

New Mills Primary School Progression of Skills

Physical Education, Physical Activity and School Sport

July 2020

This document charts the progression of skills we hope each child can work towards during their time at New Mills Primary School. The expectations match those used in our assessment tool and this document should be viewed alongside individual child assessments as well as our Curriculum Map. The skills areas are broken down into Dance, Gymnastics, Invasion Games, Net and Wall Games, Athletics, Outdoor and Adventurous, Swimming, School Games Values and Cycling. The progression of skills focus is very much on developing fundamental skills throughout EYFS, KS1 and Lower KS2. In upper KS2 we hope children will take the skills they have learned and apply them to named sports both inside and outside of school.



Dance

Reception	Year 1	Year 2	End of Key Stage Expectation	
<p>Move to music.</p> <p>Move around the space safely. Respond to basic stimuli</p> <p>Copy basic movement phrases</p>	<p>Move in time to music</p> <p>Respond to stimuli imaginatively. Change speed, level and direction.</p>	<p>Change rhythm, speed, level and direction with consistency.</p> <p>Dance with control and co-ordination.</p> <p>Make a simple sequence by linking phrases together.</p> <p>Link some movement to show a mood or feeling.</p>	<p>Be able to create and remember a series of basic dance moves with a partner</p> <p>Children should be able to create dance sequences using simple movement patterns. Use movement imaginatively, responding to different stimuli,</p> <p>Change rhythm, speed, level and direction of their movements</p> <p>Create and perform dances using simple movement patterns, Express and communicate ideas and feelings.</p>	
Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectation
<p>Perform pair/group dance</p> <p>Respond to music in time & rhythm.</p> <p>Respond to music to express a variety of moods & feelings</p>	<p>Be able to respond to stimuli in innovative ways creating complex sequences with a partner or group</p> <p>Perform clear & fluent dance sequences that show understanding of stimuli.</p> <p>Start to understand canon, unison, mirror and side by side</p>	<p>Show/fluency/control in chosen dances in response to stimuli</p> <p>Perform fluent dances with characteristics of different styles/eras</p> <p>Adapt & refine(in pair/group), dances that vary direction, pace & rhythm</p>	<p>Create & perform dances in a variety of styles consistently</p> <p>Be aware of & use musical structure, rhythm & mood & can dance accordingly</p> <p>Use appropriate criteria & terminology to evaluate performances</p>	<p>Be able to respond to stimuli in innovative ways creating complex sequences with a partner or group</p> <p>Respond to a range of stimuli and accompaniment bringing emotion and empathy into their movements</p> <p>Through dance, develop flexibility, strength, technique, control and balance</p> <p>Use appropriate criteria & terminology to evaluate performances</p>

Gymnastics

Reception	Year 1	Year 2	End of Key Stage Expectation
<p>Make body tense, relaxed, curled and stretched.</p> <p>Balance on small/large body parts & understand stillness</p> <p>Make large and small body shapes</p> <p>Climb & hang from apparatus</p> <p>Perform basic travelling actions on various body parts</p>	<p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Begin to work on alone/with someone to make a sequence of shapes/travels</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along bench, spots, mat etc</p> <p>Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p>	<p>Make body tense, relaxed, curled and stretched, in a range of movements.</p> <p>Perform a sequence with changes in speed & direction including 3 different actions</p> <p>Be still on single/two + points of contact on floor/apparatus showing tension & control</p> <p>Link known shape/travel/roll/jump to a balance using floor & on apparatus</p> <p>Jump/land with control using different body shapes in flight</p>	<p>Children should develop core movement, become increasingly competent and confident their agility, balance and co-ordination, individually and with others.</p>

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Use a greater number of own ideas for movement in response to a task.</p> <p>Combine arm actions with skips/leaps/steps/jumps & spins in travel</p> <p>Know principles of balance and apply them on floor & apparatus</p>	<p>Share ideas and give positive criticism/advice to self & others.</p> <p>Create & perform matching/mirroring sequences explaining how it could be improved</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control</p>	<p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence.</p>	<p>Select a suitable routine to perform to different audiences,</p> <p>Transfer sequences from floor to apparatus</p> <p>Perform 6-8 part floor sequence as individual, pair & small group to a piece of music</p> <p>Demonstrate paired and group balances in sequence</p>	<p>Pupils should be able to create a sequence of gymnastic moves combining floor, apparatus, partners or group work, stillness and movement.</p> <p>Understand and use the names of gymnastic shapes, rolls and jumps</p>

