



Holy Trinity CofE Primary School – Progression mapped by strands



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.

The PEHUB - Skill Progression by Activity



Run Jump Throw – Athletic Activity

Run, Jump, Throw – Year 1	Head	Suggest links between types of exercises e.g. training speed for different jumping activities
		Demonstrate awareness for the need to improve and attempt to improve
		Select correct skill for the situation
	Hand	Can start and stop at speed, run in straight lines using a variety of speeds
		Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.
		Handle and throw a variety of different objects and attempt to throw for distance
		Copy and repeat basic movements for extended periods of time developing stamina
		Demonstrate some core strength to hold a variety of shapes and positions
		Move a variety of objects quickly showing a range of techniques
	Heart	Developed agility and coordination skills to competently take part in a range of activities
Work partner to help improve their performance		
Run, Jump, Throw – Year 2	Head	Participate as part of a team to compete in running relays
		Make choices about appropriate throws for different types of activity
	Hand	Can identify areas of activities that need improvement e.g. power in throws to throw further
		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
		Use agility in running games
		Apply skills in a variety of activities
	Heart	Practise to improve skills
		Discuss thoughts and feelings around physical challenges and what it means to be a team player
Work cooperatively to complete running, jumping and throwing tasks		
		Consider others when playing games to respect their space and boundaries

Athletic Activity

Athletics – Year 3		Events Taught:
	Head	Take part in basic scoring of different events
		Compete with others and record points
	Hand	Link running and jumping activities with some fluency and consistency
		Control movements and body actions in response to specific instructions
		Jump for height and distance with control and balance
		Run at different speeds according to event and instruction
		Throw a variety of objects using different recognised throws
	Heart	Throw more accurately and over greater distances
Run as part of a relay team		
Identify how to improve own and others work and be tactful		
Athletics – Year 4		Events Taught:
	Head	Decide on ways to improve, run, jumps and throws and implement changes
		Show differences between sprinting and running speeds over a variety of distances
	Hand	Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone
		Perform a range of jumps with consistency, sometimes approaching jump with a run up
		Compete in running, jumping and throwing activities and compare their own performance with previous
	Heart	Work with others to score and record distance and times accurately
Develop control in baton exchange and analyse as a team how to improve handover		
Athletics – Year 5		Events Taught:
	Head	Identify how they can change an activity by using the STEP principle
		Distinguish between good and poor performances and suggest ways to improve self and others
	Hand	Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes
		Perform a range of jumps in different activities
		Demonstrate a range of throwing actions using different equipment with some consistency and control
	Heart	Able to run as part of a team in relay style events and demonstrate max effort pace
Compare own performance with previous ones and demonstrate improvement to achieve personal best		
Athletics – Year 6		Events Taught:
	Head	Accurately and confidently judge across a range of athletics activities
		Record accurately scores given in variety events
	Hand	Demonstrate accuracy and good technique when throwing for distance
		Show good technique and control for jumping activities
		Choose appropriate run up distance as an individual for athletic jumps
		Use appropriate pace for different running distances
	Heart	Demonstrate improvement when working with self and others
Use appropriate language to deliver a taught activity to their peers		

Gymnastics

Gymnastics – Year 1	Head	Use words such as rolling, travelling, balancing, climbing
		Decide which supporting concepts and actions to add to their sequence
	Hand	Safely move and carry basic gym equipment such as mats and benches
		Recognise like actions and link them together
		Perform simple gymnastic actions and shapes
		Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping
		Make their body tense, relaxed, stretched and curled
		Perform in unison and canon
	Heart	Move on, off and over object with confidence
		Communicate with a partner to create short sequence
Gymnastics – Year 2	Head	Comment on aspects of own and others' performances
	Hand	Perform with control and consistency basic actions at different speeds and on different levels
		Create and perform a simple sequence
		Show contrasts in gymnastics shapes and actions
		Work to improve flexibility and strength
		Attempt to use rhythm whilst performing a sequence
		Use core strength to link gymnastic elements e.g. back support and half twist
		Remember and repeat sequences
	Heart	Reflect on own performance and use scoring system to judge performance
		Develop character and maturity to work in close proximity with others

