

## West Green Primary School PE Progression

### Year Group

### National Curriculum Objectives

### Breakdown and Progression of Skills

### Key:

Blue for Chelsea Football Teaching  
Green for West Green Teaching

Year 1	<p><b>KS1 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>master <b>basic movements</b> including running, jumping, throwing and catching, as well as developing <b>balance</b>, agility and co-ordination, and begin to apply these in a range of activities</li> <li>perform <b>dances</b> using simple movement patterns.</li> <li>participate in <b>team games</b>, developing simple tactics for attacking and defending</li> </ul>	<p><b>Breakdown of skills:</b></p> <p><b>Explore Basic Movements</b></p> <ul style="list-style-type: none"> <li>Copy basic skills, actions and ideas with some control and coordination</li> <li>Move confidently in a range of ways, safely negotiating space</li> <li>Recognise and describe what their body feels like during different types of activities</li> </ul> <p><b>Balance/Gymnastics</b></p> <ul style="list-style-type: none"> <li>Begin to remember, repeat and link gymnastic actions, body shapes and balances with increasing control and precision</li> <li>Select and use gymnastic actions to create their own performance</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Talks about dance, linking movements to moods, ideas and feelings</li> <li>Watch, copy and describe what others have done using simple dance vocabulary to describe movement</li> <li>Select and perform body and movement patterns with increasing control, linking them together to create their own phrases with beginnings, middles and ends</li> </ul> <p><b>Team Games</b></p> <ul style="list-style-type: none"> <li>Explore, use and select skills and actions individually and in combination (small groups) to suit the game they are playing e.g. small group defending</li> </ul>	<p><b>Long Term Yearly Overview (Same as Year 2):</b></p> <p><b>Autumn 1</b> <b>Basic Movement Skills</b> <i>Dance</i></p> <p><b>Autumn 2</b> <b>Benchball</b> (team games) <i>Gymnastics</i></p> <p><b>Spring 1</b> <b>Basketball</b> (team games) <i>Hockey</i> (basic movements)</p> <p><b>Spring 2</b> <b>Hockey and stick control</b> (basic movements) <i>Netball</i> (team games)</p> <p><b>Summer 1</b> <b>Athletics</b> (basic movements) <i>Sports Day Practise</i> (basic movements) <i>*In collaboration with Chelsea coaches</i></p> <p><b>Summer 2</b> <b>Striking and fielding skills</b> (team games) <i>Bat and ball games</i> (team games)</p>
Year 2	<p><b>KS1 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>master <b>basic movements</b> including running, jumping, throwing and catching, as well as developing <b>balance</b>, agility and co-ordination, and begin to apply these in a range of activities</li> <li>perform <b>dances</b> using simple movement patterns.</li> </ul>	<p><b>Breakdown of skills:</b></p> <p><b>Master Basic Movements</b></p> <ul style="list-style-type: none"> <li>Explore skills, actions and ideas with increasing understanding</li> <li>Improve the way they coordinate and control their bodies with a range of equipment</li> <li>Recognise and describe what their body feels like during different types of activities</li> </ul> <p><b>Balance/Gymnastics</b></p>	<p><b>Long Term Yearly Overview (Same as Year 1):</b></p> <p><b>Autumn 1</b> <b>Basic Movement Skills</b> <i>Dance</i></p> <p><b>Autumn 2</b> <b>Benchball</b> (team games) <i>Gymnastics</i></p>