	Link a roll with travel and balance using floor and apparatus with good body control	Create mirror/matching/cannon(pair) sequence varying dynamics/levels/direction etc		and apply them in their work. Children should be able to refine and improve their work and constructively comment on the work of others. Children should show good core strength, control and balance
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Invasion Games

Reception	Year 1	Year 2	End of KS Expectations
<p>Send & receive a ball by rolling</p> <p>Send and receive a ball by striking with foot</p> <p>Aim & throw object underarm</p> <p>Catch balloon/bean bag/scarf & sometimes a bouncing ball</p> <p>Move and stop safely in a specific area</p> <p>Play a passing & target game alone and with a partner</p>	<p>Throw underarm, bounce & catch ball by self & with partner</p> <p>Kick/stop a ball using a confident foot</p> <p>Run straight and on a curve with awareness of others on court/pitch</p> <p>Begin to follow some simple rules of a game</p>	<p>Perform some dribbling skills with hands and feet using space</p> <p>Keep a ball under control</p> <p>Pass a ball accurately (hands & feet) over longer distances to a team mate</p> <p>Make simple decisions about when /where to move in game to receive a ball</p>	<p>Pupils should participate in modified team games, developing simple tactics for attacking, defending and scoring</p>

Year 3	Year 4	Year 5	Year 6	End of KS Expectations
<p>Improve dribbling a ball with feet and hands, keeping ball under control.</p> <p>Make a series of passes to team mates moving towards a scoring area.</p>	<p>Make decisions regarding which is the best type of pass to use.</p> <p>Identify space to move into and show a clear target to receive a pass.</p>	<p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions when playing as a team.</p> <p>Develop tactics as a team</p>	<p>Know which pass is best to use and when to use it in a game.</p> <p>Use landing foot to change direction to lose a defender.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, hockey, basketball and rugby and apply basic principles suitable for attacking and defending</p>

<p>Show some signs of using a chest pass and overhead pass</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p>	<p>Mark another player and begin to attempt interceptions.</p> <p>Know where positions are allowed on a court.</p>	<p>Develop awareness of footwork rules for some games</p> <p>Chose correct passes consistently in a game situation.</p>	<p>Draw defender away to create space for self or team.</p> <p>Position body to defend effectively, making successful interceptions.</p> <p>Play effectively in attack and defence</p> <p>Score points against opposition</p>	
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Strike and Field Games

Reception	Year 1	Year 2	End of Key Stage Expectation
<p>Aim & throw object underarm</p> <p>Catch balloon/bean bag/scarf & sometimes a bouncing ball</p> <p>Use hand to strike a bean bag or ball and move towards a scoring area</p> <p>Begin to use a bat to hit a ball or bean bag</p>	<p>Show some different ways of hitting, throwing and striking a ball</p> <p>Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)</p> <p>Play as a fielder and get the ball back to a stop zone</p> <p>Begin to follow some simple rules (carrying the bat, not over taking someone)</p>	<p>Send a ball off a tee using a bat, racket or club</p> <p>Stop moving when the 'bowler' has the ball</p> <p>Play as a fielder and pass the ball back to the bowler to make the runner stop</p> <p>Follow rules for a game</p>	<p>Pupils should be able to participate in team games with a striking and fielding element developing simple tactics for scoring points</p>