Gymnastics

Gymnastics – Year 3	Head	Modify actions independently using different pathways, directions and shapes
		Identify similarities and differences in sequences
	Hand	Perform sequences with contrasting actions
		Show strength and flexibility to shapes and actions being performed
		Remember and repeat sequences
		Adapt basic sequences to include some apparatus
	Heart	Develop body management over a range of floor exercises
Comment on others' gymnastics sequences describing what they did well		
Gymnastics – Year 4	Head	Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle
		Decide on ways to improve a piece of work using compositional elements and implement changes
	Hand	Apply a broader range of more challenging skills executed with precision
		Perform actions such as balance, body shapes and flight with control
		Develop an increased range of body actions and shapes to use in longer, more complex sequences
		Identify 'core muscles' and use them to improve quality of shapes and actions
	Heart	Show smooth transitions and flow in sequences
Adapt actions and sequences to work with partners and small groups		
Gymnastics – Year 5	Head	At key points, compare their performances to previous ones
		Selects a component for improvement and use guidance from others to do so
	Hand	Explain the significance of a warmup and how it relates to gymnastics activity
		Create longer and more complex sequences and adapt their performances
		Follow, copy and repeat others' actions
		Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions
	Heart	Attempt to perform more complex skills in isolation such as round-off
Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls		
Gymnastics – Year 6	Head	Work responsibly in trust exercises and when counterbalancing
		Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria
	Hand	Perform symmetry and asymmetry individually, in pairs and as a group
		Perform increasingly complex sequences
		Compose and practise actions and relate to music
	Heart	Experience flight on and off of apparatus
		Show clarity, fluency, accuracy and consistency in their movements
Heart	Lead group warm up demonstrating the importance of strength and flexibility	
	Work independently and in small groups to make up sequences to perform to an audience	

Dance

Dance – Year 1	Head	Confident to explore space within their dances and movements
		Recognise that dances can have themes and stories
	Hand	Perform basic body actions along with music
		Use different parts of the body, combine arm and leg actions
		Perform with an awareness of body shape required
		Remember and repeat simple movement patterns
		Move with control and show spatial awareness
		With help, compose a basic movement phrase
	Heart	Work with a partner
Engage with the class to perform marching sequence and canon		
Dance – Year 2	Head	Select movements that show a clear understanding of the theme/ story/ idea of the dance
		Show confidence to perform in front of others
	Hand	Show some sense of dynamic, expressive and rhythmic qualities in their own dance
		Use different parts of the body in isolation and combination
		Perform with control and balance and demonstrating coordination
		Explore and use basic choreography including levels, speed changes, unison and canon
		Move with imagination responding the music
		Perform with expression
	Heart	Attempt to work as part of a group to perform a dance
		Able to comment on ideas and emotions and how they can be portrayed through dance

Dance

Dance – Year 3	Head	Contribute ideas to the structure of the dance
		Describe using appropriate language the features of dances performed by others
	Hand	Attempt to perform with a sense of dynamics
		Competently include props and other ideas in their dance
		Attempt short pieces of improvised dance responding to the structure/theme of the dance
	Heart	Share and create short dance phrases with a partner and in small groups
Perform movements with increased control		
Express moods and feelings throughout the dance piece		
Dance – Year 4	Head	Can decide with others which floor patterns/pathways to follow
		Respond sensitively to professional work
	Hand	Refine, repeat and remember short dance phrases
		Perform with increasing musicality with control and confidence
		Perform dances with consistency
	Heart	Show rhythm and style when performing as an individual and with others
Dance using a variety of formations confidently		
Show sensitivity to a dance idea/theme or story		
Dance – Year 5	Head	Showing self-control and maturity to perform a partner/ group contact work
		Confidently participate in dances from different cultures/parts of the world
	Hand	Perform different styles of dance clearly and fluently
		Refine & improve dances adapting them to include use of space rhythm & expression
		Adapt their skills to meet the demands of a range of dance styles
	Heart	Incorporate levels and flight into movement patterns and dances
Create and use compositional ideas confidently such as pathways, step patterns and unison		
Recognise and comment on dances suggesting ways to improve		
Dance – Year 6	Head	Work collaboratively in groups to compose short dances
		Interpret different stimuli with imagination and flair
	Hand	Identify in others and self where good performance qualities are achieved
		Warm up and cool down independently
		Work creatively and imaginatively on their own, in pairs and in a group to create simple dances
	Heart	Use recognised dance actions and adapt to create motifs and movement patterns
Communicate the artistic intention of a dance clearly, fluently, musically and with control		
Practise and refine coordination skills through activities such as live aural setting / freeze frame		
Heart	When working in groups/pairs take the lead suggesting ideas and refining actions of others	
	Use facial expression to communicate emotion and a further narrative	