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	<p>participate in <b>team games</b>, developing simple tactics for attacking and defending</p>	<ul style="list-style-type: none"> <li>• Remember, repeat and link gymnastic actions, body shapes and balances with control and precision</li> <li>▪ Select and use gymnastic actions to create their own performance</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>▪ Talk about stimuli as a starting point for creating dance routines</li> <li>▪ Watch and copy routines, experimenting with actions, dynamics, direction and levels to reflect ideas, mood and or feelings</li> <li>▪ Has an awareness of the importance of warm-up and cool down in dance</li> <li>▪ Evaluate performances, responding with opinion and reasoning of their own likes and dislikes</li> </ul> <p><b>Team Games</b></p> <ul style="list-style-type: none"> <li>▪ Remember and repeat simple skills and actions with increasing control and coordination</li> <li>▪ Choose, use and vary simple tactics</li> <li>▪ Recognise good quality in skill/actions and use information to improve their performance</li> </ul>	<p><b>Spring 1</b>  <b>Basketball</b> (team games)  <b>Hockey</b> (basic movements)</p> <p><b>Spring 2</b>  <b>Hockey and stick control</b> (basic movements)  <b>Netball</b> (team games)</p> <p><b>Summer 1</b>  <b>Athletics</b> (basic movements)  <b>Sports Day Practise</b> (basic movements)  <i>*In collaboration with Chelsea coaches</i></p> <p><b>Summer 2</b>  <b>Striking and fielding skills</b> (team games)  <b>Bat and ball games</b> (team games)</p>
<p>Year 3</p>	<p><b>KS2 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination (multi-skills)</li> <li>• play <b>competitive games</b>, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<p><b>Breakdown of skills:</b></p> <p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>▪ Develop the range and consistency of their skills in all games.</li> <li>▪ Develop their understanding of invasion games</li> <li>▪ Improve their ability to choose and use simple tactics and strategies.</li> <li>▪ Keep, adapt and make rules for striking and fielding and net games.</li> </ul> <p><b>Competitive Games</b></p> <ul style="list-style-type: none"> <li>• Use individual skills in a game e.g. dribbling</li> <li>• Use skills in small groups (3 or 4 children)</li> <li>• Move on to attack skills in small groups</li> <li>• Move onto defending as an individual</li> </ul>	<p><b>Long Term Yearly Overview (same as Year 5):</b></p> <p><b>Autumn 1</b>  <b>Multi Skills Games</b>  <b>Dance</b></p> <p><b>Autumn 2</b>  <b>Basketball</b> (competitive games)  <b>Gymnastics</b></p>

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	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b><u>Swimming and water safety</u></b> <b><u>(Covered externally in Year 4 and 6)</u></b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>Move onto defending as a small groups</li> <li>Understanding the rules of the game</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Improve the way they coordinate and control their bodies with a range of equipment.</li> <li>Consolidate and improve the quality of their techniques and their ability to link movements.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</li> <li>Select and use gymnastic actions to create their own performance.</li> <li>Describe and evaluate the effectiveness and quality of a performance.</li> <li>Recognise how their own performance has improved.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Talk about stimuli as a starting point for creating dance routines, experimenting with actions, dynamics, direction and levels</li> <li>Create their own routines, experimenting with actions, dynamics, direction and levels to reflect ideas, mood and or feelings</li> <li>Can create their own warm-up and cool down in dance</li> <li>Evaluate performances, using cameras, to reflect on their performance.</li> </ul> <p><b>Outdoor / Adventurous Activity</b> <i>*Note, although included here, this area of the KS2 PE curriculum is covered through Geographical field trips, as well as upper KS2 residential and orienteering trips.</i></p> <ul style="list-style-type: none"> <li>Respond to the task with multiple plans for their actions (using clues and flags)</li> <li>Negotiate with their peers to develop the most effective plan</li> <li>Take the lead to solve more complex tasks in small groups increasing to larger groupings</li> <li>Describe and evaluate the effectiveness and quality of a game</li> </ul>	<p><b>Spring 1</b> <b>Benchball</b> (competitive games) <b>Hockey</b> (multi skills and competitive games)</p> <p><b>Spring 2</b> <b>Tennis</b> (multi skills and competitive games) <b>Netball</b> (multi skills and competitive games)</p> <p><b>Summer 1</b> <b>Athletics</b> (multi skills) <b>Sports Day Practise</b> (multi skills) <i>*In collaboration with Chelsea coaches</i></p> <p><b>Summer 2</b> <b>Striking and fielding skills</b> (multi skills and competitive games) <b>Crickets or Rounder's</b> (team games)</p>
Year 4	<p><b><u>KS2 National Curriculum Objectives:</u></b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination (multi-skills)</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic</li> </ul>	<p><b><u>Breakdown of skills (consolidation of Year 3):</u></b></p> <p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>Develop the range and consistency of their skills in all games.</li> <li>Develop their understanding of invasion games</li> <li>Improve their ability to choose and use simple tactics and strategies.</li> <li>Keep, adapt and make rules for striking and fielding and net games.</li> </ul> <p><b>Competitive Games</b></p> <ul style="list-style-type: none"> <li>Use individual skills in a game e.g. dribbling</li> <li>Use skills in small groups (3 or 4 children)</li> </ul>	<p><b><u>Long Term Yearly Overview</u></b> <b><u>(Same as Year 6):</u></b></p> <p><b>Autumn 1</b> <b>Multi Skills Games</b> <b>Swimming</b></p> <p><b>Autumn 2</b> <b>Benchball</b> (competitive games) <b>Swimming</b></p>