Year 3	Year 4	Year 5	Year 6	End of KS Expectations
<p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p>	<p>Catch a small ball hit from different speeds and levels</p> <p>Use fielding skills to stop the ball effectively and throw accurately back to the bowler</p> <p>Hit the ball every time with a variety of bats (rackets, flat bat etc)</p>	<p>Consistently catch a small ball hit from different speeds and levels</p> <p>Use fielding skills to consistently stop the ball effectively and throw accurately back to the bowler</p>	<p>Consistently control a small ball in both batting and fielding situations.</p> <p>To attempt a small range of recognised shots in isolation and in competitive scenarios</p>	<p>Pupils should be able to play competitive games with a striking and fielding element modified where appropriate. They should be able to apply their skills to both fielding and batting and understand the tactics involved in improving their team score.</p>

<p>Work as team, using tactics in order to beat another team.</p>	<p>Work as team, using tactics in order to beat another team.</p>	<p>Consistently hit the ball every time with an appropriate bat or club.</p> <p>Work as team, using tactics in order to beat another team.</p>	<p>To use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>	
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Net and Wall Games

Reception	Year 1	Year 2	End of KS Expectations
Control a small ball rolled along the ground with their hands	Control a small ball rolled along the ground with a racket	Control a small ball rolled along the ground with a racket and to a partner	Control a small ball rolled along the ground. Roll back and forth to a partner
Hold a racket in one hand, show strength in arm and wrist	Use a racket with one hand, show strength in arm and wrist	Use a racket with one hand and both hands. Show strength and coordination in moving it around	Use a racket with one hand and both hands. Show strength and coordination in moving it around
Move safely around a space with a racket			Be able to play a basic partner or group game over a net

Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectation
Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)	Tap the ball back and forth to a partner over a small space	Tap the ball using either a fore hand or back hand motion	Turn and run to the ball getting into a forehand or backhand position en route	Pupils should be able to play competitive games, modified where appropriate which use large and small balls and a net or wall.
Stand in a ready position holding racquet correctly	Begin to tap a ball over a net allowing for a bounce, hit technique	Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is	Use 'move-hit-recover' approach within a game showing facing forward on recovery	
Begin to know what it means by a forehand and backhand position	Bring racquet to meet the ball for a forehand and backhand hit	Set racquet back in its ready position quickly upon recovery	Use the correct swing technique and control with smooth swings keeping the path of the racquet the same	Pupils should be able to keep score in a game and modify the rules to meet their needs.
	Know to use two hands for an effective backhand	Serve the ball correctly beginning to purposely aim for space to score		

<p>Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed</p>	<p>Serve the ball straight from hands to racquet making sure it lands 'in' on the other side</p>		<p>Serve the ball accurately making team mates have to move to send it back</p>	
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Swimming

Year 4	Year 5	Year 6	End of KS2 Expectations
To develop basic pool safety skills and confidence in water.	Perform sitting and standing dives, surface and feet first dives	Show stamina in chosen stroke over 100m+	Achieve National Curriculum Swimming Award
To develop travel in vertical or horizontal position and introduce floats.	Create a warm up game as part of a team	Swim front crawl head out technique.	Swim competently, confidently and proficiently over a distance of at least 25 meters
To develop push and glide techniques, any kick action on front and back with or without support aids.	Show stamina in chosen stroke over 50m	Throw a large ball within a team game while treading water	Swim 15 meters using a range of strokes on their front and back
To develop entry and exit techniques and a range of float positions.	Swim front crawl head out technique.	Understand the basics of water based invasion games. Able to attack, defend, score and mark a player in the water.	State the correct actions they would take if they saw a swimmer in difficulty
To show breath control.	Throw a large ball within a team game while treading water		Have knowledge on the dangers of water locally and nationally, including cold water
Be confident in deep water.	Understand the basics of water based invasion games. Able to attack, defend, score and mark a player in the water.		Have knowledge of how to save themselves if they fell in water by accident
Confident to tread water for 30 seconds			

Athletics

Reception	Year 1	Year 2	End of Key Stage Expectation
<p>Build core strength and bodily coordination</p> <p>Develop good running style with bent legs and use of arms</p> <p>Can skip, hop and jump with two feet</p>	<p>Use varying speeds when running.</p> <p>Explore pathways</p> <p>Explore different methods of throwing.</p> <p>Practise short and longer distance running.</p>	<p>Run with agility and confidence.</p> <p>Learn the best jumping techniques for distance.</p> <p>Throw different objects in a variety of ways.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for distance and be able to push themselves physically when running</p> <p>Complete an obstacle course with control and agility.</p>	<p>Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating their own success.</p> <p>Pupils should be taught to use running, jumping and throwing in isolation and in combination.</p>

Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectation
<p>Run in different directions and at different speeds, using a good technique.</p> <p>Improve throwing technique.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Practise throwing with power and accuracy.</p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Throw with accuracy and power.</p>	<p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>

<p>Reinforce jumping techniques.</p> <p>Understand the relay and passing the baton. Choose and understand appropriate running techniques.</p> <p>Compete in a mini competition, recording scores.</p>	<p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation. Explore complicated pathways</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p>	<p>Identify and apply techniques of relay running.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Demonstrate consistency in a competitive situation.</p>	<p>Throw safely and with a variety of objects</p> <p>Demonstrate good running technique in a competitive situation. Understand which technique is most effective when jumping for distance.</p> <p>Demonstrate consistency in a competitive situation. Help others to improve their technique</p>	<p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination and should be able to achieve consistent results in a competitive situation.</p>
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Outdoor and Adventurous

Reception	Year 1	Year 2	End of Key Stage Expectation
<p>Inquisitive to try new things</p> <p>Able to complete an individual or pairs based challenge</p>	<p>Able to complete an individual or pairs based challenge, communicating with the partner about basic tactics</p>	<p>Follow a basic treasure hunt/orienteering course with adult supervision</p> <p>Stay together as a team during an activity</p>	<p>Follow a basic orienteering activity with minimal adult supervision</p> <p>Make decisions as a team not as an individual</p> <p>Select appropriate clothing for outdoor activity</p>

Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectation
<p>Be able to work with a partner on a problem solving activity</p> <p>Start to develop options for improving a way of doing something. Be able to communicate ideas to a partner</p>	<p>Be able to work with a group of friends on a problem solving activity</p> <p>Try new activities in an outdoor setting</p> <p>Negotiate ways of doing an activity within a group setting</p>	<p>Be able to work with a mixed group of peers (not immediate friendship group) on a problem solving activity</p> <p>Participate fully in overnight residential activities</p> <p>Show physical and emotional resilience in a difficult task</p> <p>Understand correct clothing choice for different activities</p>	<p>Be able to work with children from different schools on problem solving activities</p> <p>Participate fully in week long residential activities</p> <p>Show physical and emotional resilience in a difficult task. Support others who may not have similar resilience.</p> <p>Be able to select, look after and pack own belongings for an outdoor trip</p>	<p>Be able to consistently work as part of a team to solve problems</p> <p>Assertively communicate with peers whilst also listening to the views of others</p> <p>Confident to stay away from home on residential</p> <p>Actively try new experiences</p>

School Games Values

Reception	Year 1	Year 2	End of Key Stage Expectation
<p>Understand and use the term 'Teamwork'</p> <p>Shake hands at the end of a game when prompted</p>	<p>Shake hands at the end of a game unprompted</p> <p>Show physical resilience and Determination in trying and practicing new skills</p>	<p>Show respect and support to the other team in a game situation</p> <p>Show Determination in trying and practicing new skills</p> <p>Start to understand the difference between when games are 'for fun' and when they are 'to try and win'</p>	<p>Have a good understanding of the concept of 'teamwork' and show it in formal PE and School Sport settings</p> <p>Have the desire to try again to achieve an aim</p> <p>Have an understanding of what it means to be 'honest' in sport and game playing</p>

Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectation
<p>Have a good understanding of the concept of 'teamwork' and show it in formal PE and School Sport settings</p> <p>Have the desire to try again to achieve an aim</p>	<p>Spontaneously demonstrate 'teamwork' and honesty skills and show it in formal PE and School Sport settings</p> <p>Have the desire to try again to achieve an aim</p> <p>Start to develop empathy for fellow players</p>	<p>Be able to recall the values and start to understand the use and display of 'Respect' and 'Passion'</p> <p>Show empathy with team mates and for opposing teams</p> <p>Persist in overcoming barriers or problems in a PE or School Sport setting</p>	<p>Understand the meaning of all the values and be able to give examples of how to display the behaviours.</p> <p>Regularly display School Games values in their practice and behaviour both inside and outside of school.</p>	<p>Regularly display School games values in their practice and behaviour.</p> <p>Spontaneously behave in a sporting way in external competitions</p> <p>Be a role model to younger children in displaying the values</p>

