



*Imagine, Believe, Achieve*

We want our pupils to be:  
 Inquirers & Thinkers Knowledgeable Communicators Caring Open-minded Risk-takers Resilient

**P.E Progression of Skills**

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
<b>Dance</b>						
<p>To explore moving into a free space on your own, with a partner and a small group (R/Da.1)</p> <p>Explore and identify basic travelling movements whilst moving confidently in the space. (R/Da.1)</p> <p>To explore jumping in a space (R/Da.1)</p> <p>Create a dance phrase using basic travel and jumping actions. (R/Da.1)</p> <p>Explore and understand balance, using visual images (R/Da.1)</p> <p>To use travel, jumps and balance to create a simple dance sequence. (R/Da.1)</p>	<p>Create movements associated with African animals, using simple movements from DDMIX African. (1/Da)</p> <p>Create motifs to represent animals/creatures, using Safari as a stimulus. (1/Da)</p> <p>Link movements to motifs to create a dance sequence, using Safari as a stimulus. (1/Da)</p> <p>Use size of movement and animal qualities/characteristics to adapt a dance sequence. (1/Da)</p>	<p>Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics. (2/Da)</p> <p>Link the DDMIX Lumberjack hoedown key movements to form a dance. Perform with a group using changes of group formation. (2/Da)</p> <p>To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack hoedown dance. (2/Da)</p>	<p>To be able to identify dynamics in music and apply the appropriate movement. (3/Da)</p> <p>In response to visual stimuli, create a movement phrase using dynamics. (3/Da)</p> <p>Combine two phrases to create a dance of two parts (binary: AB). Work constructively as part of a group (3/Da)</p> <p>Demonstrate the use of dynamics through a Japanese dance. (3/Da)</p> <p>Use shape and formation when</p>	<p>To learn the key movements of the DDMIX Disco dance, demonstrating clear dynamics. (4/Da)</p> <p>Explore simple canon using disco movements. (4/Da)</p> <p>Apply cumulative canon and unison to a disco dance. (4/Da)</p> <p>Create a disco dance sequence inspired by visual stimuli (4/Da)</p> <p>Experiment with different levels, direction and group</p>	<p>Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison. (5/Da)</p> <p>Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison. (5/Da)</p> <p>Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a</p>	<p>Learn the key movements of the DDMIX Bollywood dance, demonstrating clear dynamics. (6/Da)</p> <p>Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance (6/Da)</p> <p>To understand how a dance is formed. Create a motif using pictures as stimuli. (6/Da)</p> <p>Create a Bollywood dance phrase to tell a story (6/Da)</p>

