



Learning in Physical Education Skills Progression - Year 1 - Year 6



| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---------------------------------|--|---|--|--|----|--|----|
| Aims of the National Curriculum | | <ul style="list-style-type: none"> - 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 | | | | | |
| NC Programme of Study | | master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | | use running, jumping, throwing and catching in isolation and in combination | | | |
| | | participate in team games, developing simple tactics for attacking and defending | | play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | | | |
| | | perform dances using simple movement patterns | | develop flexibility, strength, technique, control and 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 | | | |
| Progression in Learning skills | To develop practical skills, in order to participate, compete and lead a healthy lifestyle | Games | Use rolling, kicking, catching etc skills | Throw and catch with control. | | Choose and combine techniques in game situations | |
| | | | Develop tactics. | Choose tactics to cause problems for the opposition. | | Field, defend and attack tactically. | |
| | | Dance | Copy and remember moves. | Plan, perform sequence. | | Compose creative and imaginative sequences. | |
| | | | Link two actions. | Create dances that convey an idea. | | Express an idea in original and imaginative ways. | |
| | | | Choose movement to communicate mood | Change speed and levels within a performance. | | Perform complex moves. | |
| | | Gymnastics | Copy and remember actions. | Plan, perform and repeat sequences. | | Create complex and well-executed sequences that include a full range of movements. | |
| | | | Move with control and awareness of space. | Refine movements. | | Hold shapes that are strong, fluent and expressive. | |
| | | | Travel by rolling forwards, backwards and sideways. | Travel in a variety of ways, including flight, by transferring weight to generate power in movements. | | Vary speed, direction, level and body rotation during floor performances. | |
| | | | Climb safely onto equipment. | Sing and hang from equipment safely. | | Use equipment to vault and swing. | |
| | | Swimming | Swim unaided up to 25 metres | Swim between 25 and 50 metres unaided. | | Swim over 100 metres unaided. | |
| Use one basic stroke | Use more than stroke and coordinate breathing. | | Use breast stroke, front crawl and back stroke ensuring that breathing is correct. | | | | |

Every child has the right to an education. (Article 28)
 Education must develop every child's personality, talents and abilities to the full. (Article 29)
 Every child has the right to the best possible health. (Article 24)



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| | | Athletics | | Sprint over a short distance up to 60 metre | Combine sprinting with low hurdles over 60 metres. |
| | | | | Use a range of throwing techniques. | Throw accurately and refine performance. |
| | | | | Jump in a number of ways. | Show control in taking off and landings when jumping. |
| | | Outdoor and Adventure Activities | | Show an ability to lead and form part of a team | Embrace leadership and team roles and gain the commitment and respect |
| | | | | Show resilience | Remain positive. |
| | | | | Use maps, compasses and digital devices to orientate themselves. | Use a range of device to orientate themselves. |
| | Support transition to Bishop Walsh | Co-ordination skills- catch and throw different shapes and sizes of balls Knowledge and understanding of the basic rules for games e.g. rugby, netball, basketball, tennis, rounders, cricket Improve physical fitness. | | | |

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