

Progression of Skills in Physical Education

Our Aims:

At Barrington our aim is for pupils to have an understanding of the importance of PE and school sport and to give them opportunities to take part in physical activity and lead an active lifestyle. Here at Barrington we give the children the opportunity to be fit and healthy by participating in PE and school activities inside and outside of school.

- 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.

In order to deepen their skills pupils will follow a wide range of sport and activities which will improve not only their physical side, but the social and psychological side of the child. PE will also include cross curricular activities focusing on maths, English, science and PSHE.

INTENT							
	EYFS	Year 1/2		Year 3	Year 4	Year 5	Year 6
Knowledge	Pupils should be taught a range of different movements as well as develop their skills and understanding the importance of PE.	Pupils should be taught how to: <ul style="list-style-type: none"> • Perform a wide range of different movements and be able to use their knowledge in a variety of different activities. • be able to participate in games that may include using different kinds of equipment (e.g. Balls, Beanbags, hoops) • Understand the importance and benefit of PE and school sport. 		Pupils should be taught how to: <ul style="list-style-type: none"> • Participate fairly in team games and activities and compete against one another. • Pupils will be taught in a way to physically develop the child within PE and to understand a healthy and active lifestyle. • Develop flexibility, strength, technique, control and balance. 	Pupils should be taught how to: <ul style="list-style-type: none"> • Participate fairly in team games and activities and compete against one another. • Develop flexibility, strength, technique, control and balance. • Begin to acquire skills within a range of sporting activities. 	Pupils should be taught how to: <ul style="list-style-type: none"> • Play a variety of sport and show an understanding of the rules within school sport. • Become leaders and role models to others within sport. • Be able to be part of a team and perform in isolation. 	Pupils should be taught how to: <ul style="list-style-type: none"> • Perform in team games and demonstrate the skills we have learnt. • Be able to perform routines, self-evaluate and demonstrate.
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GYMNASTICS	<ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. <ul style="list-style-type: none"> • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control. 	<ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. <ul style="list-style-type: none"> • To explore gymnastic actions and shapes. <ul style="list-style-type: none"> • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control. 	<ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. • To explore ways of travelling around on large apparatus. <ul style="list-style-type: none"> • To choose and use a variety of gymnastic actions to make a sequence 	<ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. <ul style="list-style-type: none"> • To explore jumping techniques and to link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task. • To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<ul style="list-style-type: none"> • To identify and practise body shapes. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences 	<ul style="list-style-type: none"> • To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. 	<ul style="list-style-type: none"> To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements <ul style="list-style-type: none"> • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.

DANCE	<ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. • To practise taking off from different positions. • To complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. • To practise taking off from different positions. • To complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control. • To work to music, creating movements that show rhythm and control. 	<ul style="list-style-type: none"> • To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of dance to create a story in small groups. • To develop precision of movement. • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance that reflects the chosen dancing style. • To create partnered dances that reflects the dancing style and applies the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflects the chosen dancing style and applies the key components of dance. • To create group dances that reflects the dance style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions in a street dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a street dance style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using any street dance moves. • To perform and analyse own and others' performance.
SWIMMING				<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water. 	<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. Introduction to deeper water. Treading water 	<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. Introduction to deeper water. Treading water 	<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. Introduction to deeper water. Treading water.
FUNDAMENTALS	<ul style="list-style-type: none"> • To explore a wide range of equipment such as bean bags and balls • To be able to develop basic movements • To be able to develop agility, balance, co-ordination and speed • To be able to identify space and travel in different ways 	<ul style="list-style-type: none"> • To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with control and fluency. • To practise ABC (agility, balance and coordination) 	<ul style="list-style-type: none"> • To use hand-eye coordination to control a ball. • To catch a variety of objects. • To vary types of throw. • To kick and move with a ball. • To develop catching and dribbling skills 	<ul style="list-style-type: none"> • To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform a range of catching and gathering skills with control. • To master the basic catching technique. • To catch with increasing control and accuracy. • To master the basic throwing technique. • To throw and hit a ball in different ways (e.g. high, low, fast or slow). • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. To choose and use simple tactics to suit different situations. • To react to situations in ways that makes it difficult for opponents to win. 			

INVASION GAMES					<ul style="list-style-type: none"> • To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. • To use accurate passing and dribbling in a practice or game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. • To play in a mini competition. 	<p>To demonstrate basic passing and receiving skills using a ball.</p> <ul style="list-style-type: none"> • To develop an understanding and knowledge of the basic rules of sport. • To use good hand/eye co-ordination to pass and receive a ball successfully. • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of 'finding space' in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a game • To recognise which positions are attacking and which are defending. 	<ul style="list-style-type: none"> • To understand the basic rules of sporting games. • To work as a team, using a wide range of skills. • To pass and carry a ball using balance and coordination. • To use skills learned to play games. • To apply rules and skills learned to a game. • To play in a mini competition.
STRIKING AND FIELDINGS		<ul style="list-style-type: none"> • To learn skills for striking and fielding games. • To practise basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game 	<ul style="list-style-type: none"> • To learn skills for playing striking and fielding games. • To position the body to strike a ball. • To develop catching skills. • To throw a ball for distance. • To practise throwing skills in a circuit. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. 	<ul style="list-style-type: none"> • To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye coordination to strike a moving and a stationary ball. • To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour. 	<ul style="list-style-type: none"> • To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye coordination to strike a moving and a stationary ball. • To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour. 	<ul style="list-style-type: none"> • To develop skills in batting and fielding. • To choose fielding techniques. • To run between the wickets. • To run, throw and catch. • To develop a safe and effective overarm throw. • To learn batting control. • To use all the skills learned by playing in a mini tournament. 	<p>To throw and catch under pressure.</p> <ul style="list-style-type: none"> • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team.

NET-WALL GAMES				<ul style="list-style-type: none"> • To become familiar with balls and short tennis rackets. • To get the ball into play. • To accurately serve underarm. • To build up a rally. • To build a rally, focusing on accuracy of strokes. • To play a variety of shots in a game situation and to explore when different shots should be played. • To play a competitive tennis game. 	<ul style="list-style-type: none"> • To become familiar with balls and short tennis rackets. • To get the ball into play. • To accurately serve underarm. • To build up a rally. • To build a rally, focusing on accuracy of strokes. • To play a variety of shots in a game situation and to explore when different shots should be played. • To play a competitive tennis game. 	<ul style="list-style-type: none"> • To identify and apply techniques for hitting a tennis ball/Volleyball. • To develop the techniques for ground strokes and volleys. • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. • To use the scoring system and court for singles tennis and volleyball. • To play a tennis/volleyball game using an overhead serve and the correct selections of shots. • To understand and use doubles scoring in a tennis and volleyball game. 	<ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve. • To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. • To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why. • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.
Athletics	<ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running 	<ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running <ul style="list-style-type: none"> • To develop co-ordination and speed 	<ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle and maintain effective running style. • To run for distance. • To complete an obstacle course with control and agility 	<ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To compete in a mini competition, recording scores. 	<ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation. 	<ul style="list-style-type: none"> To use correct technique to run at speed. • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation. 	<ul style="list-style-type: none"> • To investigate running styles and changes of speed. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation.
Vocabulary	Agility, Analyse, Apply, Balance, Challenge, Competent, Compliment, Competitive, Confident, Control, Co-operate, Co-ordinate, Core, Fairness, Respect, Fitness, Flexibility, Movement, Physical, Strength, Speed, Tactic, Technique, Strategy, Lead, Attacking, Defending, Perform, Listen, Follow, Space, Safety.						

IMPACT

Assessment opportunities

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