

## St Thomas Becket Catholic Primary PE Skills Progression

### National Curriculum: Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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, agility and co-ordination, and begin to apply these in a range of activities; team games, developing simple tactics for attacking and defending; to perform dances using simple movement patterns.

### National Curriculum: Key stage 2

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. 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 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns

take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

| Autumn 1       | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
|----------------|---|--|---|--|---|--|
| <b>FITNESS</b> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I use co-ordination to turn a skipping rope.</p> <p>I show co-ordination when trying hula hoop skills.</p> <p>I can change direction when running.</p> <p>I can run at different speeds.</p> <p>I can show hopping and jumping movements.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I work with others to turn a rope.</p> <p>I try my hardest to keep working over longer periods of time.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can link different hoop skills to create a routine.</p> <p>I can show hopping and jumping movements with some balance and control.</p> <p>I understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>I can describe how my body feels during exercise.</p> <p>I work with others to turn a rope and encourage others to jump at the right time.</p> <p>I show determination to continue working over a longer period of time.</p> <p>I persevere with new challenges.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I show balance when changing direction.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can complete exercises with control.</p> <p>I understand the benefits of exercise.</p> <p>I can provide feedback using key words.</p> <p>I can collect and record personal fitness data and I can recognise my strengths.</p> <p>I can work safely with others.</p> <p>I can persevere when I find a challenge is hard.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I show balance when changing direction at speed.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I show control when completing activities to improve balance.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I understand there are different areas of fitness and that each area challenges my body differently.</p> <p>I can collect and record personal fitness data and identify areas I need to improve.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I understand the different components of fitness and how to test them.</p> <p>I can choose the best pace for a running event and maintain speed.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can analyse my fitness data to identify areas of improvement.</p> <p>I can encourage and motivate others to work to their personal best.</p> <p>I can work with others to manage activities.</p> <p>I understand what my maximum effort looks and feels like and I am determined to achieve it.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can change my running technique to adapt to different distances.</p> <p>I understand the different components of fitness and ways to test and develop them.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I can collect, record and analyse data to identify areas where I have made the most improvement.</p> <p>I encourage and motivate others to work to their best.</p> <p>I can work with others to organise, manage and record information at a station.</p> |



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|   |   |   |   | <p>I share ideas and work with others to manage activities.</p> <p>I show determination to continue working at over a period of time.</p>   |  | <p>I work to my maximum consistently when presented with challenges.</p>   |
| <p><b>Autumn 2</b></p> <p><b>DANCE</b></p> <p><b>Year 4 – Swimming</b></p> <p><b>Year 5 – CPD with coaches – Play leading</b></p> | <p><b>Year 1</b></p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I show some sense of dynamic and expressive qualities in my dance.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I say what I liked about someone else's performance.</p> <p>I can work with others to share ideas and select actions.</p> <p>I am beginning to use counts.</p> | <p><b>Year 2</b></p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can copy, remember and repeat a series of actions.</p> <p>I show confidence to perform.</p> <p>I can describe how my body feels during exercise.</p> <p>I am beginning to provide feedback using key words.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I can use counts to stay in time with music.</p> | <p><b>Year 3</b></p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I create short dance phrases that communicate the idea.</p> <p>I am respectful of others when watching them perform.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I understand the benefits of exercise.</p> <p>I can provide feedback using key words.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I can use counts to keep in time with a partner and group.</p> | <p><b>Year 4</b></p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>I can perform safe self-rescue in different water-based situations.</p> | <p><b>Year 5</b></p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can understand the role of a playground leader.</p> <p>I know the characteristics of a good play leader.</p> <p>I can use different ways of communicating with a group.</p> <p>I can select and use appropriate ways of communicating with a group.</p> <p>I understand the benefits of positive communication.</p> <p>I can organise an activity within a small group.</p> <p>I can modify games to ensure fair play for everyone.</p> <p>I can understand the difficulties that some children face when taking part in activities.</p> | <p><b>Year 6</b></p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can choreograph a dance and work safely using a prop.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can lead a small group through a short warm-up routine.</p> |



