Curriculum Progression of Skills

Physical Education

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| ***At Cotton End Forest School, PE is planned to include Forest School and Learning Outside the Classroom opportunities. Through this, all learners have regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences. Our approach to the National Curriculum provides a stimulus for all learning preferences and dispositions. Learning can take place in Shocott Spring or within the school grounds, as well as through external visits and visitors.*** | |
| INTENT | At Cotton End Forest School, is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention to ensure that children access physical activity through Learning Outside the Classroom. |
| IMPLEMENTATION | In KS1, children are taught the basics of moving, catching and consider how their body feels before, during and after exercising. In KS2, the children build on the skills they have learnt in KS1 and begin to evaluate their own movements and the movements of others. They are taught to demonstrate and perform movements with their peers. |
| IMPACT | The high quality and consistent approach to PE teaching should significantly improve attainment in knowledge and skills in PE. The impact of high-quality planning and quality first teaching will increase the profile of sport, PE and physical activity across the school. With technical PE vocabulary spoken and used by all learners, the learning environment will be more consistent across both key stages. Whole school engagement will be improved through the use of active assemblies and PE specific outdoor learning opportunities. |

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| **Trips and Visitors** | Year 4 and 5 Swimming  Premier Education  Sports Festival Tournaments organised by SSP  Sports Day |

**Games**

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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Health and Fitness | Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercising.  Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy. | Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warmup and cool-down. | Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. |
| Skills | Hit a ball with a bat or racquet.  Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands.  Move a ball in different ways, including bouncing and kicking.  Use equipment to control a ball.  Kick an object at a target.  Move safely around the space and equipment.  Travel in different ways, including sideways and backwards.  Play a range of chasing games.  Follow simple rules. | Use hitting skills in a game.  Practice basic striking, sending and receiving.  Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practice accurate throwing and consistent catching.  Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.  Pass the ball to another player in a game.  Use kicking skills in a game.  Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use space in a game.  Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender.  Follow simple rules to play games, including team games. | Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball.  Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance. Use hand-eye coordination to control a ball.  Vary types of throw used.  Bounce and kick a ball whilst moving.  Use kicking skills in a game.  Use dribbling skills in a game.  Know how to pass the ball in different ways.  Use different ways of travelling at different speeds and following different pathways, directions or courses.  Change speed and direction whilst running.  Begin to choose and use the best space in a game.  Begin to use and understand the terms attacking and defending.  Use at least one technique to attack or defend to play a game successfully.  Understand the importance of rules in games. | Demonstrate successful hitting and striking skills.  Develop a range of skills in striking (and fielding where appropriate).  Practice the correct batting technique and use it in a game.  Strike the ball for distance.  Throw and catch with greater control and accuracy.  Practice the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).  Develop a safe and effective overarm bowl.  Move with the ball in a variety of ways with some control.  Use two different ways of moving with a ball in a game.  Pass the ball in two different ways in a game situation with some success.  Know how to keep and win back possession of the ball in a team game.  Find a useful space and get into it to support teammates.  Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from travelling past them.  Apply and follow rules fairly.  Understand and begin to apply the basic principles of invasion games.  Know how to play a striking and fielding game fairly. | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.  Accurately serve underarm.  Build a rally with a partner.  Use at least two different shots in a game situation.  Use hand-eye coordination to strike a moving and a stationary ball.  Develop different ways of throwing and catching.  Move with the ball using a range of techniques showing control and fluency.  Pass the ball with increasing speed, accuracy and success in a game situation.  Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.  Make the best use of space to pass and receive the ball.  Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a player from scoring.  Vary the tactics they use in a game.  Adapt rules to alter games. | Use different techniques to hit a ball.  Identify and apply techniques for hitting a tennis ball.  Explore when different shots are best used.  Develop a backhand technique and use it in a game.  Practice techniques for all strokes. Play a tennis game using an overhead serve.  Consolidate different ways of throwing and catching, and know when each is appropriate in a game.  Use a variety of ways to dribble in a game with success.  Use ball skills in various ways, and begin to link together.  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Keep and win back possession of the ball effectively in a team game.  Demonstrate an increasing awareness of space.  Choose the best tactics for attacking and defending.  Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.  Know when to pass and when to dribble in a game.  Devise and adapt rules to create their own game. | Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Understand how to serve in order to start a game.  Throw and catch accurately and successfully under pressure in a game.  Show confidence in using ball skills in various ways in a game situation, and link these together effectively.  Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.  Keep and win back possession of the ball effectively and in a variety of ways in a team game.  Demonstrate a good awareness of space.  Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.  Work as a team to develop fielding strategies to prevent the opposition from scoring.  Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game. Lead others during a game. |
| Competing and performing | Control my body when performing a sequence of movements.  Participate in simple games. | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games. | Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others. | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition. |
| Evaluating | Talk about what they have done.  Talk about what others have done. | Watch and describe performances.  Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performance.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |

**Dance and Gymnastics**

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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Health and Fitness | Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise.  Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy. | Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down. | Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier. |
| 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.  Curled side roll (egg roll).  Log roll (pencil roll).  Teddy bear roll.  Straight jump.  Tuck jump.  Jumping Jack.    Half turn jump.  Bunny hop.  Tiptoe, step, jump and hop.  Standing balances.  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. | Create and perform a movement sequence.  Copy actions and movement sequences with a beginning, middle and end.  Link two actions to make a sequence.  Recognise and copy contrasting actions (small/tall, narrow/wide).  Travel in different ways, changing direction and speed.  Hold still shapes and simple balances.  Carry out simple stretches.  Carry out a range of simple jumps, landing safely.  Move around, under, over, and through different objects and equipment.  Begin to move with control and care.  Log roll (controlled).  Curled side roll (egg roll) (controlled).  Teddy bear roll (controlled).  Straight jump.  Tuck jump.  Jumping jack.  Half turn jump.  Cat spring.  Straight jump off springboard.  Bunny hop.  Front support wheelbarrow with partner.  Tiptoe, step, jump and hop.  Hopscotch.  Skipping.  Galloping.  Standing balances  Kneeling balances  Pike, tuck, star, straight, straddle shapes.  Copy and repeat actions.  Put a sequence of actions together to create a motif.  Vary the speed of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Begin to improvise independently to create a simple dance. | Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways and land with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care.  Log roll (controlled).  Curled side roll (egg roll) (controlled).  Teddy bear roll (controlled).  Rocking for forward roll.  Crouched forward roll.  Straight jump.  Tuck jump.  Jumping jack.  Half turn jump.  Cat spring.  Cat spring to straddle.  Hurdle step onto springboard.  Straight jump off springboard.  Tuck jump off springboard.  Bunny hop.  Front support wheelbarrow with partner.  T-lever.  Scissor kick.  Tiptoe, step, jump and hop.  Hopscotch.  Skipping.  Galloping.  Straight jump half-turn.  Standing balances  Kneeling balances  Large body part balances  Balances on apparatus  Balances with a partner  Pike, tuck, star, straight, straddle shapes  Front and back support  Copy, remember and repeat actions.  Create a short motif inspired by a stimulus.  Change the speed and level of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Use different transitions within  a dance motif.  Move in time to music.  Improve the timing of their actions. | Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions with increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances.  Move with coordination, control and care.  Use turns whilst travelling in a variety of ways.  Use a range of jumps in their sequences.  Begin to use equipment to vault.  Create interesting body shapes while holding balances with control and confidence.  Begin to show flexibility in movements.  Crouched forward roll  Forward roll from standing  Tucked backward roll  Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Cat leap  Hurdle step onto springboard  Squat on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Handstand  Lunge into handstand  Cartwheel  Tiptoe, step, jump and hop  Hopscotch  Skipping Chassis steps  Large and small body part balances, including standing and kneeling balances.  Balances on apparatus.  Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes  Front and back support.  Perform with some awareness of rhythm and expression. | Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.  Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  Begin to develop good technique when travelling, balancing and using equipment.  Develop strength, technique and flexibility throughout performances.  Forward roll from standing  Straddle forward roll  Tucked backward roll  Backward roll to straddle  Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn  Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Lunge into handstand  Lunge into cartwheel  Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Pivot  1, 2, 3 and 4- point balances.  Balances on apparatus  Balances with and against a partner.  Pike, tuck, star, straight, straddle shapes.  Front and back support. | Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.  Perform jumps, shapes and balances fluently and with control.  Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.  Confidently use equipment to vault in a variety of ways.  Apply skills and techniques consistently.  Develop strength, technique and flexibility throughout performances.  Combine equipment with movement to create sequences.  Forward roll from standing  Straddle forward roll  Pike forward roll  Tucked backward roll  Backward roll to straddle  Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn    Split leap  Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Squat through vault  Lunge into handstand  Lunge into cartwheel  Lunge into round-off  Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Pivot | Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently, showing precision and control.  Develop strength, technique and flexibility throughout performances.  Forward roll from standing Straddle forward roll  Pike forward roll  Dive forward roll  Tucked backward roll  Backward roll to straddle  Backward roll to standing pike  Pike backward roll  Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn  Cat leap full-turn  Split leap  Stag leap  Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off  Squat through vault  Straddle over vault  Lunge into cartwheel  Lunge into round-off  Hurdle step  Hurdle step into cartwheel  Hurdle step into round-off  Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn  Cat leap  Cat leap half turn  Cat leap full turn  Pivot  1, 2, 3 and 4- point balances  Balances on apparatus  Develop technique, control and complexity of part-weight partner balances  Group formations  Pike, tuck, star, straight, straddle shapes  Front and back support |
| Competing and Performing | Control my body when performing a sequence of movements.  Participate in simple games. | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control. | Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others. | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. | Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy. | Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control. | Link actions to create a complex sequence using a full range of movement.  Perform the sequence in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision. |
| Evaluating | Talk about what they have done.  Talk about what others have done. | Watch and describe  performances.  Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |