and defence  To increase power and strength of passes, moving the ball over longer distances  **Hockey**  Combine basic hockey skills such as dribbling and push pass  Select and apply skills in a game situation confidently  To increase power and strength of passes, moving the ball over longer distances | **Football**  Choose and implement a range of strategies to attack and defend  To perform a wider range of more complex skills  Recognise and describe good individual and team performances  Suggest, plan and lead simple drills for given skill  **Hockey**  To choose and implement a range of strategies and tactics to attack and defend  To combine and perform more complex skills at great speed  To recognise and describe good individual and team performances  To suggest, plan and lead a warm-up as a small group  **Tag Rugby**  To combine basic tag rugby skills such as catching and quickly passing in one movement  To be able to select and implement appropriate skills in a game situation  To begin to play effectively when attacking and defending  To increase the power of passes so the ball can be moved quickly over greater distance |
| **Unit 2**  To recognise rules and apply them in competitive and cooperative games.  Use and apply simple strategies for invasion games.  Preparing for, and explaining the reasons why we enjoy exercise. | **Unit 2**  To select and apply a small range of simple tactics  Recognise good quality in self and others  To work with others to build basic attacking play |
|  | **1**  *‘Hit, Catch, Run’* | **2**  *‘Hit, Catch, Run’* | **3** | **4** | **5** | **6** |
| **Striking and Fielding Games** | **Unit 1**  Able to hit objects with hand or bat.  Track and retrieve a rolling ball.  Throw and catch a variety of balls and objects. | **Unit 1**  To developing hitting skills with a variety of bats  Practice feeding/bowling skills  Hit and run to score points in games | **Cricket**  To be able to adhere to some of the basic rules of cricket  To develop a range of skills to use in isolation and a competitive context  To use basic skills with more consistency including striking a bowled ball  **Rounders**  To be able to play simple rounders games  To apply some rules to games  To develop and use simple rounders skills | **Cricket**  To develop the range of Cricket skills they can apply in a competitive context  Choose and use a range of simple tactics in isolation and in a game context  Consolidate existing skills and apply with consistency  **Rounders**  To develop the range of rounders skills that can apply in a competitive context  Choose and use a range of simple tactics in isolation and a game context  Identify different positions in rounders and the roles of those positions | **Cricket**  Link together a range of skills and use in combination  Collaborate with a team to choose, use and adapt rules in games  Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance  **Rounders**  Link together a range of skills and use in combination.  Collaborate with a team to choose, use and adapt rules in games.  Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance | **Cricket**  Apply with consistency standard cricket rules in a variety of different styles of games  Attempt a small range of recognised shots in isolation and in competitive scenarios  Use a range of tactics for attacking and defending in the role of bowler, batter and fielder  **Rounders**  Apply rounders rules consistently in conditioned games  Play small sided games using standard rounders pitch layout  Use a range of tactics for attacking and defending in the role of bowler, batter and fielder |
| **Unit 2**  Develop sending and receiving skills to benefit fielding as a team.  Distinguish between the roles of batters and fielders.  Introduce the concept of simple tactics | **Unit 2**  Work on a variety of ways to score runs in the different hit, catch, run games  Work in teams to field  Begin to play the role of wicketkeeper or backstop |
|  | **1**  ‘*RUN, JUMP, THROW’* | **2**  ‘*RUN, JUMP, THROW’* | **3** | **4** | **5** | **6** |
| **Athletics** | **Unit 1**  Pupils will begin to link running and jumping.  To learn and refine a range of running which includes varying pathways and speeds.  Develop throwing techniques to send objects over long distances. | **Unit 1**  Develop power, agility, coordination and balance over a variety of activities  Can throw and handle a variety of objects including quoits, beanbags, balls, hoops  Can negotiate obstacles showing increased control of body and limbs | Control movements and body actions in response to specific instructions  Demonstrate agility and speed  Jump for height and distance with control and balance  Throw with speed and power and apply appropriate force | Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities  Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | Sustain pace over short and longer distances such as running 100m and running for 2 minutes  Able to run as part of a relay team working at their maximum speed  Perform a range of jumps and throws demonstrating increasing power and accuracy | Become confident and expert in a range of techniques and recognise their success  Apply strength and flexibility to a broad range of throwing, running and jumping activities  Work in collaboration and demonstrate improvement when working with self and others  Accurately and confidently judge across a variety of activities |
