



Halsall ST Cuthbert's CE Primary School Skills Progression

Pupils will be taught to:

- Develop their confidence to excel in a broad range of physical activities
- They will be physically active for a sustained period of time
- Engage in competitive sports and competition
- Aim to lead healthy, active lifestyles with an understanding of the importance of physical activity, PE and school sport.

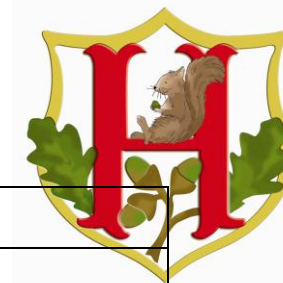
Key Stage Expectations

KS1

- Pupils should aim to develop Fundamental movement skills, become increasingly confident and competent across a broad range of opportunities to extend their agility, balance and co-ordination individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching as well as developing balance, co-ordination and agility and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

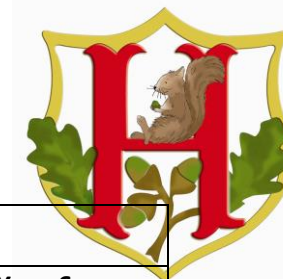
KS2

- Pupils should continue to develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Use running, jumping and catching in isolation and as a combination
- Play a range of competitive games, modified when needed. For example: basketball, handball, rugby, cricket, football, hockey, netball, dodgeball, rounder's or tennis.
- Develop their flexibility, strength, technique, control, and balance. For example: through athletics or gymnastics.
- Perform dances using a wide range of movement patterns both as a group and individually
- Take part in OAA activities both individually and as part of a team
- Can compare their performances with previous ones and demonstrate improvement to achieve their personal best



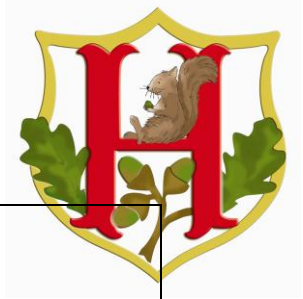
Fundamental Movement Skills

EYFS/Rec	Year 1	Year 2
<p>To introduce locomotor Skills – These involve transporting your body from A – B. This includes running, jumping and hopping.</p> <p>To introduce body management skills – this includes balancing actions.</p> <p>To introduce manipulative skills – this involves imparting force with or on an external object. This includes rolling/underarm throw and catching.</p>	<p>FMS A/B</p> <p>To develop locomotor Skills – These involve transporting your body from A – B. This includes running, jumping, skipping, hopping and side stepping.</p> <p>To develop body Management Skills – This includes balancing actions.</p>	<p>FMS A/B</p> <p>To develop locomotor Skills – These involve transporting your body from A – B. This includes running, jumping, skipping, hopping and side stepping.</p> <p>To develop body Management Skills – This includes balancing actions.</p>
<p>Gymnastics – To introduce the basic skills of travelling, rolling and jumping.</p> <p>Dance – To explore and experiment with different creative movement actions in response to a theme.</p>	<p>FMS C/D</p> <p>To develop manipulative Skills – this involves imparting force with or on an external object.</p> <p>These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching.</p>	<p>FMS C/D</p> <p>To develop manipulative Skills – this involves imparting force with or on an external object.</p> <p>These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching.</p>