<p>Explore different ways to move body parts. (R/Da.2)</p> <p>Explore moving different body parts in contrasting ways, in relation to stimuli (R/Da.2)</p> <p>Create a simple dance sequence using movements inspired by specific characteristics. (R/Da.2)</p> <p>Explore gesture using a variety of body parts (R/Da.2)</p> <p>Use gestures and movement to convey a character. (R/Da.2)</p> <p>Create a dance sequence, using a character as a stimulus (R/Da.2)</p>	<p>In groups, create a beginning and end position to a dance sequence, using Safari as a stimulus (1/Da) Perform a dance sequence as a class, focusing on linking movements and formation. (1/Da)</p>	<p>Create a dance sequence by changing the order of movements. Work constructively in a group. (2/Da)</p> <p>Apply a clear beginning and end to a dance sequence, whilst applying group formation. (2/Da)</p> <p>Create and adapt dance sequences to form one group dance. Perform and evaluate dance sequence (2/Da)</p>	<p>performing the key movements of a Japanese dance (3/Da)</p> <p>Create a beginning and an end to the DDMIX Japanese dance. Work constructively in groups (3/Da)</p>	<p>formations in a disco dance sequence (4/Da)</p> <p>Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback. (4/Da)</p>	<p>partner and/or small group. (5/Da)</p> <p>Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics. (5/Da)</p> <p>Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence. (5/Da)</p> <p>Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback. (5/Da)</p>	<p>To link a motif and a phrase to form a dance, adding a clear beginning and end. (6/Da)</p> <p>Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback (6/Da)</p>
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<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
<b>Speed and Fitness</b>						
<p>To develop running and stopping. (R/Fun.1)</p> <p>To develop running and stopping. (R/Fun.2)</p> <p>To work safely and develop running and stopping. (R/Ga.1)</p> <p>To develop moving safely and stopping with control. (R/IPE.1)</p>	<p>To develop agility and co-ordination. (1/Ath)</p> <p>To move at different speeds over varying distances. (1/Ath)</p>	<p>To understand how to run for longer periods of time without stopping. (2/Fit)</p> <p>To develop the sprinting action. (2/Ath)</p> <p>To develop technique when taking part in an athletics carousel. (2/Ath)</p> <p>To take part in a circuit to develop stamina and agility. (2/Fit)</p> <p>To explore exercises that use your own body weight. (2/Fit)</p> <p>To develop 'ABC,' agility, balance and co-ordination. (2/Fit)</p>	<p>To develop the sprinting technique and improve on your personal best. (3/Ath)</p> <p>To develop changeover in relay events. (3/Ath)</p>	<p>To develop power and speed in the sprinting technique. (4/Ath)</p> <p>To develop stamina and an understanding of speed and pace in relation to distance. (4/Ath)</p>	<p>To be able to apply different speeds over varying distances. (5/Ath)</p> <p>To develop fluency and co-ordination when running for speed. (5/Ath)</p> <p>To develop technique in relay changeovers. (5/Ath)</p>	<p>To work collaboratively with a partner to set a steady pace. (6/Ath)</p> <p>To develop your own and others sprinting technique. (6/Ath)</p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
<b>Jumping and Travel</b>						
<p>To use different travelling actions whilst following a path. (R/IPE.1)</p> <p>To follow a path and take turns. (R/IPE.2)</p> <p>To develop rocking and rolling. (R/Gy.1)</p> <p>To develop changing direction. (R/Fun.1)</p> <p>To explore different ways to travel. (R/Fun.1)</p> <p>To develop changing direction. (R/Fun.2)</p> <p>To explore different ways to travel using equipment. (R/Fun.2)</p> <p>To develop rocking and rolling. (R/Gy2)</p> <p>To explore travelling around, over and through apparatus. (R/Gy2)</p> <p>To develop jumping and landing. (R/Fun.1)</p> <p>To develop hopping and landing with control. (R/Fun.1)</p> <p>To develop jumping and landing safely. (R/Gy.1)</p> <p>To develop jumping. (R/Fun.2)</p> <p>To develop hopping. (R/Fun.2)</p> <p>To develop jumping and landing safely from a height. (R/Gy2)</p>	<p>To develop technique in the barrel, straight and forward roll. (1/Gym)</p> <p>To explore travelling movements. (1/Gym)</p> <p>To develop technique and control when performing shape jumps. (1/Gym)</p> <p>To explore hopping, jumping and leaping for distance. (1/Ath)</p>	<p>To develop rolling and sequence building. (2/Gy)</p> <p>To develop co-ordination and timing when jumping in a long rope. (2/Fit)</p> <p>To develop individual skipping. (2/Fit)</p> <p>To develop jumping for distance. (2/Ath)</p> <p>To develop technique when jumping for height. (2/Ath)</p> <p>To demonstrate different shapes, take off and landings when performing jumps. (2/Gy)</p>	<p>To develop the straight, barrel, and forward roll. (3/Gy)</p> <p>To develop jumping technique in a range of approaches and take off positions. (3/Ath)</p> <p>To develop stepping into shape jumps with control. (3/Gy)</p>	<p>To develop the straight, barrel, forward and straddle roll. (4/Gy)</p> <p>To link actions that flow using the rolls I have learnt. (4/Gy)</p> <p>To develop technique when jumping for distance. (4/Ath)</p> <p>To develop control in performing and landing the rotation jumps. (4/Gy)</p>	<p>To develop the straight, forward, straddle and backward roll. (5/Gy)</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation. (5/Gy)</p> <p>To develop technique and co-ordination in the triple jump. (5/Ath)</p>	<p>To be able to develop the straddle, forward and backward roll. (6/Gy)</p> <p>To be able to use flight from hands to travel over apparatus. (6/Gy)</p> <p>To develop power, control and technique for the triple jump. (6/Ath)</p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
<b>Send and Receive</b>						
<p>To develop accuracy when throwing to a target. (R/BS.1)</p> <p>To develop bouncing and catching a ball. (R/BS.1)</p> <p>To develop accuracy when throwing to a target. (R/BS.2)</p> <p>To develop throwing and catching with a partner. (R/BS.2)</p> <p>To develop throwing and learn how to keep score. (R/Ga.1)</p> <p>To aim when throwing and practise keeping score. (R/Ga.2)</p>	<p>To explore accuracy when rolling a ball. (1/BSk)</p> <p>To explore throwing with accuracy towards a target. (1/BSk)</p> <p>To explore catching with two hands. (1/BSk)</p> <p>To develop underarm throwing towards a target. (1/TG)</p> <p>To develop throwing for accuracy. (1/TG)</p> <p>To develop underarm and overarm throwing for accuracy. (1/TG)</p> <p>To develop throwing for accuracy and distance using underarm and overarm. (1/TG)</p> <p>To develop throwing for accuracy and distance. (1/TG)</p> <p>To explore tracking a ball that is coming towards me. (1/BSk)</p> <p>To develop throwing for distance. (1/Ath)</p> <p>To develop throwing for accuracy. (1/Ath)</p>	<p>To develop underarm throwing and catching to field a ball. (2/S&amp;F)</p> <p>To develop throwing for distance. (2/Ath)</p> <p>To develop throwing for accuracy. (2/Ath)</p>	<p>To develop passing to a teammate. (3/Ftb)</p> <p>To begin to throw and catch while on the move. (3/Hbl)</p> <p>To develop throwing for distance and accuracy. (3/Ath)</p> <p>To develop throwing for distance in a pull throw. (3/Ath)</p>	<p>To develop hitting the ball using a forehand. (4/Ten)</p> <p>To develop returning the ball using a forehand. (4/Ten)</p> <p>To develop power and technique when throwing for distance. (4/Ath)</p> <p>To develop a pull throw for distance and accuracy. (4/Ath)</p>	<p>To send and receive the ball with control under pressure. (5/Ho)</p> <p>To develop throwing with force for longer distances. (5/Ath)</p> <p>To develop throwing with greater control and technique. (5/Ath)</p>	<p>To develop consistency of catching to get opponents out. (6/Cri)</p> <p>To develop power, control and technique when throwing for distance. (6/Ath)</p> <p>To develop throwing with force and accuracy for longer distances. (6/Ath)</p> <p>To develop throwing accuracy and catching skills under pressure. (6/Cri)</p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
<b>Tactics and Competition</b>						
<p>To work with others co-operatively and play as a group. (R/IPE.1)</p> <p>To follow, copy and lead a partner. (R/IPE.1)</p> <p>To move around safely in space.(R/IPE.2)</p> <p>To follow instructions and stop safely.(R/IPE.2)</p> <p>To stop safely and develop control when using equipment. (R/IPE.2)</p> <p>To follow instructions and play safely as a group. (R/IPE.2)</p> <p>To use equipment safely and responsibly. (R/IPE.1)</p> <p>To work co-operatively with a partner. (R/IPE.2)</p> <p>To be able to play games showing an understanding of the different roles within it. (R/Ga.1)</p> <p>To follow instructions and move safely when playing tagging games. (R/Ga.1)</p> <p>To work co-operatively and learn to take turns. (R/Ga.1)</p>	<p>To select the correct technique for the situation. (1/TG)</p>	<p>To develop overarm throwing to limit a batter's score. (2/S&amp;F)</p> <p>To develop hitting for distance to score more points. (2/S&amp;F)</p> <p>To be able to get a batter out. (2/S&amp;F)</p> <p>To understand the rules of the game and use these to play fairly. (2/S&amp;F)</p>	<p>To jockey / track an opponent. (3/Ftb)</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament. (3/Ftb)</p> <p>To move towards goal or away from a defender. (3/Hbl)</p> <p>To move towards goal to create shooting opportunities. (3/Hbl)</p> <p>To use defending skills to delay an opponent and gain possession. (3/Hbl)</p> <p>To use a change of direction and speed to lose a defender and move into space. (3/Hbl)</p> <p>To apply skills and knowledge to compete in game situations. (3/Hbl)</p> <p>To develop officiating and performing skills. (3/Ath)</p>	<p>To develop the backhand and understand when to use it. (4/Ten)</p> <p>To work co-operatively with a partner to keep a continuous rally going. (4/Ten)</p> <p>To use simple tactics in a game to outwit an opponent. (4/Ten)</p> <p>To demonstrate honesty and fair play when competing against others. (4/Ten)</p> <p>To develop tracking and defending an opponent. (4/Bas)</p> <p>To be able to apply the skills, rules and tactics you have learnt to a mini tournament. (4/Bas)</p> <p>To develop officiating and performing skills.(4/Ath)</p>	<p>To use a variety of attacking skills to lose a defender. (5/Net)</p> <p>To move into and create space to support a teammate. (5/Net)</p> <p>To use defending skills to gain possession. (5/Net)</p> <p>To use and apply skills, principles and tactics to a game situation. (5/Net)</p> <p>To select the appropriate skill, choosing when to pass and when to dribble. (5/Ho)</p> <p>To move into and create space to support a teammate. (5/Ho)</p> <p>To use the appropriate defensive technique for the situation. (5/Ho)</p> <p>To apply rules, skills and principles to play in a tournament. (5/Ho)</p>	<p>To develop a variety of fielding techniques and use them within a game.(6/Cri)</p> <p>To further develop fielding techniques and apply them to a game situation. (6/Cri)</p> <p>To build communication and trust whilst showing an awareness of safety. (6/OAA)</p> <p>To work as a team to solve problems, sharing ideas and collaborating with one another. (6/OAA)</p> <p>To develop tactical planning and problem solving. (6/OAA)</p> <p>To share ideas and work as a team to solve problems. (6/OAA)</p> <p>To develop navigational skills and map reading. (6/OAA)</p> <p>To use a key to identify objects and locations. (6/OAA)</p> <p>To work collaboratively in a team to develop the officiating skills of</p>

<p>To work with others to play team games. (R/Ga.1)</p> <p>To follow instructions and move safely when playing tagging games. (R/Ga.2)</p> <p>To learn to play against a partner. (R/Ga.2)</p> <p>To develop co-ordination and play by the rules. (R/Ga.2)</p> <p>To work co-operatively as a team. (R/Ga.2)</p> <p>To move safely and sensibly in a space with consideration of others (R/IPE.1)</p>						<p>measuring, timing and recording. (6/Ath)</p>
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<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
<b>Gymnastics</b>						
<p>To copy and create shapes with your body. (R/Gy.1)</p> <p>To be able to create shapes whilst on apparatus. (R/Gy.1)</p> <p>To develop balancing and taking weight on different body parts. (R/Gy.1)</p> <p>To develop balancing whilst stationary and on the move. (R/Fun.1)</p> <p>To develop balancing. (R/Fun.2)</p> <p>To develop balancing and safely using apparatus. (R/Gy2)</p> <p>To copy and create short sequences by linking actions together. (R/Gy.1)</p> <p>To create short sequences using shapes, balances and travelling actions. (R/Gy2)</p> <p>To create sequences using apparatus. (R/Gy2)</p>	<p>To develop quality when performing and linking shapes. (1/Gym)</p> <p>To develop stability and control when performing balances. (1/Gym)</p> <p>To link gymnastic actions to create a sequence. (1/Gym)</p> <p>To develop balance. (1/Ath)</p>	<p>To perform gymnastic shapes and link them together. (2/Gy)</p> <p>To be able to use shapes to create balances. (2/Gy)</p> <p>To be able to link travelling actions and balances using apparatus. (2/Gy)</p> <p>To develop sequence work on apparatus. (2/Gy)</p>	<p>To be able to create interesting point and patch balances. (3/Gy)</p> <p>To be able to transition smoothly into and out of balances. (3/Gy)</p> <p>To create a sequence with matching and contrasting actions and shapes. (3/Gy)</p> <p>To create a partner sequence incorporating equipment. (3/Gy)</p>	<p>To develop individual and partner balances. (4/Gy)</p> <p>To develop strength in inverted movements. (4/Gy)</p> <p>To be able to create a partner sequence to include apparatus. (4/Gy)</p>	<p>To be able to perform symmetrical and asymmetrical balances. (5/Gy)</p> <p>To be able to perform progressions of inverted movements. (5/Gy)</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus. (5/Gy)</p> <p>To be able to create a partner sequence using apparatus. (5/Gy)</p>	<p>To develop counter balance and counter tension. (6/Gy)</p> <p>To be able to perform inverted movements with control. (6/Gy)</p> <p>To be able to perform the progressions of a headstand and a cartwheel. (6/Gy)</p> <p>To be able to create a group sequence using formations and apparatus. (6/Gy)</p>



<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
<b>Ball Skills</b>						
<p>To develop rolling a ball to a target. (R/BS.1)</p> <p>To develop stopping a rolling ball. (R/BS.1)</p> <p>To develop dribbling a ball with your feet. (R/BS.1)</p> <p>To develop kicking a ball. (R/BS.1)</p> <p>To develop rolling and tracking a ball. (R/BS.2)</p> <p>To develop dribbling with hands. (R/BS.2)</p> <p>To develop dribbling a ball with your feet. (R/BS.2)</p> <p>To develop kicking a ball to a target. (R/BS.2)</p> <p>To explore striking a ball and keeping score. (R/Ga.2)</p>	<p>To develop control and co-ordination when dribbling a ball with your hands. (1/BSk)</p> <p>To explore control and co-ordination when dribbling a ball with your feet. (1/BSk)</p>	<p>To track a rolling ball and collect it. (2/S&amp;F)</p>	<p>To develop controlling the ball and dribbling under pressure. (3/Ftb)</p> <p>To be able to control the ball with different parts of the body. (3/Ftb)</p> <p>To develop changing direction with the ball using an inside and outside hook. (3/Ftb)</p>	<p>To develop the attacking skill of dribbling. (4/Bas)</p> <p>To develop the technique for the set shot. (4/Bas)</p> <p>To use protective dribbling against an opponent. (4/Bas)</p> <p>To develop the bounce and chest pass and begin to recognise when to use them. (4/Bas)</p>	<p>To develop accuracy in the shooting action under pressure. (5/Net)</p> <p>To develop dribbling to beat a defender. (5/Ho)</p> <p>To develop passing and moving to maintain possession. (5/Net)</p>	<p>To develop placement of a ball into space. (6/Cri)</p> <p>To develop overarm bowling technique and accuracy. (6/Cri)</p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
<b>Swimming</b>						
<p>Perform safe self-rescue in different water based situations  Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>						