

Edisford Physical Education Progression of Skills

KS2

	Y3	Y4	<u>Y5</u>	<u>Y6</u>
<u>Health, Body & Mind</u>	<ul style="list-style-type: none">- Recognise and describe the effects of exercise on the body.- Know the importance of strength and flexibility for physical activity.- Explain why it is important to warm up and cool down.	<ul style="list-style-type: none">- Describe how the body reacts at different times and how this affects performance.- Explain why exercise is good for your health.- Know some reasons for warming up and cooling down.	<ul style="list-style-type: none">- Know and understand the reasons for warming up and cooling down.- Explain some safety principles when preparing for and during exercise.	<ul style="list-style-type: none">- Understand the importance of warming up and cooling down.- Carry out warm-ups and cool-downs safely and effectively.- Understand why exercise is good for health, fitness, and wellbeing. Know ways they can become healthier.

Dance Skills

- Begin to improvise with a partner to create a simple dance.
- Create motifs from different stimuli.
- Begin to compare and adapt movements and motifs to create a larger sequence.
- Use simple dance vocabulary to compare and improve work.

- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose a dance that reflects the chosen dance style.
- Confidently improvise with a partner or on their own.
- Compose longer dance sequences in a small group.

- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose individual, partner and group dances that reflect the chosen dance style.
- Show a change of pace and timing in their movements.
- Develop an awareness of their use of space.

- Identify and repeat the movement patterns and actions of a chosen dance style.
- Compose individual, partner and group dances that reflect the chosen dance style.
- Use dramatic expression in dance movements and motifs.
- Perform with confidence, using a range of movement patterns.

<u>Dance Unit - Evaluation</u>	<ul style="list-style-type: none"> - Watch, describe and evaluate the performance. - Describe how their performance has improved over time. 	<ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. - Modify their use of skills and techniques to achieve a better result 	<ul style="list-style-type: none"> - Choose and use criteria to evaluate own and others' performances. - Explain why they have used skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> - Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
<u>Gymnastics</u>				
<u>Acquiring and Developing skills in Gymnastics</u>	<ul style="list-style-type: none"> - Choose ideas to compose a movement sequence independently and with others. - Link combinations of actions with increasing confidence, including changes of direction, speed, or level. - Develop the quality of their actions, shapes, and balances. - Move with coordination, control, and care. - Use turns whilst travelling in a variety of ways. 	<ul style="list-style-type: none"> - Create a sequence of actions that fit a theme. - Use an increasing range of actions, directions, and levels in their sequences. - Move with clarity, fluency, and expression. - Show changes of direction, speed, and level during a performance. 	<ul style="list-style-type: none"> - Select ideas to compose specific sequences of movements, shapes, and balances. - Adapt their sequences to fit new criteria or suggestions. - Perform jumps, shapes, and balances fluently and with control. - Confidently develop the placement of their body parts in balances, recognising the position of their centre of 	<ul style="list-style-type: none"> - Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting, and stretching. - Demonstrate precise and controlled placement of body parts in their actions, shapes, and balances.

	<ul style="list-style-type: none"> - Use a range of jumps in their sequences. - Begin to use equipment to vault. - Create interesting body shapes while holding balances with control and confidence. - Begin to show flexibility in movements 	<ul style="list-style-type: none"> - Travel in different ways, including using flight. - Improve the placement and alignment of body parts in balances. - Use equipment to vault in a variety of ways. - Carry out balances, recognising the position of their centre of gravity and how this affects the balance. - Begin to develop good technique when travelling, balancing, and using equipment. - Develop strength, technique, and flexibility throughout performances. 	<p>gravity and where it should be in relation to the base of the balance.</p> <ul style="list-style-type: none"> - Confidently use equipment to vault in a variety of ways. - Apply skills and techniques consistently. - Develop strength, technique, and flexibility throughout performances. - Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> - Confidently use equipment to vault and incorporate this into sequences. - Apply skills and techniques consistently, showing precision and control. - Develop strength, technique, and flexibility throughout performances
<u>Rolls</u>	<ul style="list-style-type: none"> - Crouched forward roll. 	<ul style="list-style-type: none"> - Forward roll from standing. 	<ul style="list-style-type: none"> - Forward roll from standing. 	<ul style="list-style-type: none"> - Forward roll from standing.