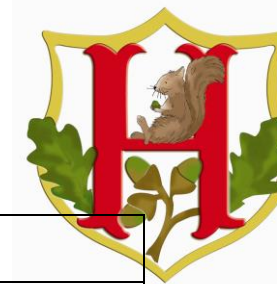


Gymnastics

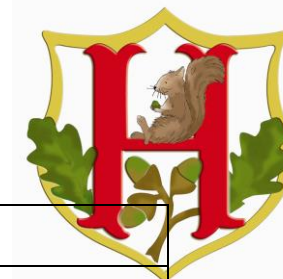
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce basic skills of travelling.</p> <p>Introduce basic skills of rolling.</p> <p>Introduce basic skills of jumping.</p>	<p>Develop the basic skills of travelling.</p> <p>Develop basic skills of rolling.</p> <p>Develop basic skills of jumping.</p> <p>Perform basic skills with straight and tuck shapes.</p> <p>To link movements together.</p> <p>Link travel, roll and jump with two different shapes.</p> <p>Create a sequence on the floor and adapt to apparatus.</p>	<p>Improve their travelling, jumping and rolling.</p> <p>Develop simple balancing skills individually and with a partner.</p> <p>Remember and repeat simple sequences and perform them on the floor and apparatus.</p> <p>Set up apparatus safely.</p>	<p>Develop ways of travelling on hands and feet.</p> <p>Improve balance on small and large body parts.</p> <p>Create a sequence of travelling and balancing actions.</p> <p>To develop more challenging rolls.</p> <p>Develop Jump-Shape-Landing.</p> <p>Create a sequence of gymnastic actions.</p> <p>Recognise and evaluate their own and others success.</p> <p>Perform gym actions using apparatus.</p>	<p>To develop ways of travelling on feet and hands and feet.</p> <p>To develop balance on small body parts.</p> <p>To develop a range of jumping actions</p> <p>To develop balance on large body parts.</p> <p>To create a gymnastic sequence of travelling and balancing.</p> <p>To explore different ways of rolling.</p> <p>To perform rolling actions and link these with other actions to create a sequence.</p> <p>To explore different ways of balancing, jumping and travelling.</p> <p>To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions.</p> <p>To make simple judgements about the</p>	<p>To perform partner balances (matched and mirrored).</p> <p>To perform counter balance.</p> <p>To perform Counter tension balances.</p> <p>To evaluate and recognise their own success.</p> <p>To create a gymnastic sequence with a partner.</p> <p>To perform the core task "Acrobatic gymnastics".</p> <p>To evaluate and recognise their success.</p> <p>To develop a sequence onto apparatus.</p>	<p>To perform matched and mirrored paired balances</p> <p>To perform counter balance and counter tension paired balances.</p> <p>To perform a group counter balance.</p> <p>To create a gymnastic sequence with counter balances and counter tension in a group.</p> <p>To evaluate success of group and paired balances.</p>



				quality of performances. To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions.		
--	--	--	--	--	--	--

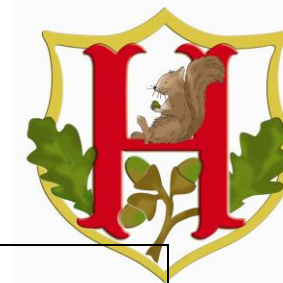


Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To explore and perform different travelling actions.</p> <p>Experiment with different creative movements.</p> <p>Start to move using different pathways.</p>	<p>Explore different ways of travelling and using space.</p> <p>Create travelling patterns using a stimulus.</p> <p>Create pathways using a stimulus.</p> <p>Develop simple dance phrases.</p> <p>Change speed and direction.</p> <p>Explore basic body patterns.</p>	<p>Create ideas adding expressions and develop ways to improve our work.</p> <p>Create effective travelling pathways individually and in a group.</p> <p>Perform a whole class performance.</p> <p>Understand unison and cannon.</p> <p>Improve timings.</p> <p>Work to music.</p>	<p>Create movement using a stimulus.</p> <p>To explore dance movements and patterns.</p> <p>To work with a partner to create dance patterns.</p> <p>Show rhythm and expression.</p> <p>Precision in movement.</p> <p>To work co-operatively.</p> <p>Perform in front of others.</p>	<p>Identify and practise patterns and actions of dance style.</p> <p>Demo an awareness of the music's beat and rhythm.</p> <p>Create an individual dance and partner dance that reflects the theme.</p> <p>To dance using a range of movements</p> <p>Evaluate own work.</p>	<p>Identify and practise the patterns and actions of the chosen dance theme.</p> <p>Produce a dance phrase in response to the music.</p> <p>Apply key components of dance: Travel, Jump, Stillness, Gesture and Turn.</p> <p>To create a group dance with creative ideas.</p> <p>Evaluate own and others work.</p>	<p>To practise patterns and actions in response to a theme.</p> <p>Demo an awareness of music's rhythm when improvising.</p> <p>Show strong gesture and dynamics throughout.</p> <p>To create a dance that represents the chosen theme.</p> <p>To perform and analyse own and others performance.</p>



