

PE PROGRESSION OF SKILLS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC link		ATHLETIC ACTIVITY	ATHLETIC ACTIVITY	ATHLETIC ACTIVITY	ATHLETIC ACTIVITY	ATHLETIC ACTIVITY	ATHLETIC ACTIVITY
Overview		<ul style="list-style-type: none"> 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 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 tasks 	<ul style="list-style-type: none"> 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 Improve running and jumping movements, work for sustained periods Reflect on activities and make connections between a healthy, active lifestyle Experience and improve on jumping for distance and height 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Using running, jumping, and throwing stations, children investigate different ways of performing these activities in small groups Using various equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws 	<ul style="list-style-type: none"> Sustain pace over short and long 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 	<ul style="list-style-type: none"> 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
Skills		<ul style="list-style-type: none"> Starting and stopping at speed Show power in run, use arms Take off on two feet Use leading arm to throw Compete in relay teams Perform agile movements Work for sustained periods Negotiate obstacles Jumping and bounding Run from different starting positions 	<ul style="list-style-type: none"> Aware of others when running in space. Create more power with legs and apply to agility test Select best throw for conditioned games. Perform some static and dynamic balances Explore their emotions around different challenges Attempt more accuracy in throws. Perform under pressure Explore breathing techniques 	<ul style="list-style-type: none"> Combination jumps Recognising and performing different paced runs Approaching hurdles Pull action when throwing Recording scores accurately 	<ul style="list-style-type: none"> Aiming at targets Accelerating over short distances Taking off from run with one foot to increase distance Sling action when throwing Perform baton exchanges 	<ul style="list-style-type: none"> Prepare to run an individual leg Develop further the principles of pace Steeplechase and jump for distance Push action when throwing Baton exchange within a restricted area 	<ul style="list-style-type: none"> Sprint start techniques. Run up for the long jump. Recording data for different types of throws. Use STEP principles. Work collaboratively to judge and record. Take part in specific modified events using laws/rules for each event.

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC link	BALL SKILLS	NET / WALL GAMES	NET / WALL GAMES	NET / WALL GAMES	NET / WALL GAMES	NET / WALL GAMES	NET / WALL GAMES
Overview	<ul style="list-style-type: none"> Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner and will develop decision making and using simple tactics. 	<ul style="list-style-type: none"> Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls/objects such as balloons and beachballs. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition. 	<ul style="list-style-type: none"> Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using hands and racquets with some consistency Play modified net/wall games throwing, catching and sending over a net Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Improve agility and coordination and use in a game. 	<ul style="list-style-type: none"> Identify and describe some rules of net/wall games. Serve to begin a game. Explore forehand hitting. Play with some understanding of modified court boundaries. 	<ul style="list-style-type: none"> Explore and use different shots with both the forehand and backhand. Demonstrate different net/wall skills. Practise some trick shots in isolation. Work to return the serve. Demonstrate different court positions in gameplay. 	<ul style="list-style-type: none"> Use different types of serves in-game and new shots learnt in games. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques. Develop different ways of playing with others cooperatively and in competition. Introduce Volley shots and Overhead shots. Further, explore Tennis service rules. 	<ul style="list-style-type: none"> Develop a broader range of shots. Begin to select and apply more sophisticated tactics such as netplay and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios. Develop backhand shots. Begin to use full scoring systems Continue developing doubles play and tactics to improve.
Skills	<ul style="list-style-type: none"> Rolling a ball Stopping a rolling ball Throwing at a target, Tracking a ball Bouncing a ball Dribbling a ball with feet Kicking a ball Co-operation, Supporting others, Sharing and taking turns Honesty, Perseverance, Determination Using tactics, Decision making 	<ul style="list-style-type: none"> Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon) Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling and standing position. 	<ul style="list-style-type: none"> Identify dominant and non-dominant sides. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for an opponent to return. Play out a point from a serve. 	Badminton <ul style="list-style-type: none"> Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries—rally with a partner. Send and return over a net. Serve using the forehand. 	Badminton <ul style="list-style-type: none"> Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play. 	Badminton <ul style="list-style-type: none"> Moving opposition around the court. Perform forehand long and short serves. Use close control. Develop reaction time. 	Badminton <ul style="list-style-type: none"> Drop and smash shot. Drop shot and recover. Use quick reactions for confident netplay. Offensive court positioning. Defensive formations for doubles.