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	<p>principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through <b>athletics</b> and <b>gymnastics</b>]</li> <li>perform <b>dances</b> using a range of movement patterns</li> <li>take part in <b>outdoor and adventurous activity</b> challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b><u>Swimming and water safety</u></b> <b><u>(Covered externally in Year 4 and 6)</u></b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>Move on to attack skills in small groups</li> <li>Move onto defending as an individual</li> <li>Move onto defending as a small groups</li> <li>Understanding the rules of the game</li> <li>Applying the above group skills to a game situation</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Improve the way they coordinate and control their bodies with a range of equipment.</li> <li>Consolidate and improve the quality of their techniques and their ability to link movements.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</li> <li>Select and use gymnastic actions to create their own performance.</li> <li>Describe and evaluate the effectiveness and quality of a performance.</li> <li>Recognise how their own performance has improved.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Talk about stimuli as a starting point for creating dance routines, experimenting with actions, dynamics, direction and levels</li> <li>Create their own routines, experimenting with actions, dynamics, direction and levels to reflect ideas, mood and or feelings</li> <li>Can create their own warm-up and cool down in dance</li> <li>Evaluate performances, using cameras, to reflect on their performance.</li> </ul> <p><b>Outdoor/Adventurous Activity</b></p> <p><i>*Note, although included here, this area of the KS2 PE curriculum is covered through Geographical field trips, as well as upper KS2 residential and orienteering trips.</i></p> <ul style="list-style-type: none"> <li>Respond to the task with multiple plans for their actions (using clues and flags)</li> <li>Negotiate with their peers to develop the most effective plan</li> <li>Take the lead to solve more complex tasks in small groups increasing to larger groupings</li> <li>Describe and evaluate the effectiveness and quality of a game</li> </ul>	<p><b>Spring 1</b> <b>Basketball</b> (competitive games) <i>Swimming</i></p> <p><b>Spring 2</b> <b>Tennis</b> (multi skills and competitive games) <i>Swimming</i></p> <p><b>Summer 1</b> <b>Athletics</b> (multi skills) <i>Swimming</i> <b>Sports Day Practise</b> (multi skills) <i>*In collaboration with Chelsea coaches</i></p> <p><b>Summer 2</b> <b>Striking and fielding skills</b> (multi skills and competitive games) <i>Swimming</i> <b>Cricket or Rounder's</b> (team games)</p>
Year 5	<p><b><u>KS2 National Curriculum Objectives:</u></b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination (<b>multi-skills</b>)</li> <li>play <b>competitive games</b>, modified where appropriate [for example, badminton, basketball, cricket,</li> </ul>	<p><b><u>Breakdown of skills:</u></b></p> <p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>Develop a broader range of techniques and skills for attacking and defending and develop consistency in their skills.</li> <li>Know and apply basic strategic and tactical principals of attack, and adapt then to different situations.</li> <li>Choose and use information to evaluate their own and others' rules and suggest</li> </ul>	<p><b><u>Long Term Yearly Overview</u></b> <b><u>(Same as Year 3):</u></b> <b>Autumn 1</b> <b>Multi Skills Games</b> <i>Dance</i></p>

