

## Curriculum Skills Progression



**Subject: PE**

**Subject Key Statement:** At Welton, in PE, the children are provided well-structured lessons in dance, gymnastics, athletics and games taught by teachers and PE experts. Throughout the year the children have the opportunity to experience these different aspects of the PE curriculum, build skills and knowledge about the PE curriculum area and find out which parts of physical education they enjoy. Throughout the year children are given the opportunity to take part in a wide range of sporting competitions with other schools in the local area. These competitions give the children a sense of pride as they represent their school and can show their true potential in a sporting activity. Physical education at Welton allows children to work alone and in teams while evaluating their own and other's performance in a respectful manner to help every child improve. Alongside physical skills children at our school develop positive attitudes with regards to the idea of fair play and respect for others which are transferable when working in other areas of the curriculum.

Key Skill	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	Roll, hit (a ball with a bat), run, jump, catch (with both hands) and kick with some control  Throw (underarm), send and receive a ball in different of ways  Move and stop safely	Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination  Use basic tactics for attacking and defending: -Stay in a 'zone' during a game -Decide where the best place to be is during a game -Use one tactic in a game -Follow rules	Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing, catching  Know and use rules fairly to keep games going  Choose, use and vary simple tactics for attacking and defending: -Be aware of space and use it to support teammates and cause	Strike, throw and catch with control and clear sense of direction  Follow the formal rules of the game and demonstrate they can play fairly  Keep possession of a ball (with e.g. hockey stick, hands, feet)  Show awareness and accuracy in passing. Vary tactics and	Carefully select and use a variety of techniques to pass, dribble and shoot  Develop consistency in their skills of running, throwing, catching, passing, jumping and kicking through practise and repetition of the skills  Develop the skills of forehand or backhand when playing racket games, showing control when hitting	Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)  Work alone and with a team to outwit an opponent / opposing team  Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the

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			<p>problems for the opposition</p> <ul style="list-style-type: none"> <li>-Keep possession with some success when using equipment that is not used for throwing and</li> <li>-Throw and catch with control when under limited pressure</li> </ul>	<p>adapt skills according to what is happening in a game.</p>	<p>Hit a bowled or volleyed ball with accuracy in return</p> <p>Gain possession by working as a team</p>	<p>direction of play</p> <p>Act as a good role model within a team, taking a lead role when required</p> <p>Be able to explain complicated rules</p>
<b>Dance</b>	<p>Copy, explore and perform basic body actions and movement patterns</p> <p>Select movements to create their own dance phrases with beginnings, middles and ends</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance</p> <p>Move with control and vary the way they use space</p>	<p>Copy, repeat and remember some moves and shapes for short dance phrases</p> <p>Perform a dance phrase with 2 or more joined movements / shapes</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling</p> <p>Perform movement/body actions shows control and coordination</p>	<p>Experiment with actions, dynamics, directions and levels</p> <p>Remember and repeat dance phrases</p> <p>Improvise freely, translating ideas from a stimulus into movement</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control</p> <p>Share and create phrases that communicate ideas with a partner and in small groups</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative</p> <p>Refine, repeat and remember dance phrases and dances</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group</p> <p>Take the lead when working with a partner or group</p>	<p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use</p> <p>Plan and perform dances confidently</p> <p>Compose motifs and plan dances creatively and collaboratively in groups</p> <p>Perform to an accompaniment, expressively and sensitively</p> <p>Perform different styles of dance clearly and fluently with</p>	<p>Work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances in their own or a specific style</p> <p>Choose their own music, style and dance</p> <p>Perform to an accompaniment expressively and sensitively</p> <p>Perform dances fluently and with control</p>

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					accuracy and consistency	
<b>Gymnastics</b>	Make their body tense, relaxed, curled and stretched	Move and jump with some control and awareness of space	Devise, repeat and perform a short sequence that shows changes in speed, level and direction	Show changes of direction, speed and level during a gymnastic sequence	Show body tension and extension and good weight transference when performing	Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances
	Perform the basic actions of travelling, rolling , jumping and climbing with control	Show contrasts on use of body and shape (such as small, tall, straight, curved)	Create a sequence using apparatus	Create successful and stable balances and shapes	Produce accurate, clear and consistent movements	Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements
	Change speed and direction when travelling	Balance on different points of the body, holding a still position	Demonstrate control and coordination when performing a range of actions with transitions	Decide on strategies, skills and equipment needed to complete a challenge based on previous experience	Perform a range of gymnastic actions with consistency, fluency and clarity of movement	Link their sequences to specific timings
	Control their body when balancing	Create a sequence using 2 or more linked actions		Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling	Combine dynamics when making sequences using changes of speed, level and direction	Rehearse, refine and perfect gymnastic skills
	Show awareness of body parts, points and position when making still shapes	Plan and show a sequence of movements on their own or with a partner				
	Copy sequences and repeat them				Perform consistently to different audiences	
<b>Athletics</b>	N/A	N/A	Run at a speed appropriate to the distance	Sprint over a short distance	Choose the best pace for running over a variety of distances	When running over a range of distances, show stamina, speed and control
			Jump from a standing position	Pace running over longer distances	Use a range of throws accurately to hit a target over a range of distances	Throw accurately, perfecting techniques by analysing the movement and body shape
			Able to throw a ball using an under and over arm technique	Develop technique to be able to throw further	Combine running and	

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				Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate	jumping in athletic activities (long jump)	Demonstrate control, balance and power in take-off and landing when jumping  Compete with others, recording results, setting targets and endeavouring to improve performance.
<b>Outdoor Adventurous Education</b>	N/A	N/A	Begin to use basic maps and diagrams to orientate themselves and to move from one place to another	Confidently use basic maps and diagrams to orientate themselves and to move from one place to another	Use maps and compasses to orientate themselves  Adjusts plans and actions depending on changing situations  Able to work in a group to plan actions to solve a problem	Read a variety of maps and plans of the environment, recognising symbols and features  Value the importance of planning and thinking as they work through their challenge  Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills
<b>Health and Fitness</b>	Begin to describe how their body feels before, during and after an activity	Show how to exercise safely  Continue to describe how their body feels during different activities	Confidently explain how their body feels during a range of physical activities, making reference to different parts of the body	Recognise changes in heart rate, temperature and breathing rate	Explain and demonstrate why and how people warm up for exercise  Explain how physical exercise is important for good health	Understand and explain the short and long term effects of exercise  Lead warm up and cool down activities in ways that enhance

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		Explain what their body needs to keep healthy				the forthcoming activity  Explain why regular exercise is important to general health and well-being
<b>Evaluating and Improving</b>	Describe what they and others have done, using appropriate vocabulary with support	Improve their own work through watching and commenting on others work	Describe the similarities and differences, and evaluate the effectiveness and quality of a performance	Describe their own and others' work, making simple judgements about the quality of performances  Suggest ways to improve their performance	Compare and contrast the skills and ideas shown in own and others' work  Develop own basic criteria to evaluate own and others' work based on previous learning	Analyse and appraise skills and techniques used by others and apply in own work  Practice, modify and perfect skills and techniques to improve performance