Skills				Tennis <ul style="list-style-type: none"> Ready position. Hit to different areas of the court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets 	Tennis <ul style="list-style-type: none"> Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play. 	Tennis <ul style="list-style-type: none"> Volley shots. Clearing from the back of the court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types. 	Tennis <ul style="list-style-type: none"> Introduce the lob. Communication in doubles play. Two-handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC link		DANCE	DANCE	DANCE	DANCE	DANCE	DANCE
Overview	<ul style="list-style-type: none"> Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. 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. 	<ul style="list-style-type: none"> 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. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on a specific theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Work collaboratively to include more complex compositional ideas Develop motifs and incorporate them into self-composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using appropriate language & terminology Developing group devices and greater use of teamwork. Demonstrating narrative through contact and relationships Showing tension through pattern and formation
Skills	<ul style="list-style-type: none"> Physical Travel Action, perform, copy, Balance, coordination Respect, co-operation Working independently Confidence Counting Observing and providing feedback Selecting and applying actions 	<ul style="list-style-type: none"> Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with a start, middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds. 	<ul style="list-style-type: none"> Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways. 	<ul style="list-style-type: none"> Perform a jazz square. Perform two contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Demonstrate stylistic elements of a barn dance. Apply feedback to improve your own performance. 	<ul style="list-style-type: none"> Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance. 	<ul style="list-style-type: none"> Perform locomotor and non-locomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create your own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence. 	<ul style="list-style-type: none"> Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC link		GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS
Overview	<ul style="list-style-type: none"> Children explore basic movements, creating shapes, Balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. 	<ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry simple apparatus such as mats and benches. To recognise 'like' actions and link them. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and direction. 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. 	<ul style="list-style-type: none"> 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. Take responsibility for your own warm-up, including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use the information given by others to improve performance. 	<ul style="list-style-type: none"> Lead group warm-up showing understanding for the need for strength and flexibility. Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up your own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. Perform increasingly complex sequences. Combine your ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a broad range of gymnastics actions.
Skills	<ul style="list-style-type: none"> Shapes, balances, jumps Rock and roll Barrel roll Straight roll Progressions of a forward roll Travelling Co-operation, taking turns, Communication Confidence, determination Selecting and applying skills, Creating sequences 	<ul style="list-style-type: none"> Carry equipment safely Perform magic chair landing Explore body tension—linking movements Rock, spin, turn Move on, off and over 	<ul style="list-style-type: none"> Use start & finish shapes Power in jumping Levels and speed Back & front support Rhythm in performing Body management in a range of actions 	<ul style="list-style-type: none"> Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension. 	<ul style="list-style-type: none"> Cartwheel progressions. Using STEP. Judging. Speed changes. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas. 	<ul style="list-style-type: none"> Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & round-offs. Performing pathways. Devising warm-ups. 	<ul style="list-style-type: none"> Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.
		OUTDOOR & ADVENTUROUS ACTIVITY (OAA)	OUTDOOR & ADVENTUROUS ACTIVITY (OAA)	OUTDOOR & ADVENTUROUS ACTIVITY (OAA)	OUTDOOR & ADVENTUROUS ACTIVITY (OAA)	OUTDOOR & ADVENTUROUS ACTIVITY (OAA)	OUTDOOR & ADVENTUROUS ACTIVITY (OAA)
