




# Cusgarne Primary School

## Progression in Physical Education Skills

Curriculum Lead: Julia Murray




	KS1 Year 1 and 2	LKS2 Year 3 and 4	UKS3 Years 5 & 6
<p><b>Movement and control</b></p>  <p><b>Using equipment and athletics</b></p>	<ul style="list-style-type: none"> <li>• Copy actions.</li> <li>• Repeat and explore skills.</li> <li>• Move with some control and care.</li> <li>• Throw a ball underarm.</li> <li>• Roll a ball or a hoop.</li> <li>• Hit a ball with a bat.</li> <li>• Copy and remember actions.</li> <li>• Repeat and explore skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Move with co-ordination and control.</li> <li>• Throw and catch a ball with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Sprint over a short distance.</li> <li>• Run over a longer distance, conserving energy.</li> <li>• Have a range of throwing techniques (underarm, over arm, putting and hurling).</li> <li>• Throw with accuracy to hit a target.</li> <li>• Jump in a number of ways, sometimes using a short run-up.</li> </ul>	<ul style="list-style-type: none"> <li>• Link skills, techniques and ideas and apply them accurately and appropriately.</li> <li>• Choose the most appropriate tactics in a game.</li> <li>• Use forehand and backhand when playing racquet games.</li> <li>• Field well.</li> <li>• Use a variety of techniques to pass.</li> <li>• Strike a bowled ball.</li> <li>• Work with a team or alone to gain possession of the ball.</li> <li>• Combine running and jumping well.</li> <li>• Show accurate control, speed, strength and stamina in my athletics.</li> </ul>

## Movement and control



## Dance

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| <ul style="list-style-type: none"><li>• Perform some dance moves.</li><li>• Put moves together to make a short dance.</li><li>• Show rhythm in my dance.</li><li>• Choose the best movements to show different ideas.</li><li>• Move carefully with control.</li><li>• Use space safely.</li><li>• Move with careful control, co-ordination and care.</li><li>• Perform my dance actions with control and co-ordination.</li><li>• Link two or more actions together to make a sequence.</li><li>• Remember and repeat dance movements.</li><li>• Choose the best movements to communicate a mood or feeling.</li></ul> | <ul style="list-style-type: none"><li>• Dance movements communicate an idea.</li><li>• Refine my movements into sequences.</li><li>• Dance movements are clear and fluent.</li><li>• Know that dance can express a variety of things.</li></ul> | <ul style="list-style-type: none"><li>• Creative and imaginative in composing my own dances.</li><li>• Perform expressively.</li><li>• Show precision, control and fluency.</li><li>• Dance matches the mood of the accompanying music.</li></ul> |
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<p>Movement and control</p>  <p>Gymnastics</p>	<ul style="list-style-type: none"> <li>• Show control and co-ordination when travelling or balancing.</li> <li>• Choose which actions to make.</li> <li>• Copy sequences and repeat them.</li> <li>• Be able to roll.</li> <li>• Travel in lots of ways.</li> <li>• Balance.</li> <li>• Climb safely.</li> <li>• Stretch body.</li> <li>• Curl body.</li> <li>• I plan sequences of movements.</li> <li>• Show contrasts such as small/tall, straight/ curved and wide/narrow.</li> <li>• Movements are controlled.</li> <li>• Balance on different points of body.</li> </ul>	<ul style="list-style-type: none"> <li>• Body is balanced.</li> <li>• Shapes are controlled.</li> <li>• I plan, perform and repeat sequences.</li> <li>• Sequences include changes in speed and level.</li> <li>• I work on improving strength and suppleness by practising stretches and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• I am controlled and skilful in actions and movements.</li> <li>• Movements are controlled and express emotion or feeling.</li> <li>• Make complex sequences that include changes in direction, level and speed.</li> <li>• Combine actions, shapes and balances in gymnastic performance.</li> <li>• Movements are clear, accurate and consistent.</li> <li>• Prepare and perform to an audience.</li> <li>• I practise and perform with control.</li> <li>• Movements include very controlled balances, shapes, levels and actions.</li> </ul>
<p>Movement and control</p>  <p>Swimming</p>	<ul style="list-style-type: none"> <li>• With help can swim up to 20 metres with floats.</li> <li>• Swim up to 5 metres without floats.</li> <li>• Put head in the water.</li> <li>• I join in water activities at the pool.</li> <li>• I explore different ways of moving in water.</li> <li>• Swim up to 20 metres using arms and legs to move.</li> <li>• I use one basic stroke to swim, breathing properly.</li> <li>• Using floats, I swim with a controlled leg kick.</li> <li>• I describe different swimming strokes.</li> </ul>	<ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres.</li> <li>• Arms and legs are co-ordinated.</li> <li>• I use more than one swimming stroke.</li> <li>• I swim both on the surface and below the surface of the water.</li> <li>• Breathing is co-ordinated with the stroke I am using.</li> </ul>	<ul style="list-style-type: none"> <li>• Swim between 50 and 100 metres.</li> <li>• I use breast, front crawl and back stroke styles confidently.</li> <li>• Swimming uses arms and legs in a confident and co-ordinated manner.</li> <li>• Swim over 100 metres.</li> <li>• I swim fluently.</li> <li>• I use all three strokes with control and sustain this for over 2 minutes.</li> <li>• I breathe so that the pattern of swimming is not interrupted.</li> </ul>

## Planning and implementing



- Use the terms 'opponent' and 'team-mate' when playing games.
- Use rolling, hitting and kicking skills in games.
- Decide on the best position to be in during a game.
- Have developed some tactics for the game I am playing.

- Select and use the most appropriate skills, actions and ideas.
- Choose the appropriate tactics to cause a problem for the opposition.
- Follow rules in a game.
- Keep possession of a ball (feet, hockey stick, hands).
- Improvise with ideas and movements.
- Use plans and diagrams to help me get from one place to another.
- Enjoy solving problems or challenges outdoors.

- Link skills, techniques and ideas and apply them accurately and appropriately.
- Choose the most appropriate tactics in a game.
- I am creative and imaginative in composing own dances.
- Select and combine skills, techniques and ideas.
- Apply skills, techniques and ideas accurately, appropriately and consistently.
- Use tactics and follow rules.
- Plan approach to attacking and defending.
- Know and follow event rules.
- Use senses to assess risks and adapt plans accordingly.
- Prepare well by considering safety first.
- Plan with others, seeking advice.

## Reflecting and evaluating



- Exercisesafelybylookingfor space.
- Talk about the differences between own and others' performances.
- Say what has gone well and why.
- Identify how a performance could be improved.
- Describe how body feels during different activities, using parts of the body to describe the effects.

- Work and behavesafely.
- Discuss I say how work is similar to and different from others'.
- Use this understanding to improve ownperformance.
- Give reasons why warming up before an activity is important.
- Give reasons why physical activity is good for health.

- Explain and apply basic safety principles in preparing for exercise.
- Analyse and comment on skills and techniques and how they are applied in own and in others' work.
- Modify and refine skills and techniques to improve performance.
- Explain how different parts of body react during different types of exercise.
- Warm up and cool down in ways that suit the activity.
- Describe why regular, safe exercise is good for fitness and health.