| **Unit 2**  Increase stamina and core strength needed to undertake athletics activities  Take part in a broad range of opportunities to extend strength, balance, agility and coordination  Cooperate with others to carry out more complex physical activities | **Unit 2**  Improve running and jumping movements, work for sustained periods of time  Reflect on activities and make connections between a healthy active lifestyle  Experience and improve on jumping for distance and height |
|  | **1**  *Send and Return* | **2**  *Send and Return* | **3** | **4** | **5** | **6** |
| **Net and Wall Games** | **Unit 1**  Able to send an object with increased confidence using hand or bat.  Move towards a moving ball to return.  Sending and returning a variety of balls.  **Unit 2**  Develop sending skills with a variety of balls  Track, intercept and stop a variety of objects such as balls and beanbags  Select and apply skills to beat the opposition | **Unit 1**  Be able to track the path of a ball over a net and move towards it  Begin to hit and return a ball using a variety of hand and racquet with some consistency  Play modified net/wall games throwing, catching and sending over a net  **Unit 2**  Be able to make it difficult for their opponent to score a point  Begin to choose specific tactics appropriate to the situation  Transfer net/wall skills to volleyball style games  Improve agility and coordination and use in a game | **NA** | **NA** | **NA** | **NA** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **Fitness**  **Distanced Learning** | To keep moving during the 20 second windows  To raise heart rate  Undertake coordination activity  To work consistently across each activity  Discuss why we need to rest during exercise  Decide which activity they liked best and why  Grasp the concept that the heart is a muscle  Develop strength by performing a range of exercises  Record their own score in the AMRAP  Play safely with energy in a restricted space  Keep track of where they are in an exercise  Identify their favourite part of the lesson, some explain why  Work under time pressure  Demonstrate determination to work quickly  Relax and act in a calm manner  Challenge themselves to match or improve their score  Compare their score to their previous score  Recognise what is happening to their body as they get tired | | To keep moving during the 20 second windows  To raise heart rate  Undertake coordination activity  To work consistently across each activity  Identify challenges within the workout  Show determination to keep moving even when tired  Describe the principles of an AMPRAP workout  Develop strength by performing a range of exercises  Accurately score rounds and reps  Accurately replicate the warm-up showing control  Keep track of where they are in an exercise  Identify what you found most difficult and why  Work under time pressure  Demonstrate determination to work quickly  Explain why relaxing is important for our health  Challenge themselves to match or improve their score  Calculate the difference in their score to the previous session  Discuss what is happening to their bodies when they exercise | | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **Swimming**  Run by Swimphony at Swiss Cottage Leisure Centre  **Statements from ThePEHUB** | **NA** | **NA** | Swim short distances unaided between 5 & 20 metres using one consistent stroke  Propel themselves over longer distances with the assistance of swimming aids  Move with more confidence in the water including submerging themselves fully  Enter and exit the water independently | Swim over greater distances, between 10 & 20 meters with confidence in shallow water  Begin to use basic swimming techniques including correct arm and leg action  Explore and use basic breathing patterns  Enter and exit the water in a variety of ways  Take part in problem-solving activities such as group floats and team challenges | Bring control and fluency to at least two recognised strokes  Implement good breathing technique to allow for smooth stroke patterns  Attempt personal survival techniques as an individual and group with success  Link lengths together with turns and attempt tumble turn in isolation and during a stroke | **NA** |
| **National Curriculum Targets:**  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. | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **Healthy lifestyle** | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  Understand the need to warm up and cool down. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  Understand the need to warm up and cool down. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  Understand the need to warm up and cool down. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  Understand the need to warm up and cool down. |

******The PEHUB - Skill Progression by Activity**



