	<ul style="list-style-type: none"> - Forward roll from standing. - Tucked backward roll. 	<ul style="list-style-type: none"> - Straddle forward roll. - Tucked backward roll. - Backward roll to straddle. 	<ul style="list-style-type: none"> - Straddle forward roll. - Pike forward roll. - Tucked backward roll. - Backward roll to straddle. 	<ul style="list-style-type: none"> - Straddle forward roll. - Pike forward roll. - Dive forward roll. - Tucked backward roll. - Backward roll to straddle. - Backward roll to standing pike. - Pike backward roll.
<u>Jumps</u>	<ul style="list-style-type: none"> - Straight jump. - Tuck jump. - Jumping jack. - Star jump. - Straddle jump. - Pike jump. - Straight jump half-turn. - Straight jump full turn. - Cat leap. 	<ul style="list-style-type: none"> - Straight jump. - Tuck jump. - Jumping jack. - Star jump. - Straddle jump. - Pike jump. - Straight jump half-turn. - Straight jump full turn. - Cat leap. - Cat leap half-turn. 	<ul style="list-style-type: none"> - Straight jump. - Tuck jump. - Jumping jack. - Star jump. - Straddle jump. - Pike jump. - Stag jump. - Straight jump half-turn. - Straight jump full turn. - Cat leap. - Cat leap half-turn. - Split leap. 	<ul style="list-style-type: none"> - Straight jump. - Tuck jump. - Jumping jack. - Star jump. - Straddle jump. - Pike jump. - Stag jump. - Straight jump half-turn. - Straight jump full turn. - Cat leap. - Cat leap half-turn. - Cat leap full turn. - Split leap. - Stag leap.

<u>Vault – with springboard and vault or another suitable raised platform</u>	<ul style="list-style-type: none"> - Hurdle step onto springboard. - Squat on vault. - Star jump off. - Tuck jump off. - Straddle jump off. - Pike jump off. 	<ul style="list-style-type: none"> - Hurdle step onto springboard. - Squat on vault. - Straddle on vault. - Star jump off. - Tuck jump off. - Straddle jump off. - Pike jump off. 	<ul style="list-style-type: none"> - Hurdle step onto springboard. - Squat on vault. - Straddle on vault. - Star jump off. - Tuck jump off. - Straddle jump off. - Pike jump off. Squat through vault. 	<ul style="list-style-type: none"> - Hurdle step onto springboard. - Squat on vault. - Straddle on vault. - Star jump off. - Tuck jump off. - Straddle jump off. - Pike jump off. - Squat through vault - Straddle over vault.
<u>Handstand, Cartwheels and round offs</u>	<ul style="list-style-type: none"> - Handstand. - Lunge into handstand. - Cartwheel. 	<ul style="list-style-type: none"> - Handstand. - Lunge into handstand. - Cartwheel. 	<ul style="list-style-type: none"> - Lunge into handstand. - Lunge into cartwheel. - Lunge into round –off. 	<ul style="list-style-type: none"> - Lunge into cartwheel. - Lunge into round –off Hurdle step. - Hurdle step into cartwheel. - Hurdle step into round –off.
<u>Travelling and Linking Actions</u>	<ul style="list-style-type: none"> - Tiptoe, step, jump and hop. - Hopscotch Skipping Chassis steps. - Straight jump half turn. - Cat leap. 	<ul style="list-style-type: none"> - Tiptoe, step, jump and hop. - Hopscotch. - Skipping Chassis steps. - Straight jump half turn. - Straight jump full turn. 	<ul style="list-style-type: none"> - Tiptoe, step, jump and hop. - Hopscotch. - Skipping Chassis steps. - Straight jump half turn. - Straight jump full turn. - Cat leap. - Cat leap half turn. 	<ul style="list-style-type: none"> - Tiptoe, step, jump and hop. - Hopscotch - Skipping Chassis steps. - Straight jump half turn. - Straight jump full turn. - Cat leap. - Cat leap half turn.

		<ul style="list-style-type: none"> - Cat leap. - Cat leap half turn. - Pivot. 	<ul style="list-style-type: none"> - Pivot. 	<ul style="list-style-type: none"> - Cat leap full turn. - Pivot.
<u>Shapes and Balances</u>	<ul style="list-style-type: none"> - Large and small body part balances, including standing and kneeling balances. - Balances on apparatus. - Matching and contrasting partner balances. - Pike, tuck, star, straight, straddle shapes. - Front and back support. 	<ul style="list-style-type: none"> - 1, 2, 3 and 4- point balances. - Balances on apparatus. - Balances with and against a partner. - Pike, tuck, star, straight, straddle shapes. - Front and back support. 	<ul style="list-style-type: none"> - 1, 2, 3 and 4- point balances. - Balances on apparatus. - Part body weight partner balances. - Pike, tuck, star, straight, straddle shapes. - Front and back support. 	<ul style="list-style-type: none"> - 1, 2, 3 and 4- point balances. - Balance on apparatus. - Develop technique, control, and complexity of part-weight partner balances. - Group formations. - Pike, tuck, star, straight, straddle shapes. - Front and back support.
<u>Gymnastics Unit – Evaluation</u>	<ul style="list-style-type: none"> - Watch, describe, and evaluate the effectiveness of a performance. - Describe how their performance has improved over time. 	<ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<ul style="list-style-type: none"> - Thoroughly, evaluate their own and other's work, suggesting thoughtful and appropriate improvements.
<u>Invasion Games</u>				

<p><u>Sending and Receiving</u></p>	<ul style="list-style-type: none"> - Throw and catch with greater control and accuracy. - Practise the correct technique for catching a ball and use it in a game. - Perform a range of catching and gathering skills with control. - Catch with increasing control and accuracy. - Throw a ball in different ways (e.g. high, low, fast or slow). - Develop a safe and effective overarm bowl. - Develop different ways of throwing and catching. Consolidate different ways of throwing and catching and know when each is appropriate in a game. - Throw and catch accurately and successfully under pressure in a game. 	<ul style="list-style-type: none"> - Develop different ways of throwing and catching (Netball chest pass and overhead. Tag Rugby passing ball backwards). 	<ul style="list-style-type: none"> - Consolidate different ways of throwing and catching and know when each is appropriate in a game. 	<ul style="list-style-type: none"> - Throw and catch accurately and successfully under pressure in a game.
<p><u>Dribbling</u></p>	<ul style="list-style-type: none"> - Begin to dribble a ball making small touches. 	<ul style="list-style-type: none"> - Dribble with small touches into space. 	<ul style="list-style-type: none"> - Dribble making small touches into space with speed. 	<ul style="list-style-type: none"> - Dribble making small touches into space with