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|   |   |   |   |  |   | <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p> <p>I can use counts when choreographing to improve the quality of my work.</p>   |
| <b>Spring 1</b>                               | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>   |
| <b>GYMNASTICS</b>                             | <b>CHILDREN WILL BE TAUGHT TO:</b>  | <b>CHILDREN WILL BE TAUGHT TO:</b>  | <b>CHILDREN WILL BE TAUGHT TO:</b>  | <b>CHILDREN WILL BE TAUGHT TO:</b>   | <b>CHILDREN WILL BE TAUGHT TO:</b>  | <b>CHILDREN WILL BE TAUGHT TO:</b>  |
| <b>Year 4 – CPD with coaches – basketball</b> | <p>I can link simple actions together to create a sequence.</p> <p>I can remember and repeat actions and shapes.</p> <p>I am confident to perform in front of others.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> | <p>I can plan and repeat simple sequences of actions.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can describe how my body feels during exercise.</p> <p>I am beginning to provide feedback using key words.</p> <p>I can work safely with others and apparatus. I can use shapes when performing other skills.</p> <p>I can use directions and levels to make my work look interesting.</p> | <p>I can choose actions that flow well into one another.</p> <p>I can adapt sequences to suit different types of apparatus.</p> <p>I use a greater number of my own ideas for movements in response to a task.</p> <p>I can choose and plan sequences of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I understand the benefits of exercise.</p> <p>I can provide feedback using key words.</p> <p>With help, I can recognise how performances could be improved.</p> | <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> | <p>I am confident to lead others through poses and flows.</p> <p>I can create a yoga flow working safely with a partner.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can move with control from one pose to another demonstrating good balance.</p> <p>I can provide feedback to others using key terminology.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use my breath to move from pose to pose.</p> <p>I show strength and flexibility whilst holding yoga poses.</p> | <p>I can officiate and help to manage a game by refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> |



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|  |   |  | I can move in unison with a partner.   |   |   |  |
|--|---|--|--|---|---|--|
| Spring 2   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
| <b>FUNDAMENTALS (KS1)</b><br><br><b>ROUNDERS (KS2)</b> | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I can show hopping and jumping movements.<br><br>I can change direction. I can run at different speeds.<br><br>I can select my own actions in response to a task.<br><br>I use co-ordination to turn a skipping rope.<br><br>I can work co-operatively with others to complete tasks.<br><br>I can recognise changes in my body when I do exercise. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I can show balance when changing direction.<br><br>I can show hopping, skipping and jumping movements with some balance and control.<br><br>I show balance and co-ordination when running at different speeds.<br><br>I am beginning to turn and jump in an individual skipping rope.<br><br>I am beginning to provide feedback using key words.<br><br>I can work co-operatively with a partner and a small group.<br><br>I can describe how my body feels during exercise. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I am able to bowl a ball towards a target.<br><br>I am beginning to strike a bowled ball after a bounce.<br><br>I can use overarm and underarm throwing, and catching skills.<br><br>I am learning the rules of the game and I am beginning to use them honestly.<br><br>I am developing an understanding of tactics and I am beginning to use them in game situations.<br><br>I understand the benefits of exercise.<br><br>I can provide feedback using key words.<br><br>I work cooperatively with my group to self-manage games.<br><br>I can persevere when learning a new skill.<br><br>I understand the aim of the game and this shows in my performance. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I am able to bowl a ball with some accuracy, and consistency.<br><br>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).<br><br>I can use overarm and underarm throwing and catching skills with increasing accuracy.<br><br>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.<br><br>I can communicate with my teammates to apply simple tactics.<br><br>I can explain what happens to my body when I exercise and how this helps to make me healthy.<br><br>I can provide feedback using key terminology and understand what I need to do to improve.<br><br>I share ideas and work with others to manage our game. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I am beginning to strike a ball with a rounders bat.<br><br>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.<br><br>I understand there are different skills for different situations and I am beginning to use this.<br><br>I understand the rules of the game and I can apply them honestly most of the time.<br><br>I understand the need for tactics and can identify when to use them in different situations.<br><br>I can identify how different activities can benefit my physical health.<br><br>I can identify when I was successful and what I need to do to improve.<br><br>I can use feedback provided to improve my work. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I can strike a bowled ball with increasing consistency.<br><br>I can use a wider range of skills with increasing control under pressure.<br><br>I can use the rules of the game consistently to play fairly.<br><br>I understand and can apply some tactics in the game as a batter, bowler and fielder.<br><br>I understand that there are different areas of fitness and how this helps me in different activities.<br><br>I recognise my own and others strengths and areas for development and can suggest ways to improve.<br><br>I can use feedback provided to improve the quality of my work.<br><br>I can work in collaboration with others so that games run smoothly.<br><br>I can work collaboratively with others to get batters out. |