Overview		<ul style="list-style-type: none"> Use thinking skills to follow multi-step instructions Solve more challenging problems as an individual Comprehend that one thing can represent another Take part in activities with increasing challenge to build confidence 	<ul style="list-style-type: none"> Use searching skills to find given items from clues and pictures Work as a pair to navigate space Use and explore unusual equipment to develop coordination problem-solving and motor skills 	<ul style="list-style-type: none"> Work with others to solve problems Describe their work and use different strategies to solve problems Lead others and be led Differentiate between when a task is competitive and when it is collaborative 	<ul style="list-style-type: none"> Work well in a team or group within defined and understood roles Plan and refine strategies to solve problems Identify the relevance of and use maps, compass and symbols Identify what they do well and suggest what they could do to improve 	<ul style="list-style-type: none"> Explore ways of communicating in a range of challenging activities Navigate and solve problems from memory Develop and use trust to complete the task and perform under pressure 	<ul style="list-style-type: none"> Use the information given by others to complete tasks and work collaboratively Undertake more complex tasks Take responsibility for a role in a task Use knowledge of PE and physical activities to suggest design ideas & amendments to games
Skills		<ul style="list-style-type: none"> Follow simple instructions. Recognise, remember, and match some symbols Perform physically challenging actions. Follow a movement pattern with others Take part in competitive races and work with a partner Undertake simple speed stack arrangements 	<ul style="list-style-type: none"> Use equipment in unconventional ways Build on speed stack skills Compose a small group movement pattern Participate in blindfold activities Introduce the principle of map keys and use them 	<ul style="list-style-type: none"> Use non-verbal communication effectively Develop further simple map reading skills Respond to and resolve problems as a team Participate in trust activities Plan a route map 	<ul style="list-style-type: none"> Recognise compass points. Use a compass Follow a course Work cooperatively with a partner to follow a map and solve problems Recognise a range of standard map symbols Evaluate their own success 	<ul style="list-style-type: none"> Use memory and recall skills Work at maximum physical capacity, e.g., when running Use control cards. Perform under pressure Perform safely and with control Classify and interpret simple morse code 	<ul style="list-style-type: none"> Follow and orient a map Identify objects in a scavenger hunt Perform complex group pyramid balances Tie a reef knot Design your own game using, refining, and adapting group ideas

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC link	GAMES	INVASION GAMES	INVASION GAMES	INVASION GAMES	INVASION GAMES	INVASION GAMES	INVASION GAMES
Overview	<ul style="list-style-type: none"> Children will develop their understanding of playing games. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules How to work with a partner Begin to understand what a team is Learning how to behave when winning and losing. 	<ul style="list-style-type: none"> 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. 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 the game. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To build attacking/offensive play. 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. Able to implement basic rules of modified games, e.g. basketball. Develop motor skills to handle sticks with ease and improve agility. Show basic skills to maintain possession. Use space efficiently to build an attack. Link skills to perform as a team. 	<ul style="list-style-type: none"> Show increases confidence and performs with more consistency a selection of basic skills such as dribbling, throwing and shooting Develop a broader range of ball handling skills Use footwork rules in a game situation and explore basic marking Passing over longer distance Moving towards the ball to receive the pass Pass and move with the ball as a team to build attacks Apply a small range of tactics in a competitive situation Demonstrate increased speed and endurance during gameplay Evaluating skills, tactics and team play to aid improvement 	<ul style="list-style-type: none"> Use strength, agility and coordination when defending Increase power and strength of passes, moving the ball accurately in a variety of situations Select and apply a range of tactics and techniques and play with consistency To play effectively in a variety of positions and formations on the pitch Relate a more significant number of attacking and defensive tactics to gameplay Become more skilful when performing movements at speed Select and apply the appropriate skill in a game situation Play effectively as a team in defence, taking individual responsibility for your role 	<ul style="list-style-type: none"> Apply aspects of fitness to the game such as power, strength, agility and coordination Choose and implement a broader range of strategies to play defensively and offensively Grasp more technical aspects of the game Observe, recognise and analyse good individual and team performances Suggest, plan and lead simple drills for given skills Combine and perform more complex skills at speed in games Use set plays in game situation and explain when and why they are used Switch effectively as a team between defence and attack