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Cycling

Reception	Year 1	Year 2	End of Key Stage Expectation
<p>Ride a balance bike confidently</p> <p>Understand stopping methods and show spatial awareness when riding around others</p> <p>Ride a balance bike up and down hill safely</p> <p>Play modified games on a balance bike</p> <p>Mount and dismount a balance bike and push it safely while walking next to it</p>	<p>Ride a pedal bike confidently without stabilisers in a straight line</p> <p>Understand stopping methods and show spatial awareness when riding around others</p> <p>Ride a balance bike up and down hill safely</p> <p>Play modified games on a balance bike</p> <p>Mount and dismount a balance bike and push it safely while walking next to it</p>	<p>Ride a pedal bike confidently round corners and at different speeds</p> <p>Demonstrate starting and stopping methods on a pedal bike</p> <p>Mount and dismount a pedal bike safely. Push the bike safely while walking next to it.</p> <p>Ride a scooter round corners showing spatial awareness for other users of the space</p>	<p>Ride a pedal bike confidently in a variety of non-road settings (pavements, trails, playground)</p> <p>Stop and start safely. Mount and dismount using core strength and balance</p> <p>Ride a scooter confidently in a variety of non-road settings.</p>

Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectation
<p>Be working towards Bikeability Level 1</p>	<p>Successfully complete Bikeability Level 1</p>	<p>Successfully complete Bikeability Level 2</p>	<p>Successfully complete Bikeability Transition and Bikeability Fix</p>	<p>Safely ride a pedal bike on the road independently.</p> <p>Correctly negotiate junctions, use appropriate hand signals, speed and visual awareness to interact with cars and pedestrians</p>

				<p>Have the skills to plan and execute an independent journey by bike</p> <p>Understand basic bike maintenance</p>
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Scooting

Reception	Year 1	Year 2	End of Key Stage expectations
<p>Confidently ride a 3 wheeled scooter</p> <p>Ability to stop and start, turn corners and avoid other riders</p>	<p>Confidently ride a 3 wheeled scooter in playground and on pavements. General awareness of traffic</p> <p>Ability to stop and start, turn corners and avoid other riders</p> <p>More able children start to ride a 2 wheeled scooter</p>	<p>Confident to ride a two wheeled scooter with both feet</p> <p>Ability to stop, start and turn a two wheeled scooter and avoid other riders</p> <p>Weave in and out of cones and play basic games using a two wheeled scooter</p>	<p>Confident to ride a two wheeled scooter with both feet</p> <p>Ability to stop, start and turn a two wheeled scooter and avoid other riders</p> <p>Weave in and out of cones and play basic games using a two wheeled scooter</p>

Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
<p>Ability to play more complicated games on a 2 wheeled scooter</p> <p>Turn corners at speed and use braking and steering to avoid other users</p>	<p>Create basic scooter games including obstacle courses</p> <p>Switch feet on the move, turn corners and manoeuvre with both left and right feet on the deck</p>	<p>Perform a running start. Switch feet and continue to scoot.</p> <p>Complete an obstacle course whilst maintaining control.</p> <p>Complete a speed lap.</p>	<p>Follow lane markings correctly. Scoot on the correct side of the road and give way to oncoming traffic.</p> <p>Follow road signs and signals correctly.</p> <p>Indicate and follow the rules of the road, including at roundabouts.</p>	<p>Able to transfer playground based road skills to the outside world on pavements and road crossings</p> <p>Ability to show a variety of skills using both feet at safely at speed</p>

			Perform a two footed crouch on deck whilst travelling at speed	Create scooting games and obstacle courses in a team or pair
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