	<ul style="list-style-type: none"> - Begin to send a football to someone on team. - Keep a ball under control. - Know where space is and try to move into it. - Mark another player and defend when needed. - Play small sided competitive games. 	<ul style="list-style-type: none"> - Send a football to someone on the team, using different parts of foot. - Keep a ball under control when receiving a range of passes from team. - Understand where the space is and can move into it. - Mark another player and begin to attempt interceptions. Play small sided competitive games. 	<ul style="list-style-type: none"> - Send a football to someone on the team, using different parts of foot accurately. - Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from). - See space and use it effectively. - Lose a defender to receive a pass. - Defend a player and make some successful interceptions for team. - Play competitive games and successfully include rules. 	<p>speed, to beat defenders.</p> <ul style="list-style-type: none"> - Make decisions regarding how and when to send a football to someone in team. - Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. - Know how space changes within a game and when and how to move into changing spaces. - Draw defender away to create space. Position body to defend effectively, making successful interceptions. - Communicate effectively with others
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				during game situations.
<u>Space</u>	<ul style="list-style-type: none"> - Find a useful space and get into it to support teammates. 	<ul style="list-style-type: none"> - Find a useful space and get into it to support teammates. - Make the best use of space to receive and pass the ball. 	<ul style="list-style-type: none"> - Demonstrate an increasing awareness of space. 	<ul style="list-style-type: none"> - Demonstrate a good awareness of space.
<u>Attacking and defending</u>	<ul style="list-style-type: none"> - Use simple attacking and defending skills in a game. - Use fielding skills to stop a ball from travelling past them. 	<ul style="list-style-type: none"> - Use a range of attacking and defending skills and techniques in a game. - Use fielding skills as an individual to prevent a player from scoring. 	<ul style="list-style-type: none"> - Choose the best tactics for attacking and defending. - Shoot in a game. - Use fielding skills as a team to prevent the opposition from scoring. 	<ul style="list-style-type: none"> - Think ahead and create a plan of attack or defence. - Apply knowledge of skills for attacking and defending. - Work as a team to develop fielding strategies to prevent the opposition from scoring.
<u>Possession</u>		<ul style="list-style-type: none"> - Know how to keep and win back possession of the ball in a team game. 	<ul style="list-style-type: none"> - Know how to keep and win back possession of the ball in a team game. 	<ul style="list-style-type: none"> - Keep and win back possession of the ball effectively in a team game.
<u>Tactics and Rules</u>	<ul style="list-style-type: none"> - Apply and follow rules fairly. 	<ul style="list-style-type: none"> - Vary the tactics they use in a game. 	<ul style="list-style-type: none"> - Know when to pass and when to dribble in a game. 	<ul style="list-style-type: none"> - Follow and create complicated rules to

	<ul style="list-style-type: none"> - Understand and begin to apply the basic principles of invasion games. 	<ul style="list-style-type: none"> - Adapt rules to alter games. 	<ul style="list-style-type: none"> - Devise and adapt rules to create their own game. 	<ul style="list-style-type: none"> play a game successfully. - Communicate plans to others during a game. Lead others during a game.
<u>Invasion Games Unit – Evaluation</u>	<ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of a performance. - Describe how their performance has improved over time 	<ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - Modify their use of skills or techniques to achieve a better result 	<ul style="list-style-type: none"> - Choose and use criteria to evaluate own and others' performance. - Explain why they have used skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> - Choose and use criteria to evaluate own and others' performance. - Explain why they have used skills or techniques, and the effect they have had on their performance.
<u>Striking and Fielding</u>	<ul style="list-style-type: none"> - Demonstrate successful hitting and striking skills. - Develop a range of skills in striking (and fielding where appropriate). - Practise the correct batting technique and use it in a game. - Strike the ball for distance. - Understand that to throw a ball is quicker than to run. 	<ul style="list-style-type: none"> - Use a bat, racquet, or stick (hockey) to hit a ball or shuttlecock with accuracy and control. - Accurately serve underarm. - Build a rally with a partner. 	<ul style="list-style-type: none"> - Use different techniques to hit a ball. - Identify and apply techniques for hitting a tennis ball. - Explore when different shots are best used. - Develop a backhand technique and use it in a game. 	<ul style="list-style-type: none"> - Hit a bowled ball over longer distances. - Use good hand-eye coordination to be able to direct a ball when striking or hitting. - Understand how to serve to start a game.

	<ul style="list-style-type: none"> - Use the correct throw for the distance throwing. - Know to work as a team to get the ball back target (person stood on a base, to the bowler etc) 	<ul style="list-style-type: none"> - Use at least two different shots in a game situation. - Use hand-eye coordination to strike a moving and a stationary ball. 	<ul style="list-style-type: none"> - Practise techniques for all strokes. - Play a tennis game using an overhead serve. 	
<u>Throwing and catching (Striking and fielding game)</u>	<ul style="list-style-type: none"> - Throw and catch with greater accuracy. - Practise the correct technique for catching a ball and use it in a game. - Perform a range of catching and gathering skills with control. - Catch with increasing control and accuracy. - Throw a ball in different ways (e.g., high, low, fast, or slow). - Develop a safe and effective overarm bowl. 	<ul style="list-style-type: none"> - Develop different ways of throwing and catching. 	<ul style="list-style-type: none"> - Consolidate different ways of throwing and catching and know when each is appropriate in a game. 	<ul style="list-style-type: none"> - Throw and catch accurately and successfully under pressure in a game.
<u>Athletics</u>				
<u>Running</u>	<ul style="list-style-type: none"> - Identify and demonstrate how different techniques 	<ul style="list-style-type: none"> - Confidently demonstrate an 	<ul style="list-style-type: none"> - Accelerate from a variety of starting positions and select 	<ul style="list-style-type: none"> - Recap, practise and refine an effective sprinting technique,