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	<p>football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming and water safety (Covered externally in Year 4 and 6)</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>	<p>improvements.</p> <p><b>Competitive Games</b></p> <ul style="list-style-type: none"> <li>Use individual skills in a game e.g. dribbling</li> <li>Use skills in small groups (3 or 4 children)</li> <li>Move on to attack skills in small groups</li> <li>Move onto defending as an individual</li> <li>Move onto defending as a small groups</li> <li>Understanding the rules of the game</li> <li>Applying the above group skills to a game situation</li> <li>Evaluate and understand WWW and EBI</li> <li>Come up with strategies to improve</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Performance shows precision, control and fluency in a range of running, jumping and throwing activities.</li> <li>Understand which tactics and strategies are best to use for each game/skill.</li> <li>Evaluate the effectiveness of their own rules for striking and fielding and net games.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Perform their actions, body shapes and balances, and movements.</li> <li>Recognise what they can change to alter the effectiveness and quality of their performance.</li> <li>Choose and apply new skills to the sequences they create, and adapt them to new situations, e.g. different music.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Talk about stimuli as a starting point for creating dance routines, experimenting with actions, dynamics, direction and levels</li> <li>Use increasing precision, control and fluency in their movements.</li> <li>Evaluate performances, using cameras, to comment on skill techniques and modify their routines.</li> </ul> <p><b>Outdoor/Adventurous Activity</b></p> <p><i>*Note, although included here, this area of the KS2 PE curriculum is covered through Geographical field trips, as well as upper KS2 residential and orienteering trips.</i></p> <ul style="list-style-type: none"> <li>Respond to the task with multiple plans for their actions (using maps and clippers)</li> <li>Negotiate with their peers to develop the most effective plan</li> <li>Take the lead to solve more complex tasks using geographical language (N, E, S, W)</li> </ul>	<p><b>Autumn 2</b> <b>Basketball</b> (competitive games) <i>Gymnastics</i></p> <p><b>Spring 1</b> <b>Benchball</b> (competitive games) <i>Hockey</i> (multi skills and competitive games)</p> <p><b>Spring 2</b> <b>Tennis</b> (multi skills and competitive games) <i>Netball</i> (multi skills and competitive games)</p> <p><b>Summer 1</b> <b>Athletics</b> (multi skills) <i>Sports Day Practise</i> (multi skills) <i>*In collaboration with Chelsea coaches</i></p> <p><b>Summer 2</b> <b>Striking and fielding skills</b> (multi skills and competitive games) <i>Cricket or Rounder's</i> (team games)</p>
Year 6	<p><b>KS2 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination (multi-skills)</li> <li>play competitive games, modified</li> </ul>	<p><b>Breakdown of skills (consolidation of Year 5):</b></p> <p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>Develop a broader range of techniques and skills for attacking and defending and develop consistency in their skills.</li> <li>Know and apply basic strategic and tactical principals of attack, and adapt then to</li> </ul>	<p><b>Long Term Yearly Overview (Same as Year 4):</b></p> <p><b>Autumn 1</b> <b>Multi Skills Games</b> <i>Dance</i></p>

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	<p>where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b><u>Swimming and water safety (Covered externally in Year 4 and 6)</u></b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p>perform safe self-rescue in different water-based situations.</p>	<p>different situations.</p> <ul style="list-style-type: none"> <li>Choose and use information to evaluate their own and others' rules and suggest improvements.</li> </ul> <p><b>Competitive Games</b></p> <ul style="list-style-type: none"> <li>Use individual skills in a game e.g. dribbling</li> <li>Use skills in small groups (3 or 4 children)</li> <li>Move on to attack skills in small groups</li> <li>Move onto defending as an individual</li> <li>Move onto defending as a small groups</li> <li>Understanding the rules of the game</li> <li>Applying the above group skills to a game situation</li> <li>Evaluate and understand WWW and EBI</li> <li>Come up with strategies to improve</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Performance shows precision, control and fluency in a range of running, jumping and throwing activities.</li> <li>Understand which tactics and strategies are best to use for each game/skill.</li> <li>Evaluate the effectiveness of their own rules for striking and fielding and net games.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Perform their actions, body shapes and balances, and movements.</li> <li>Recognise what they can change to alter the effectiveness and quality of their performance.</li> <li>Choose and apply new skills to the sequences they create, and adapt them to new situations, e.g. different music.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Talk about stimuli as a starting point for creating dance routines, experimenting with actions, dynamics, direction and levels</li> <li>Use increasing precision, control and fluency in their movements.</li> <li>Evaluate performances, using cameras, to comment on skill techniques and modify their routines.</li> </ul> <p><b>Outdoor/Adventurous Activity</b></p> <p><i>*Note, although included here, this area of the KS2 PE curriculum is covered through Geographical field trips, as well as upper KS2 residential and orienteering trips.</i></p> <ul style="list-style-type: none"> <li>Respond to the task with multiple plans for their actions (using maps and clippers)</li> <li>Negotiate with their peers to develop the most effective plan</li> <li>Take the lead to solve more complex tasks using geographical language (N, E, S, W)</li> </ul>	<p><b>Autumn 2</b> <b>Benchball</b> (competitive games) <i>Gymnastics</i></p> <p><b>Spring 1</b> <b>Basketball</b> (competitive games) <i>Hockey</i></p> <p><b>Spring 2</b> <b>Tennis</b> (multi skills and competitive games) <i>Netball</i></p> <p><b>Summer 1</b> <b>Athletics</b> (multi skills) <i>Cricket or Rounder's</i> (team games)</p> <p><b>Summer 2</b> <b>Striking and fielding skills</b> (multi skills and competitive games) <i>Swimming Post SATs</i></p>
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