Hit Catch Run – Striking and fielding games

Hit, Catch, Run – Year 1	Head	Able to identify when a point has been scored and keep count of score
		Can choose where to send the ball to maximise chance to score
		Can make choices where to stand in the field to restrict runs scored
	Hand	Catch a medium sized ball thrown over a short distance
		Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency
		Track balls and other equipment sent to them, moving in line with the ball to collect it
		Run between bases to score points
		Retrieve and return a ball to a base
		Use a range of sending skills to put ball into space
	Heart	Able to self-feed ball to hit off hand and strike ball off cone
Work collaboratively to score runs showing encouragement and support		
Hit, Catch, Run – Year 2	Head	Show awareness of teammates fielding positions to restrict runs in a simple game scenario
	Hand	Make choices about where to hit the ball
		Make tactical decisions about where to position themselves in the field
		Has developed hitting skills with a variety of bats
		Practised bowling/feeding a ball to other players
		Run in a game to score points
		Attempted to play the role of wicket keeper or backstop
	Heart	Makes attempts to catch balls coming towards player in games
Can work in small groups to field and bat		
	Display sportsmanship when competing against others	

Striking & Fielding Games

Striking & Fielding – Year 3		Sports Taught:	
	Head	Adhere to some basic rules of recognised games such as rounders or cricket	
		Explain how fielders work together to restrict batters runs	
		Apply simple tactics to choose where to hit the ball	
	Hand	Strike a ball with some consistency	
		Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling	
		Play in simplified games	
		Bowl accurately	
		Show ready position to catch a ball	
		Strike a stationary ball (off tee) with some consistency	
Heart	Strike a bowled ball with some consistency		
	Identify how to improve own and others work and be tactful		
	Field as a team to return the ball to the bowler/base effectively		
Striking & Fielding – Year 4		Sports Taught:	
	Head	With increasing consistency, choose where to direct a hit from a bowled ball	
		Use and apply the basic rules of the game	
	Hand	Apply speed and decision making to run safely between scoring markers e.g. stumps, posts	
		Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop	
		Track and intercept the ball along the ground sometimes collecting with 1 hand	
		Bowling a recognised action with some consistency	
	Heart	In their local community can they identify locations in which they could play striking and fielding games	
	Striking & Fielding – Year 5		Sports Taught:
		Head	Recognise where increased flexibility and power is an advantage in striking and fielding the ball
In a game situation play using a range of simple tactics such as getting players out to restrict the attack			
Use and apply the basic rules of the game fairly and consistently			
Hand		Choose where to hit the ball to maximise likelihood of scoring runs	
		Use a variety of shots in isolation and in a game situation	
		Throw with accuracy and consistency over short distances	
		Tracking flight of the ball to increase catching success	
Heart		Begin to employ specific bowling techniques such as overarm in cricket	
		Work collaboratively with others to both score runs and, in the field, to restrict runs	
		Sports Taught:	
Striking & Fielding – Year 6		Sports Taught:	
	Head	Apply with consistency standard rules of (modified) games	
		Use a range of tactics for attacking and defending in the role of bowler, batter and fielder	
		In rounders use correctly the rules for running around bases	
	Hand	Strike a bowled ball and attempt a small range of shots	
		Attempt to track and catch high balls in isolation and game play	
		Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting	
		Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas	
	Heart	Work collaboratively in teams to compete against themselves and others	

