



# Roe Lee Park Primary School & Nursery

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## Physical Education Knowledge and Skills Progression

Knowledge & Skills Subject Strands					
Year Group	Developing skills	Examples of skills	Application of skills: Attacking and defending strategies	Application of skills: Linking actions and sequences of movement	Evaluating success
<b>EYFS</b>	<p>Gymnastics Skills - create a short sequence of movements, roll in different ways with control, travel in different ways, stretch in different ways, jump in a range of ways from one space to another with control, begin to balance with control, move around, under, over, and through different objects and equipment.</p> <p>Rolls - curled side roll (egg roll), log roll (pencil roll), teddy bear roll.</p> <p>Jumps - straight jump, tuck jump, jumping jack.</p> <p>Dance Skills - join a range of different movements together, change the speed of their actions, change the style of their movements, create a short movement phrase which demonstrates their own ideas, compete/perform, control their body when performing a sequence of movements.</p> <p>Evaluate - talk about what they have done, talk about what others have done.</p> <p>Striking and Hitting a Ball - hit a ball with a bat or racquet,</p> <p>Throwing and Catching a Ball.</p> <p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p> <p>Passing a Ball.</p> <p>Kick an object at a target.</p> <p>Using Space - move safely around the space and equipment, travel in different ways, including sideways and backwards.</p> <p>Attacking and Defending - play a range of chasing games.</p> <p>Tactics and Rules - follow simple rules.</p> <p>Compete/Perform - control their body when performing a sequence of movements, participate in simple games</p> <p>Running - run in different ways for a variety of purposes.</p> <p>Jumping - jump in a range of ways, landing safely.</p> <p>Throwing - roll equipment in different ways, throw underarm, throw an object at a target.</p>				
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Perform fundamental movement skills at a developing level in:               <ul style="list-style-type: none"> <li>Travelling skills.</li> <li>Sending skills.</li> <li>Receiving skills.</li> </ul> </li> <li>Perform basic body actions with control and show some sense of dynamic, expressive and</li> </ul>	<ul style="list-style-type: none"> <li>Examples of FMS may include:               <ul style="list-style-type: none"> <li>Travelling skills - running, hopping, skipping.</li> <li>Sending skills – rolling, kicking, throwing.</li> <li>Receiving skills - catching.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Apply a simple tactic in a 1V1 or 2V2 net type game.</li> <li>Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>Choose appropriate movements for different dance ideas and repeat short dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing.</li> </ul>



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	rhythmic qualities in their own dance.				
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Perform fundamental movement skills at a developing level and start to master some basic movements in:             <ul style="list-style-type: none"> <li>Travelling skills.</li> <li>Sending skills.</li> <li>Receiving skills.</li> </ul> </li> <li>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of FMS may include:             <ul style="list-style-type: none"> <li>Travelling skills - running, galloping, dodging.</li> <li>Sending skills - throwing, kicking, bouncing and striking a ball.</li> <li>Receiving skills - trapping and catching an object.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Apply simple tactics in a 3V1 game.</li> <li>Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>Link body actions and remember and repeat dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing.</li> <li>Comment on a skill or combination of skills and say how it could be improved.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.</li> <li>Perform using a number of sending and receiving skills with some accuracy.</li> <li>Travelling - change direction easily.</li> <li>Perform travelling, rolling, jumping and balancing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of developing sport specific skills may include:             <ul style="list-style-type: none"> <li>Chest pass, bounce pass, swing pass, catching.</li> <li>Dodging and swerving.</li> <li>Underarm bowl.</li> <li>Throwing overarm.</li> <li>Strike a ball with implement.</li> <li>Travelling on hands and feet, balance on large</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop simple attacking skills in a 3V1 invasion game.</li> <li>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.</li> <li>Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what they do best and what they find difficult.</li> <li>Make simple assessments of performance based on simple criteria given by the teacher.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</li> <li>• Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).</li> <li>• Begin to work cooperatively with others to solve challenges.</li> </ul>	<p>and small body parts.</p>			
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.</li> <li>• Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment.</li> <li>• Perform movements, shapes and balances that are matched and / or mirrored.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of developing sport specific skills may include:             <ul style="list-style-type: none"> <li>- Chest bounce pass, swing pass, catching.</li> <li>- Bouncing a ball, running with a ball.</li> <li>- Underarm bowl.</li> <li>- Throwing overarm.</li> <li>- Strike a ball with implement.</li> <li>- Matched and mirrored balances.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop attacking skills in a 4V2 invasion game.</li> <li>• Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</li> <li>• Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what is successful in their own performances.</li> <li>• Identify aspects of their game that needs improving and say how they could go about improving them.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</li> <li>• Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls.</li> <li>• Work cooperatively with others to solve challenges.</li> </ul>				
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.</li> <li>• Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of sport specific skills may include:             <ul style="list-style-type: none"> <li>- Chest bounce, shoulder pass, catching, push pass, kicking, shooting.</li> <li>- Bowl underarm / overarm.</li> <li>- Strike a ball (rounders / cricket).</li> <li>- Catch a small ball.</li> <li>- Counter balance with a partner.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</li> <li>• Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</li> <li>• Compose motifs and plan dances creatively and collaboratively in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</li> </ul>



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	<p>rhythm in their dances to express themselves in the style of dance.</p> <ul style="list-style-type: none"> <li>• Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</li> <li>• Follow a simple course using eight points of the compass and mark on a map the position of a ground.</li> <li>• Work cooperatively with a partner and small group.</li> </ul>				
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop sport specific skills, applying them with control and precision.</li> <li>• Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</li> <li>• Perform dances fluently and with control and can perform to an</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of developing sport specific skills may include:             <ul style="list-style-type: none"> <li>- Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.</li> <li>- Bowl, underarm / overarm.</li> <li>- Catch a small ball.</li> <li>- Counter balance and counter tension with a group.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.</li> <li>• Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</li> <li>• Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</li> <li>• Watch performances and games and use criteria to make judgements and suggest improvements.</li> </ul>



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	<p>accompaniment expressively and sensitively.</p> <ul style="list-style-type: none"><li>• Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</li><li>• Accept responsibility when working in a team.</li></ul>				
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