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|  |  |  |   |  | I can work co-operatively with others to manage our game.  |   |
|--|--|--|---|--|--|---|
| Summer 1   | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
| <b>ATHLETICS</b><br><br><b>Year 3 – Swimming</b> | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I am beginning to link running and jumping movements.<br>I can run at different speeds.<br>I am beginning to show balance and co-ordination when changing direction.<br><br>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.<br><br>I am developing over arm throwing.<br><br>I am able to throw towards a target.<br><br>I can work with others and make safe choices.<br><br>I can recognise changes in my body when I do exercise. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I can link running and jumping movements with some control and balance.<br>I show balance and co-ordination when running at different speeds and in different directions.<br><br>I can jump and land with control.<br><br>I can use an overarm throw to help me to throw for distance.<br><br>I can work with others, taking turns and sharing ideas.<br><br>I can identify good technique.<br><br>I can describe how my body feels during exercise. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I can swim competently, confidently and proficiently over a distance of at least 25 metres.<br><br>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].<br><br>I can perform safe self-rescue in different water-based situations. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I can demonstrate the difference in sprinting and jogging techniques.<br>I can jump for distance and height with balance and control.<br><br>I can throw with some accuracy and power towards a target area.<br><br>I support and encourage others to work to their best.<br><br>I can identify when I was successful and what I need to do to improve.<br><br>I can explain what happens in my body when I warm up.<br><br>I show determination to improve my personal best.<br><br>I can demonstrate the difference in sprinting and jogging techniques. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I can choose the best pace for a running event.<br>I can use feedback to improve my sprinting technique.<br><br>I can perform a range of jumps showing some technique.<br><br>I can show control at take-off and landing in jumping activities.<br><br>I show accuracy and power when throwing for distance.<br><br>I can take on the role of coach, official and timer when working in a group.<br><br>I can identify good athletic performance and explain why it is good.<br><br>I can understand how stamina and power help people to perform well in different athletic activities. | <b>CHILDREN WILL BE TAUGHT TO:</b><br><br>I can select and apply the best pace for a running event.<br>I can perform jumps for height and distance using good technique.<br><br>I show accuracy and good technique when throwing for distance.<br><br>I can help others to improve their technique using key teaching points.<br><br>I can identify my own and others' strengths and areas for development and can suggest ways to improve.<br><br>I understand that there are different areas of fitness and how this helps me in different activities.<br><br>I use different strategies to persevere to achieve my personal best.<br><br>I can compete within the rules showing fair play and honesty. |



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| Summer 2                            | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
|-------------------------------------|--|--|--|---|--|--|
| <p><b>Team Building and OAA</b></p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can follow instructions.<br/>I can communicate simple instructions.</p> <p>I can suggest ideas to solve tasks.</p> <p>I can listen to others' ideas.</p> <p>I understand the rules of the game.</p> <p>I can work with a partner and a small group.</p> <p>I can follow a simple diagram/map.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can follow instructions carefully.</p> <p>I can share my ideas and listen to others to help to solve tasks.</p> <p>I can say when I was successful at solving challenges.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I show honesty and can play fairly.</p> <p>I understand how to use, follow and create a simple diagram/map.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can follow and give instructions.</p> <p>I can listen to and am accepting of others' ideas.</p> <p>I can plan and attempt to apply strategies to solve problems.</p> <p>I can reflect on when I was successful at solving challenges and am beginning to understand why.</p> <p>I can work collaboratively with a partner and a small group.</p> <p>I am developing map reading skills.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can accurately follow and give instructions.</p> <p>I can confidently communicate my ideas and listen to others.</p> <p>I can plan and apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges.</p> <p>I can work collaboratively and effectively with a partner and a small group.</p> <p>I can identify key symbols on a map and use a key to help navigate around a grid.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can use critical thinking skills to approach a task.</p> <p>I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>I am inclusive of others and can share job roles.</p> <p>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>I can navigate around a course using a map.</p> <p>I can orientate a map confidently.</p> | <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</p> <p>I am inclusive of others, can share job roles and lead when necessary I can work effectively with a partner and a group to solve challenges.</p> <p>I can orientate a map efficiently to navigate around a course.</p> |