Attack, defend, compete – Invasion games

Attack, defend, compete – Year 1	Head	Recognise rules and apply them in competitive and cooperative games
		Make decisions about how to defend a target
	Hand	Begin to engage in competitive activities
		Roll, slide or throw a beanbag or ball with accuracy
		Bounce a medium sized ball to self and attempt to bounce to others
	Heart	Attempt to intercept and catch a thrown ball
Work in collaboration with others to attack and score points		
Attack, defend, compete – Year 2	Head	Identify the things that they like about exercise both in and outside of school
		Select and apply a small range of simple tactics
		Begin to look for space to pass into or run to in order to receive
	Hand	Select the more appropriate skill to move forwards to shoot
		Can send a ball using feet
		Can receive a ball using feet
		Link combinations of skills e.g. dribbling and passing with hands in isolation and combination
		Can send a ball using hands
		Can receive a ball using hands
		Can play in a variety of positions in both defence and attack
	Heart	Work with a partner and in small groups to develop skills
		Show awareness of teammates and opponents in games

Invasion Games

Invasion – Year 3		Sports Taught:
	Head	Recognise when you need to defend
		Employ tactics to put pressure opponents
		Being aware and able to undertake the demands different positions to support both attack defence
	Hand	Send and receive a ball with some consistency to keep possession
		Sometimes move into space to receive the ball
		Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football
Play using basic rules of recognised game e.g. hockey or football		
Heart	Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basket ball	
	Work as part of a team to attack towards a goal	
Invasion – Year 4		Sports Taught:
	Head	Working with team mates to make it difficult for the opposition
		Use tactics to perform defensively both as a team and as an individual
		Play using recognised marking techniques of specific game e.g. hockey, tag rugby
	Hand	Send and receive the ball with accuracy, controlling to score points/ goals
		Keep possession of the ball as an individual using skills such as dribbling and running with the ball
		Show speed and endurance in a game situation
Move into space to help others and the ball over longer distances		
Heart	Work as part of a team to attack and score in defined area. In netball play within positional restrictions	
	Use and apply the basic rules of the game	
Invasion – Year 5		Sports Taught:
	Head	Play in formations and execute 'set plays' in game situations
		Explain the need for different tactics and attempt these in a game situation
		Know and apply the rules consistently in a game situation
	Hand	Able to combine basic skills such as dribbling and passing
		Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball
		Move balls over longer distances accurately, demonstrating power
Play in different positions with some success		
Heart	Where appropriate mark goal side	
	Use appropriate language to explain their attacking and defensive play	
Invasion – Year 6		Sports Taught:
	Head	Choose and implement a range of strategies to attack & defend such as restricting attackers' space or goal side marking
		Suggest, plan and lead a warmup or drill and use STEP technique to modify
		Make quicker decisions in games (on and off the ball)
	Hand	Use and apply boundary rules such as corners, self-pass and sideline in relevant game
		Build upon set plays such as in tag rugby, some suggest improvements to play
		Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games
Play in a variety of positions (attacking and defensive)		
Heart	Consistently catch/ stop and control a ball	
	Able to track and control a rebound from shot (penalty or open play)	
Heart	Work collaboratively in a team to play and keep possession of the ball	

Send & Return – Net/wall games

Send & Return – Year 1	Head	Identify space to send a ball into
		Can describe how they worked with their partner to send and receive
	Hand	Able to send an object with increased confidence using hand or bat
		Move towards a moving ball to return with hand or bat
		Score points against opposition over a line/ net
		Select and apply skills to win points
		Chase, stop and control balls and other objects such as beanbags and hoops
	Track balls and other equipment sent to them, moving in line with the ball to collect or return	
	Heart	Work with a partner to send and return an object and play in a simple rally
Play cooperatively in a game situation		
Send & Return – Year 2	Head	Decide on and play with dominant hand
		Develop tactics to outwit your opponent so they cannot return the ball
	Hand	Demonstrate basic sending skills in isolation and small games
		Show agility to track the path of ball over a line/ net and move towards it
		Hit a ball using both hand and racquet with some consistency
		Return a ball coming towards them using hand or racquet
		Play in a modified game send and returning the ball over a line/ net
	Start a game using basic serving skills	
	Heart	Has developed hitting skills with a variety of bats