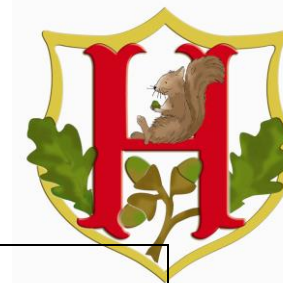
Invasion Games

Year 3	Year 4	Year 5	Year 6
<p>Send and receive a ball.</p> <p>Send a ball and move into space</p> <p>Send and receive in a simple game.</p> <p>Use more than one simple tactic.</p> <p>Evaluate success.</p>	<p>To send and receive a ball.</p> <p>To travel with a ball.</p> <p>Travel with a ball with control.</p> <p>Use various simple tactics to outwit an opponent.</p> <p>Apply basic principles of attack.</p> <p>Travel with a ball with control in a game.</p> <p>Evaluate success.</p>	<p>To develop the skill of passing and catching a netball/basketball/handball</p> <p>Develop the skill of a shoulder pass.</p> <p>Develop the skill of shooting in netball/Handball/Basketball.</p> <p>Select appropriate strategies for attack.</p> <p>Evaluate work and suggest ways to improve.</p> <p>Choose and apply netball/handball/basketball based skills consistently in a game situation.</p>	<p>Develop the skill of running with a rugby ball in two hands. Travelling with the ball using football/basketball/handball.</p> <p>Develop the skill of passing/ catching a ball.</p> <p>To be able to score .</p> <p>Develop an understanding of when to run and when to pass the ball.</p> <p>Apply basic strategic and tactical principles of attack.</p> <p>Apply basic strategic and tactical principles of defence.</p> <p>Use skills and tactics for an invasion typed game.</p> <p>Evaluate their own and others success and suggest ways to improve.</p> <p>Understand basic principles of a warm up that will lead to invasion based activities.</p> <p>Develop own games through collaboration and creativity.</p>



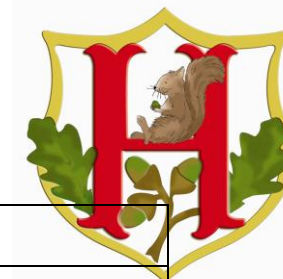
Athletics

Year 3	Year 4	Year 5	Year 6
<p>Run, throw, jump.</p> <p>To perform the pull throwing action.</p> <p>To explore different running techniques.</p> <p>To perform the sling throw.</p> <p>To develop jumping actions.</p> <p>Select an appropriate running technique for distance.</p> <p>To perform a push throw.</p>	<p>To perform a start in a sprint type race.</p> <p>To throw for distance using three different throws.</p> <p>To perform a hop, step and jump.</p> <p>To pass a baton successfully in a race.</p> <p>To perform 5 different jumps.</p> <p>To perform in athletic type competitive events (run, jump and throw).</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills.</p> <p>To evaluate their own success.</p> <p>To explore ways of combining jumping actions.</p> <p>To develop throwing skills in an athletic type activity.</p> <p>To develop jumping actions in combination.</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills in an athletic type activity.</p> <p>To develop running, jumping and throwing skills in an athletic type activity.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



Striking & Fielding

Year 3	Year 4	Year 5	Year 6
<p>To send a ball in a striking and fielding game.</p> <p>To receive a ball in a striking and fielding game.</p> <p>To evaluate success.</p> <p>To strike a ball in a striking and fielding game.</p> <p>Use simple tactics in a game.</p>	<p>To strike a ball a striking and fielding game.</p> <p>To use simple tactics in a striking and fielding game.</p> <p>To evaluate tactics used in a striking and fielding game.</p>	<p>To bowl underarm with accuracy.</p> <p>To catch a ball when fielding.</p> <p>To run with a bat between wickets.</p> <p>To bowl overarm with accuracy.</p> <p>To strike a ball with a cricket bat.</p> <p>To learn how to field a ball.</p>	<p>To bowl underarm / overarm with accuracy in a game.</p> <p>To bowl underarm / overarm with accuracy in a pairs cricket.</p> <p>To play a modified competitive cricket game.</p> <p>To evaluate what was successful in a game.</p>



OAA			
Year 3	Year 4	Year 5	Year 6
<p>To describe how to use simple maps within a lesson.</p> <p>To develop map work and orientation of the school site.</p> <p>To work in collaboration to solve tasks and problems.</p> <p>To warm up and prepare appropriately for different OAA activities.</p> <p>To work in small groups with minimal support from teacher.</p> <p>To describe the short term and beneficial effects of different OAA activities on the body.</p>	<p>To describe how we can work in small groups to support plans.</p> <p>To embed map work and orientation of the school site.</p> <p>To use and create routes for each other using simple plans.</p> <p>To support and assist in group problem solving tasks.</p> <p>To consolidate map work and orientation.</p> <p>To talk about what they have done, using appropriate vocabulary with support.</p> <p>To talk about exercising, safety and short term exercise.</p>	<p>To describe how collaboration is required during OAA.</p> <p>To consolidate map work and orientation.</p> <p>To set up courses for others to navigate.</p> <p>To work in small groups with minimal support from teacher.</p> <p>To explain how working in teams and having good sportsmanship supports the development of skills, playing fairly and respectfully in all competitive situations.</p> <p>To safely perform teacher led warm-ups.</p>	<p>To describe how to create a course/map.</p> <p>To set up courses for others with confidence.</p> <p>To warm up and prepare appropriately for different OAA activities.</p> <p>Can recognise hazards.</p> <p>To develop more advanced Orienteering techniques.</p> <p>Can feedback the importance of team work and communication.</p> <p>To talk about exercising, safety and short term effects of exercise.</p>