Skills	General <ul style="list-style-type: none"> Running Balancing Changing direction Striking a ball, Throwing Communication Cooperation Taking turns, Supporting others Respect Honesty and fair play Managing emotions Perseverance Using tactics Decision making 	General <ul style="list-style-type: none"> Send to targets Catch and intercept Bounce ball to self Defend a target Attack and defend as a pair Communicate with partner. Compete in a basic tournament 2v2 	General <ul style="list-style-type: none"> Kick with the inside of the foot Stop the ball with your feet Control a ball Bounce the ball to send it. Bounce a ball to begin to dribble Throw/send a variety of equipment Pass and move Intercepting in a game Play goalkeeper 	General <ul style="list-style-type: none"> Dribbling, passing in pairs Defensive positioning. Building an attack Finding space to receive the ball Shot, pass, dribble theory Basketball <ul style="list-style-type: none"> Jump Ball Two handed shot Defensive body position Football <ul style="list-style-type: none"> Using inside and outside of the foot Trapping Hockey <ul style="list-style-type: none"> Using the flat side of the stick Close control Preparing to tackle Handball <ul style="list-style-type: none"> Catching ready position Move correctly with the ball Attacking formations Effective hand grip. Lacrosse <ul style="list-style-type: none"> Underarm and overarm throw Groundball collection Shot, pass and run. 	General <ul style="list-style-type: none"> Passing over longer distances, use some marking techniques and introduce some defending principles Basketball <ul style="list-style-type: none"> Use footwork rules Explore basic marking Cross over dribble Bounce pass Jump shot Triple threat position Football <ul style="list-style-type: none"> Dribbling in different directions Defensive tackling Front of player and goal side marking. Hockey <ul style="list-style-type: none"> Push pass, Slap pass Straight dribble Stopping and turning with the ball Handball <ul style="list-style-type: none"> Protecting the ball Basic shooting 3 man weave Turn on the move 7m throw Lacrosse <ul style="list-style-type: none"> Following your pass Maintain unopposed possession Short-range shooting Receive and turn 	General <ul style="list-style-type: none"> Combine basic skills with confidence, such as dribbling and shooting Select and apply appropriate skills in a game situation Basketball <ul style="list-style-type: none"> Block Forward pivot Forward pass Push pass Boxing out Football <ul style="list-style-type: none"> Turning with the ball Running with the ball Keeping possession Step over Hockey <ul style="list-style-type: none"> Block tackle Passing in the D Sweep shot Dragging the ball Handball <ul style="list-style-type: none"> Jump shot Closing angles Pivoting to pass Set plays. 	General <ul style="list-style-type: none"> Compare performances Comprehend and show why a player with the ball should keep moving or be ready to pass quickly in Netball Basketball <ul style="list-style-type: none"> Fast break Retreat dribble Free throw rules L-cut V-cut Pin down Football <ul style="list-style-type: none"> Setting up others to shoot Denying space Covering defender Penalty shooting Goalkeeping Close control knee & chest Hockey <ul style="list-style-type: none"> Shooting from close range Long corners Goal-side marking Self-pass rule Channelling the opposition Handball <ul style="list-style-type: none"> Screening Organisation around the D Dribbling with precision in game Utilising space

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				Netball <ul style="list-style-type: none">• Chest, shoulder and bounce pass• Dodging to get free	Netball <ul style="list-style-type: none">• Protecting the ball• Basic shooting• Playing within 3rds• 1 to 1 marking• Footwork rules	Netball <ul style="list-style-type: none">• Effective bounce pass in a game• Use a greater variety of dodging skills• Pivot and pass• Two-handed shooting	Netball <ul style="list-style-type: none">• Double bounce rule• Marking to pass or shoot• Organisation around the D• Rebounds as attacker and defender• Knocking the ball away
				Tag Rugby <ul style="list-style-type: none">• Ball handling• Running past defenders• Evading taggers and tag protocol	Tag Rugby <ul style="list-style-type: none">• Picking up and running with the ball• Correct ball carrying position• Keeping possession	Tag Rugby <ul style="list-style-type: none">• Tagging opposition• When to run and when to pass into space• Deny space to opponent• Pop pass• Magic diamond formation• 3 steps and pass technique	Tag rugby <ul style="list-style-type: none">• Set play for attacking• 'take the distance, not the time'• 'spaces, not faces'

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC link		STRIKING AND FIELDING GAMES	STRIKING AND FIELDING GAMES	STRIKING AND FIELDING GAMES	STRIKING AND FIELDING GAMES	STRIKING AND FIELDING GAMES	STRIKING AND FIELDING GAMES