	<p>can affect their performance.</p> <ul style="list-style-type: none"> - Focus on their arm and leg action to improve their sprinting technique. - Begin to combine running with jumping over hurdles. - Focus on trail leg and lead leg action when running over hurdles. - Understand the importance of adjusting running pace to suit the distance being run. 	<p>improved technique for sprinting.</p> <ul style="list-style-type: none"> - Carry out an effective sprint finish. - Perform a relay, focusing on the baton changeover technique. - Speed up and slow down smoothly 	<p>their preferred position.</p> <ul style="list-style-type: none"> - Identify their reaction times when performing a sprint start. - Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. - Select the most suitable pace for the distance and their fitness level to maintain a sustained run. - Identify and demonstrate stamina, explaining its importance for runners. 	<p>including reaction time. Build up speed quickly for a sprint finish.</p> <ul style="list-style-type: none"> - Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. - Accelerate to pass other competitors. - Work as a team to competitively perform a relay. - Confidently and independently select the most appropriate pace for different distances and different parts of the run. - Demonstrate endurance and stamina over longer distances to maintain a sustained run.
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<u>Jumping</u>	<ul style="list-style-type: none"> - Use one and two feet to take off and to land with. - Develop an effective take-off for the standing long jump. - Develop an effective flight phase for the standing long jump. - Land safely and with control. 	<ul style="list-style-type: none"> - Learn how to combine a hop, step and jump to perform the standing triple jump. - Land safely and with control. - Begin to measure the distance jumped. 	<p>Improve techniques for jumping for distance. Perform an effective standing long jump.</p> <ul style="list-style-type: none"> - Perform the standing triple jump with increased confidence. - Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. - Land safely and with control. - Measure the distance and height jumped with accuracy. - Investigate different jumping techniques. 	<ul style="list-style-type: none"> - Develop the technique for the standing vertical jump. - Maintain control at each of the different stages of the triple jump. - Land safely and with control. - Develop and improve their techniques for jumping for height and distance and support others in improving their performance. - Perform and apply different types of jumps in other contexts. - Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
<u>Throwing</u>	<ul style="list-style-type: none"> - Throw with greater control and accuracy. 	<ul style="list-style-type: none"> - Perform a pull throw. 	<ul style="list-style-type: none"> - Perform a fling throw. 	<ul style="list-style-type: none"> - Perform a heave throw.

	<ul style="list-style-type: none"> - Show increasing control in their overarm throw. - Perform a push throw - Continue to develop techniques to throw with increased speed 	<ul style="list-style-type: none"> - Measure the distance of their throws. - Continue to develop techniques to throw for increased distance. - 	<ul style="list-style-type: none"> - Throw a variety of implements using a range of throwing techniques. - Measure and record the distance of their throws. - Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> - Measure and record the distance of their throws. - Continue to develop techniques to throw for increased distance and support others in improving their personal best. - Develop and refine techniques to throw for accuracy.
<u>Athletics Unit - Evaluation</u>	<ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of a performance. - Describe how their performance has improved over time. 	<ul style="list-style-type: none"> - Watch, describe and evaluate the effectiveness of a performances, Giving ideas for improvements. - Modify their use of skills or techniques to achieve better results. 	<ul style="list-style-type: none"> - Choose and use criteria to evaluate own and other performances. - Explain why they have used a particular skill or technique, and the effect they have on their performance. 	<ul style="list-style-type: none"> - Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.