Overview		<ul style="list-style-type: none"> • Able to hit objects with a hand or bat • Track and retrieve a rolling ball • Throw and catch a variety of balls and objects • 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 	<ul style="list-style-type: none"> • To develop hitting skills with a variety of bats • Practice feeding/bowling skills • Hit and run to score points in games • Work on a variety of ways to score runs in the other hit, catch, run games • Attempt to work as a team to field • Begin to play the role of wicketkeeper or backstop 	<ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games • 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 • Work cooperatively with others to complete fielding tasks 	<ul style="list-style-type: none"> • To develop the range of striking and fielding 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 • Strike to ball with intent, use decision making attempt direction 	<ul style="list-style-type: none"> • Link together a range of skills and use them in combination • Collaborate with a team to choose, use and adapt rules in games • Recognise how some aspects of fitness apply to striking and fielding, e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball 	<ul style="list-style-type: none"> • Apply consistently standard rules in a variety of different styles of games • Attempt a small range of shots in isolation and competitive scenarios • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder
Skills		General <ul style="list-style-type: none"> • Use a range of throwing and rolling skills • Return a ball to a base/zone • Work with others to stop players from scoring runs. • Self-feed and hit a ball. • Run between bases to score points. 	General <ul style="list-style-type: none"> • Hit with bats (some still hitting with hands) • Use kicking to send a ball and score points • Use underarm bowling • Play as part of a team • Run to 'safety' • Outwit bowler and hot to space. • Move inline to stop the ball. 	General – Bowl with some accuracy and consistency <ul style="list-style-type: none"> • Use the long barrier to collect a rolling ball/collect and return a moving ball 	General <ul style="list-style-type: none"> • Directing hit to score runs • Attempt to stop a bouncing ground ball with some success 	General <ul style="list-style-type: none"> • Throw for accuracy over short distances • Recognise where to play 	General <ul style="list-style-type: none"> • Demonstrate urgency when acquiring runs/rounders • Track and catch high balls • Work in pairs to field a long ball
Skills				Cricket <ul style="list-style-type: none"> • Forward drive into space • Foot placement to hit the ball effectively • Use overarm throw to send ball longer distances • Explore role of wicket keeper 	Cricket <ul style="list-style-type: none"> • Anticipate when to run to score singles • Bowl overarm from a stationary position • Attempt a pull shot in a game • Intercept the ball with one hand 	Cricket <ul style="list-style-type: none"> • Calling for runs with a partner • Start to keep wicket • Attempt bowling with a run-up. Forward defensive shot • Setting a field 	Cricket <ul style="list-style-type: none"> • Fielding positions, slip, short leg and cover • Bowling short. • On and off drive
Skills				Rounders <ul style="list-style-type: none"> • Consistently hit one-handed • Use underarm bowling action to bowl a 'good' ball • Selecting the best base to throw to get players out • Introduction to the role of the backstop 	Rounders <ul style="list-style-type: none"> • Run at speed to avoid being stumped • Play backstop in a small game • Use rounders scoring system • Explain bowling rules • Full and half rounders 	Rounders <ul style="list-style-type: none"> • Body position to catch a ball to stump players out • Apply backwards hit rule, attempt to catch a backward hit • Distinguish between deep and close fielding 	Rounders <ul style="list-style-type: none"> • Play using standard rounders pitch layout • Bowling a fast ball • Play tactically to avoid overtaking teammates

PE PROGRESSION OF SKILLS

YEAR 4			
NC link	SWIMMING	SWIMMING	SWIMMING
Level	Beginner	Intermediate	Advanced
Overview	<ul style="list-style-type: none">Swim short distances unaided between 5 & 20 metres using one consistent strokePropel themselves over longer distances with the assistance of swimming aidsMove with more confidence in the water, including submerging themselves fullyEnter and exit the water independently	<ul style="list-style-type: none">Swim over greater distances, between 10 & 20 meters, with confidence in shallow waterBegin to use basic swimming techniques, including correct arm and leg actionExplore and use basic breathing patternsEnter and exit the water in a variety of waysTake part in problem-solving activities such as group floats and team challenges	<ul style="list-style-type: none">Bring control and fluency to at least two recognised strokesImplement good breathing techniques to allow for smooth stroke patternsAttempt personal survival techniques as an individual and group with successLink lengths together with turns and attempt tumble turn in isolation and during a stroke
Skills	<ul style="list-style-type: none">Pulling and pushingStabilising – feet upright off the groundSubmergingProne floatSupine floatLeg action on backPush, glide, turnDoggypaddleThe transition from glide to stroke	<ul style="list-style-type: none">Jump in from the side of the pool and submergeSink and rollFront crawl legsSurface diveLinking 3 different types of floating techniquesBreastroke legsSomersault in waterSculling face in the waterKicking while submerged	<ul style="list-style-type: none">Relay change overMushroom floatPartner supportCrouching diveSurface diveTreadingwaterTumble turn/tumble underwaterCombining fluent breaststroke arm and leg techniqueHead out entry to water